



## **Role Of Motivational Factors In English Language Acquisition At Post-Secondary Education: An Experimental Investigation**

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### **Abstract:**

Motivation is a critical aspect in determining the effectiveness of English language acquisition in EFL contexts. To ensure that Students acquire language efficiently, it is critical to identify the variables that stimulate language acquisition. In Sothern Indian states like Andhra Pradesh, learning English language skills at the post-secondary level has become crucial, as students need to have a strong command of the English language in order to gain a professional employment and a position of prominence in society in the future. As a result, this research examines the phenomenon of Students' motivation in postsecondary English language acquisition. The purpose of this research is to determine if Students are integrative or instrumental in their motivations. Additionally, this research examines which types of motivation are most beneficial for Students. The data for this research is gathered by questionnaire from post-secondary students. The study's key result is that the majority of Students are strongly motivated in their pursuit of English at the post-secondary level. The majority of Students believe that integrative motivation is more successful than instrumental incentive in English language acquisition. However, a small percentage of Students are instrumentally motivated, which may be remedied by teaching them about integrative motivation's efficacy.

**Key words:** English language acquisition, Post-secondary education, integrative motivation, instrumental motivation.

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### **1. Introduction:**

Most foreign language instructors would confirm that a student's degree of motivation plays a critical influence in their English language acquisition. Although there is no scientific proof to indicate that motivation leads to a successful result, it is widely believed that motivation is one of the most important determinants of success when learning English language. Motivation has anything to do with conduct. It is possible to argue that motivation has a meaningful and critical value in learning a English language, since it determines language learning success. The reader will be compelled to read this research because motivation is hunger, which expands Students' wishes or demands to learn English. Motivation,

on the other hand, may aid in the acquisition of a second language. English language is one that is not one's native tongue. That is why, when learning English language, one should retain determination in one hand and motivation in the other. A student cannot perform or learn a language unless he or she is motivated. Motivation draws attention to one's goals. Learning English is difficult, but if the learner has an intrinsic drive to learn English, he or she may succeed. It is an internal or external motivation in individuals that boosts their desire to learn a new language in order to reach a goal.

## **2. Review of Literature**

This area has attracted academics from all around the globe since English is an international language. They discover the issues or factors that have an impact on the process of learning English via their investigation. They came up with recommendations or suggestions based on their studies in this field. Following are some well-known studies:

The learning of English language exacerbates the situation, and the Students get irritated (Khan and Takkac, 2019). To deal with this problem, the precondition is to learn English, and without desire, it seems impossible to pursue English language learning.

English is viewed as a topic for study in Taiwan, as it is in other Asian nations, rather than as a living language to be used in everyday conversation. As a result, the EFL classroom setting differs from a natural ESL learning environment. The absence of a surrounding community of English speakers outside of the classroom heightens the difficulty for both EFL students and teachers. Provocation is another major factor of language acquisition performance (Othman et al., 2013; Waseem & Jabeen, 2013; Viju, 2015). According to these researches, there is a positive association between the learning environment and student motivation, with a good learning environment helping to enhance learning outcomes and inspiring and boosting the learning spirit.

In his research, Mohammad Rukanuddin (2014) claimed that students at the postsecondary level are instrumentally driven to learn English. When it comes to encouraging kids, Jenifara Zaman (2015) says they should attempt to enjoy the learning process and instructors should demonstrate a positive attitude.

Numerous studies have shown that teachers who want to motivate their pupils to learn English should have a positive outlook. However, the majority of studies show that instrumental motivation is critical in the acquisition of English as a second language. Students, according to some, may be motivated in two ways: instrumentally or integratively. In certain cases, yes, and in others, no. The student who is intrinsically driven does better and has a strong desire to learn English.

## **3. Research Methodology**

The current investigation is a quantitative study that is based on many research topics about the function of motivation in English language acquisition at the postsecondary level in Bangladesh. This chapter concludes by discussing the study's validity, practicability, and dependability. This chapter explains the general notion of data collection and analysis using a questionnaire.

### **3.1 Problem Statement:**

In southern India, such as Andhra Pradesh, all literature and teaching at the higher level of education are in English. Some students are really keen; they like and feel wonderful communicating in English all of the time, whilst others are demotivated because they lack self-confidence or a desire to study English. This research will discuss the impact of motivation on learner performance and the role of the instructor in inspiring students to learn English. This is critical for learning English. Motivation is

critical when it comes to learning English. This research will concentrate on the motivating factors of postsecondary Engineering students in order to provide a genuine picture of Students' success in learning English language versus motivation level. In Andhra Pradesh, the majority of students arrive to college/university from non-English (Telugu Medium) backgrounds, and as a consequence, they confront several challenges in communicating in English. Because of their eagerness to study English, some pupils are able to overcome this obstacle and do well. On the other hand, many students wish to improve their English language and communication abilities but are unable to do so owing to inferiority complexes and shyness. As a result, we can assume that they wish to learn the language in order to have a successful future. Both may be effective, but a person's self-interest is more important while learning English.

### **3.2 Objectives of the Study:**

The purpose of this research is to determine if integrative motivation or instrumental motivation is more helpful in motivating students to learn English. This research also focuses on which sorts of motivation are most beneficial for Students, whether they are instrumental or integrative.

### **3.3 Significance of the Investigation**

The results of this research provide a clear picture of the importance of motivation in the process of learning English. Other academics and researchers will use the findings of this study to help them improve self-motivation. This research will provide several viable methods for boosting motivation in those who are still struggling to learn English language. This research may be useful for both students and instructors. This research has uncovered a wide range of useful and fascinating resources for teaching English. Human nature necessitates a need for change, and this may provide an excellent opportunity to boost motivation. When the instructor presents the lesson in a conventional manner, the students may get bored. In this aspect, using contemporary technology teaching tools might be beneficial. Teaching tools such as funny videos, animated films, and other entertaining media may demonstrate mastery.

### **3.4 Research Questions:**

The study's research questions centre on the following questions

1. Whether Post-secondary level Students are integrative or instrumentally driven.
2. Is integrative or instrumental motivation more helpful for students?

### **3.5 Motivation:**

Cambridge Advanced Learner's Dictionary (2008) defines motivation as "the eagerness to undertake something." Enthusiasm may refer to both internal and external variables that motivate individuals to be enthusiastic about and devoted to a work, career, or topic, as well as to make consistent efforts to achieve a goal.

#### **3.5.1 Instrumental Motivation:**

Extrinsic or instrumental motivation refers to the practical or utilitarian element of language acquisition that originates from outside the learner. "The motivations for studying L2 that reflect practical aims, such as the achievement of an academic goal or the progress in the workplace" are included in this category (Noels, 2001:44). As a result, the learner is not motivated by curiosity but rather with a specific goal in mind. Taking an English course as a prerequisite for a degree programme or to get a decent job is one example of this. It has been suggested that instructors, family (especially parents), L2 community members and other parties might have an extrinsic impact on students' motivation, according to Liskin-

Gasparro (1998) The good conduct of teachers, in particular, has been demonstrated to affect the positive behaviour of pupils in this process.

Instrumental motivation is the most common reason for studying L2 or FL, since everyone wants to be successful. The ideal L2 self is thus logically connected to instrumental goals relating to career improvement, as Dörnyei (2009:28) explains. In addition, he noted the future self-guide would have two main focuses: promotion and prevention. Promoting ambitions, aspirations, development and accomplishments such as studying English in order to improve in your work or enhance your pay is a promotion emphasis. An emphasis on prevention focuses on the lack or presence of negative consequences, such as a student learning English in order to not fail an exam or not disappoint his parents, and controls the absence or presence of these.

### **3.5.2 Integrative Motivation:**

Gardner (1968) defines integrative motivation as the readiness or desire to be respected members of another linguistic group. Students must adopt certain characteristics of another linguistic community's behaviour (e.g. new vocabulary, grammatical rules, pronunciation and sounds that the language teachers try to present in the classroom). Gardner and MacIntyre (1993:159) describe integrative motivation as "interest in other languages and attitudes toward the L2 community, indicating individual willingness and interest in social contact with members of other groups." Yashima (2002:57) broadens the concept of integrativeness to include "interest in foreign or international issues, desire to travel abroad to stay or work, readiness to connect with multicultural partners, and openness or a non-ethnocentric attitude toward diverse culture."

Gardner and Lambert (1972) feel that integrative motivation is more likely to have long-term impacts than instrumental drive, resulting in a strong correlation with accomplishment. Furthermore, when Students strive to become their ideal L2 English selves, instrumental goals may become internalised (Weger, 2013). Littlewood (1984:57) goes on to say that "most Students are motivated by a combination of integrative and instrumental motives," therefore none of these motivational elements are mutually exclusive.

### **3.5.3 Approaches for Increasing Language Students' Motivation**

Motivation varies, and it is difficult to keep language Students motivated all of the time. When creating a language course, instructors must keep in mind that each student has unique interests and expectations. The ideas listed below are excellent methods for increasing language Students' motivation. Among the strategies are:

- Create a welcoming classroom environment
- Personalized classroom environment by students
- Provide opportunities for pupils to feel successful.
- Encourage your kids to make short-term objectives for themselves.
- Encourage pupils' self-confidence by providing pair and group activities.
- Involve students' passions outside of the classroom in the language learning process.

### **3.6 Research Instrument**

Measurement of variables or objects of interest in the data gathering process is known as instrumentation. It's not only about the design, selection, construction, and evaluation of instruments; it's also about the circumstances in which those instruments are used. The instrument is the equipment that researchers use to gather data, conduct surveys, interview students, and monitor classroom

activities. Data was gathered from post-secondary-level students for this investigation. The Students will be given a questionnaire with fifteen questions on it.

### 3.7 The sample population of the Investigation

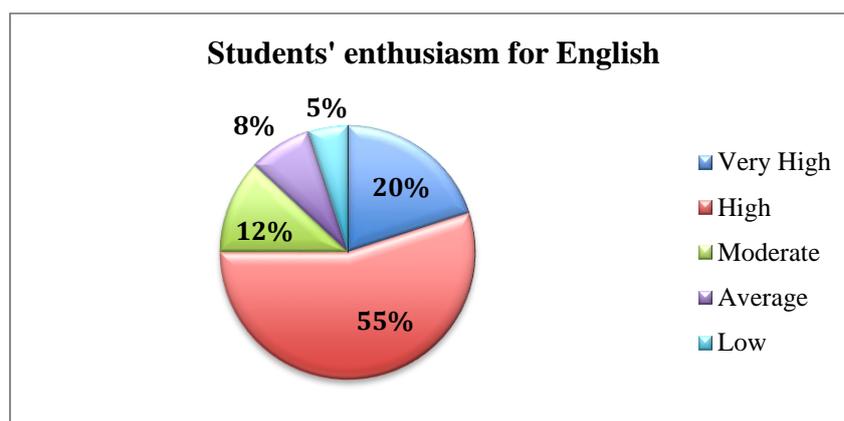
There are 115 postsecondary engineering college students chosen from different Engineering College in Kurnool, Andhra Pradesh, participating in this research. At the end of the first year, a questionnaire was given to students enrolled in the engineering program's first year. All of the students who took part in this project were chosen at random and told to fill out a survey. A total of 112 questions were submitted, and 100 were chosen for further study. No data can be gleaned from the questionnaires that were returned since they were not filled out.

S.No	Gender	No. of Students	Parentage
1	Male	54	54
2	Female	46	46
<b>Total</b>		<b>100</b>	<b>100</b>

## 4. Findings and Discussion

The main findings of a study; what the study presented, disclosed, or indicated. This typically refers to the sum of all results. The study findings are provided in the form of charts, with various charts utilised to demonstrate the outcomes of the questions for Students to determine their motivating profile in English language acquisition. The researcher displays the study's results in percentage form, which provides a clear picture of the outcome. In this chapter, fifteen questions and their solutions are clearly provided so that the researcher may defend the study's aims. During the presentation part, the researcher will expound on the questions and responses one at a time. Individual queries and answers will be summarised briefly. The following is a presentation of the findings:

### 4.1 Students' enthusiasm for English



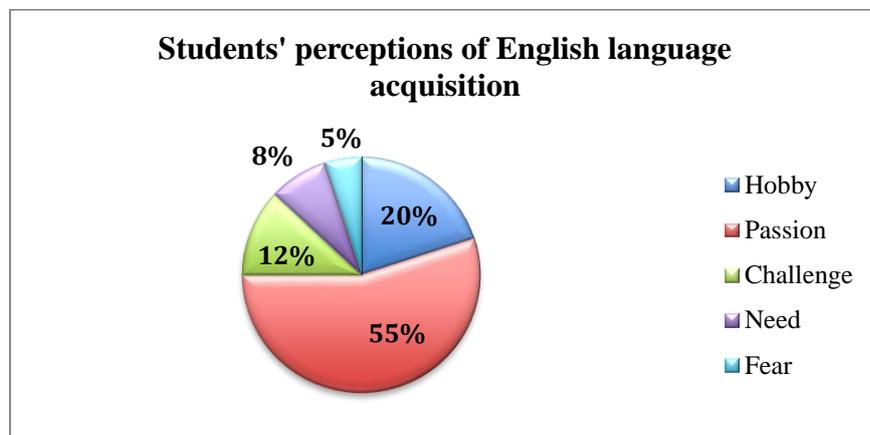
**Figure: 1 Students' enthusiasm for English**

#### Result Description:

Figure 1 depicts the study's foundational questions. Before delving into the essence of motivation in English language learning, it's critical to understand whether the students like leaning English language acquisition or not. Figure 1 depicts whether or not post-secondary students like learning English or not (or any other foreign language). 20% of student's enthusiasm is very high, 55% of the students'

enthusiasm is high, 12% students' is moderate, 8% students' enthusiasm is average and 5% of the students' enthusiasm is low. The majority of students at the post-secondary-level like learning the English language.

#### 4.2 Students' perceptions of English language acquisition

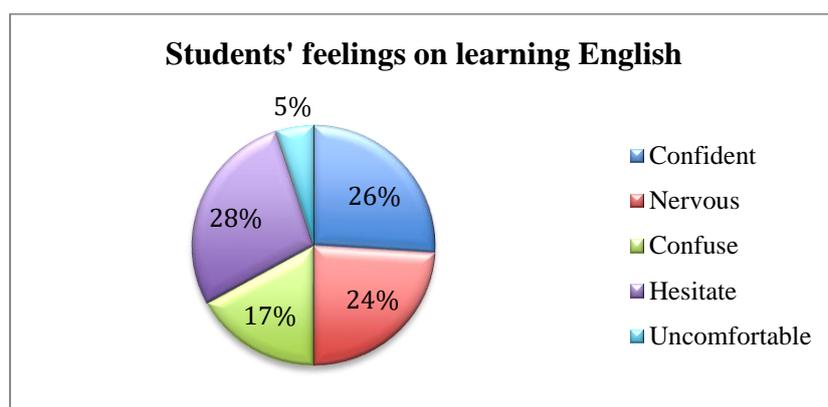


**Figure: 2 Students' perceptions of English language acquisition**

##### Result Description:

Figure 2 shows the researcher's explanation of students' views on learning English. This is a test question to see whether students are motivated to integrate their knowledge and skills. This segment has a total of 5 possibilities. 55% the students attribute their passion for studying English to the fact that they are doing so. Some English language 12% believe that communicating in English is a challenging task for them. It as a Hobby for 20% of the students, 8% of the students said that it is need for them. And 5% of them have fear of learning English. Most post-secondary level students are integrative driven; some see it as a source of excitement, while others see it as a Hobby.

#### 4.3 Students' feelings on learning English



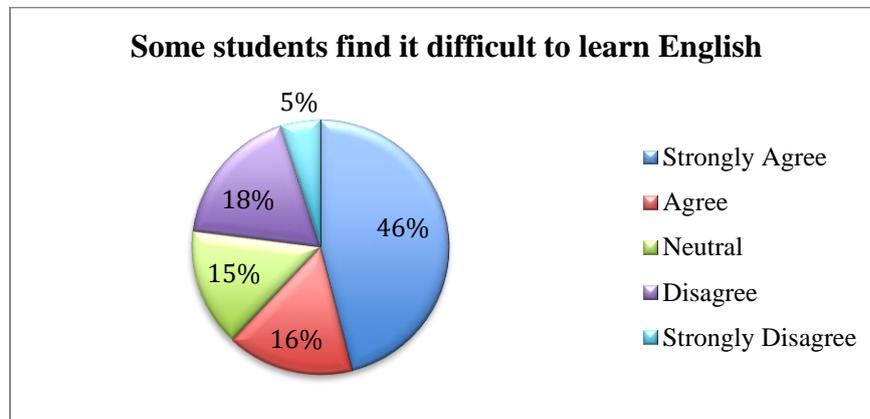
**Figure: 3 Students' feelings on learning English**

##### Result Description:

Figure 3 depicts how students feel about speaking English as expressed by themselves. Researchers discovered that 26% of students felt confident, 24% felt nervous, 17% were confused, 28% were hesitating, and 5% were uncomfortable, according to the findings. The findings demonstrate that

although many students felt confident while speaking English, others were nervous, hesitating, and confused when doing so. This graphic illustrates how English language Students feels about their abilities to communicate in English. Even though most students are integrative motivated, research shows that some are intimidated by speaking English while others are at ease.

#### 4.4 Some students find it difficult to learn English.

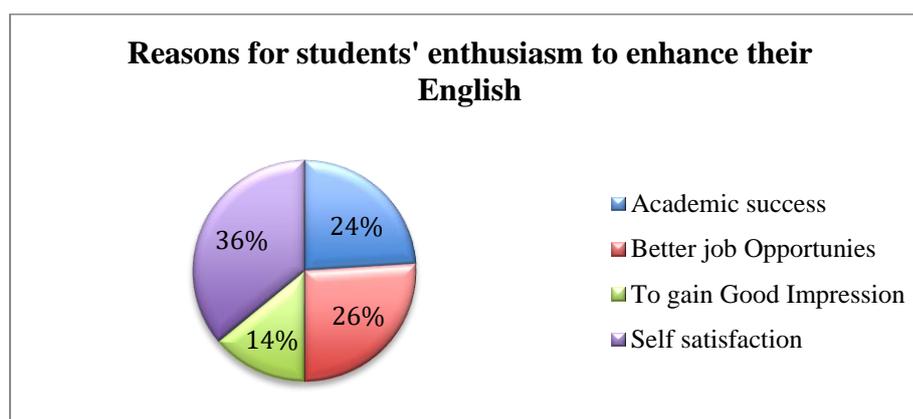


**Figure: 4 some students find it difficult to learn English.**

#### Result Description:

Figure-4 clearly indicates the difficulty in English language acquisition. Majority of the students have the problem with English language acquisition. 46% of the students strongly agreed with the statement, 16% of them agreed, 15% of them are neutral, 18% of the students disagreed and only a few number of students (5%) strongly disagreed with the statement. With the above result it is very clear that majority of the students struggle a lot while learning English.

#### 4.5 Reasons for students' enthusiasm to enhance their English



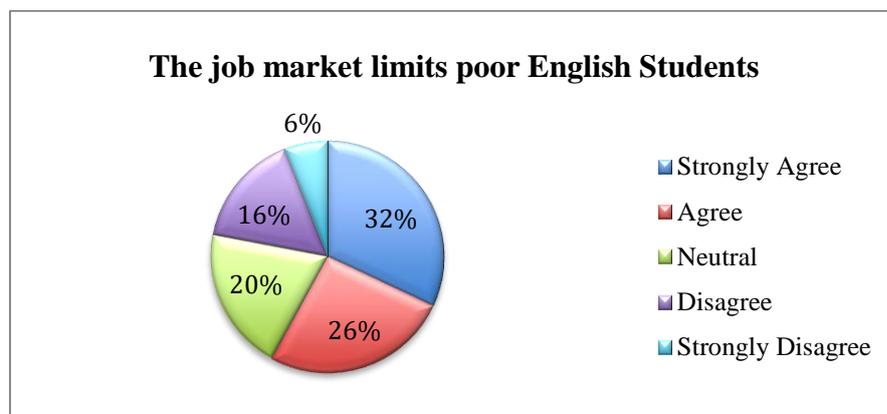
**Figure: 5 Reasons for students' enthusiasm to enhance their English**

#### Result Description:

Almost all students want to enhance their level of skill in the English language. Figure 5 shows four alternatives 36% of Students say they want to develop because they are satisfied with themselves, 26% say they want a better job, while 24% say it is essential for their educational institutions and 14% say they want to amaze others. Based on the data presented here, it's evident that most students desire to

improve their English for personal reasons (integrative motivation), whilst some are driven by external factors (instrumental motivation).

#### 4.6 The job market limits poor English Students.

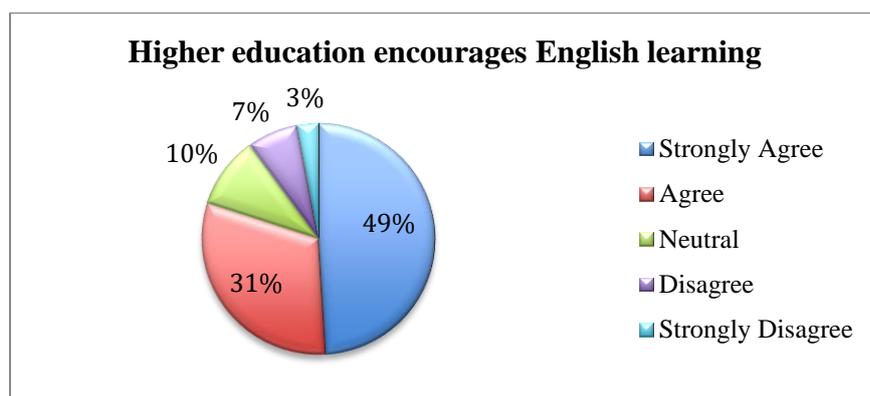


**Figure: 6 the job market limits poor English Students.**

#### Result Description:

Figure 6 depicts how students feel about the employment markets they are linked to while studying English. There are five ways to answer the questions: strongly agree, agree, neutral, disagree, and strongly disagree. When asked whether or not learning English is a must for getting a job, 32% said they strongly agree, while 26% said they agree. The relationship between job markets and studying English is controversial among English language Students. 20% of students have a neutral opinion, while 16% disagree and 6% strongly disagree. Despite the fact that the majority of students want to study English for the sake of it, there is still some correlation between the job market and the desire to learn the language.

#### 4.7 Higher education encourages English learning.



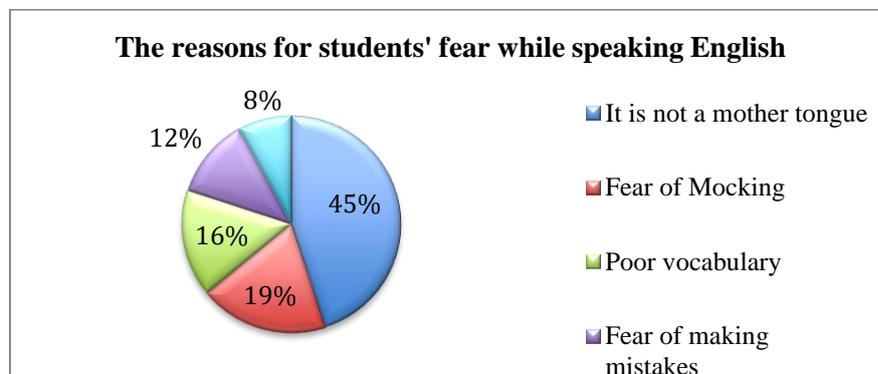
**Figure: 7 Higher education encourages English learning.**

#### Result Description:

Figure 7 illustrates how students' perceptions of higher education influence their motivation to study the English language. There are five ways to answer the questions: strongly agree, agree, neutral, disagree, and strongly disagree strongly. Of those who responded, 49% said they strongly agree with the statement that higher education encourages students to improve their English skills, while 31% said

they agree. Around one-fifth of students have an unfavorable opinion of the link between higher education and learning English. Even though most students desire to study English because they want to, there is some correlation between a college degree and fluency in the language.

#### 4.8 The reasons for students' fear while speaking English

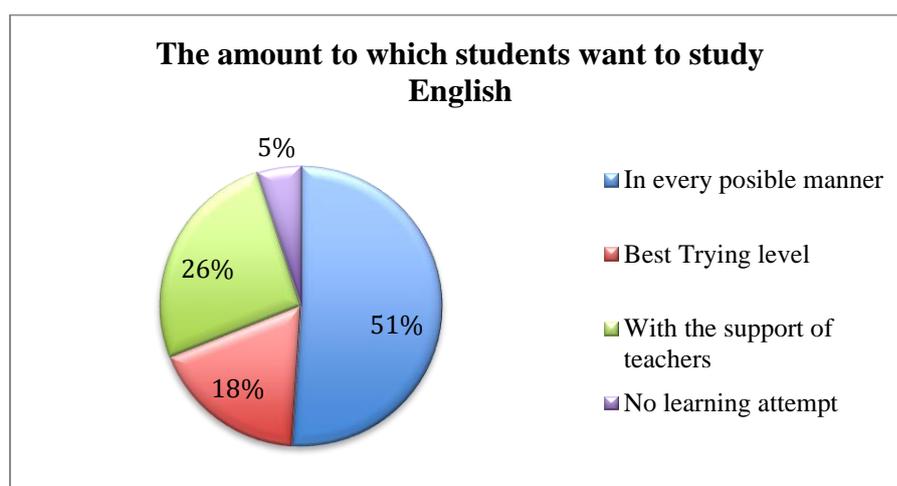


**Figure 8** the reasons for students' fear while speaking English

##### Result Description:

Figure 8 depicts students' feelings of anxiety while speaking English. The researcher was trying to figure out what was causing their fear. Study results show that 45% of students said it's not their first language, and 19% said they are terrified of being mocked. 16% said their vocabulary hasn't improved much. In the opinion of the other students, of those polled, 12% and 16% said there are bothered of making mistakes and their grammar is weak, respectively. At the conclusion of the study, it was shown that Students' uneasiness while speaking English works despite their integrative drive to learn the language. This nervousness is caused by a variety of outside factors.

#### 4.9 The amount to which students want to study English

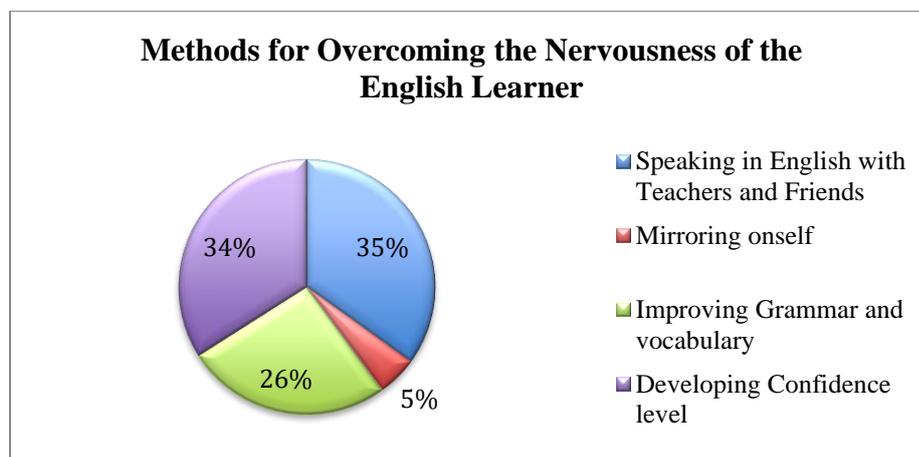


**Figure: 9** The amount to which students want to study English

##### Result Description:

Figure 9 shows the degree to which Students have mastered the English language. Most students provide a favorable answer to this question. 51% of students say they wish to study English in a good manner, 18% say they would do their best, and 26% say they will learn from their professors or mentors. Only roughly 5% of those who were asked this question said they were unwilling to put in any effort to improve their English. Indicate that a greater percentage of students want to study English language because of their readiness to do so, which suggests that the majority of students are strongly motivated.

#### 4.10 Methods for Overcoming the Nervousness of the English Learner.

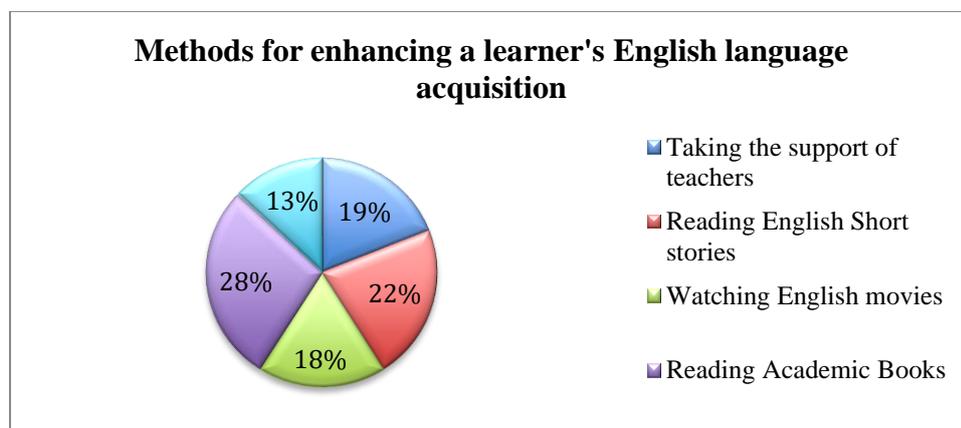


**Figure: 10 Methods for Overcoming the Nervousness of the English Learner.**

#### Result Description:

Figure 10 depicts a method for dealing with anxiety. According to the results, 35% of students believe that speaking English with their friends and family on a regular basis would help them overcome their uneasiness, while 34% believe that building their confidence will do the trick. While 26% of students felt that they needed to improve their grammar and vocabulary, just 5% chose to practice speaking in front of a mirror instead. Aspiring English language Students overcome their fear of making a mistake in their first attempt at speaking the language.

#### 4.11 Methods for enhancing a learner's English language acquisition

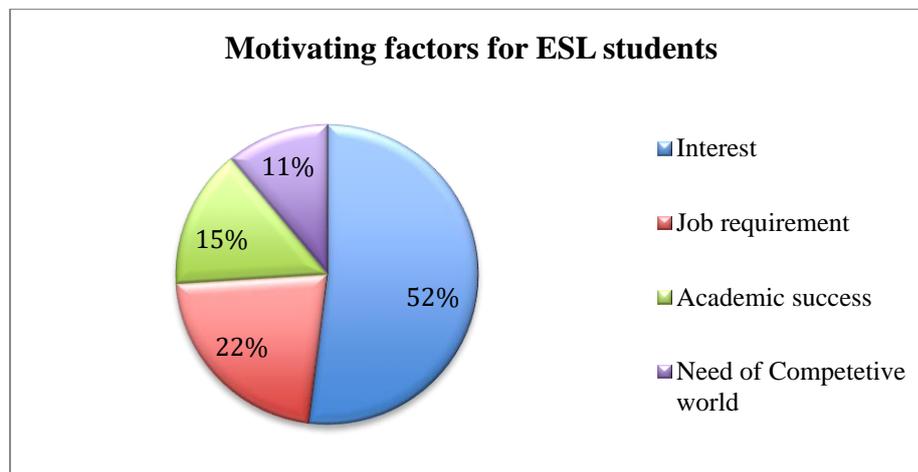


**Figure: 11 Methods for enhancing a learner's English language acquisition**

#### Result Description:

Figure 11 depicts what happens when students decide to work on their English language skills. 28% of students believe reading academic books is appropriate, while 22% believe reading stories acceptable. For the remainder of the students, 18% believe that watching English movies and learning English would suffice, while 13% expressed it is possible through practice, and 19% opt to seek the assistance of professors or mentors. The methods for learning English are less crucial than the desire to enhance one's English via integrative motivation.

#### 4.12 Motivating factors for ESL students

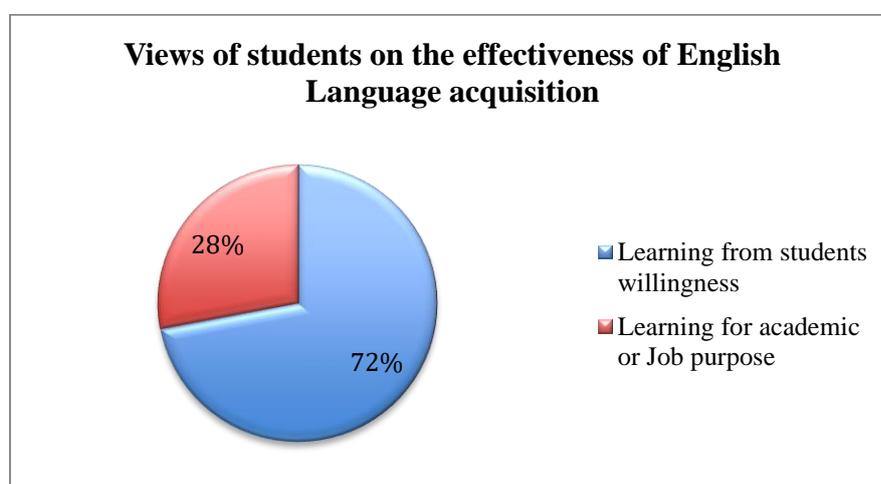


**Figure.12 Motivating factors for ESL students**

#### Result Description:

Figure 12 depicts the researcher's direct approach to the motivational issue at hand. The investigators are trying to figure out what drives people to acquire a new language like English. Surprisingly, 52% of students say that their interest to study English is what inspires them. In contrast, 22% of respondents say they are answering for Job purposes, 15% say they are answering for academic purposes, and 11% say they are answering for the needs of today's world. The willingness of students is the primary factor in their ability to learn English. However, there are other reasons for learning English, but they account for a far smaller fraction of all learning reasons.

#### 4.13 Views of students on the effectiveness of English Language acquisition

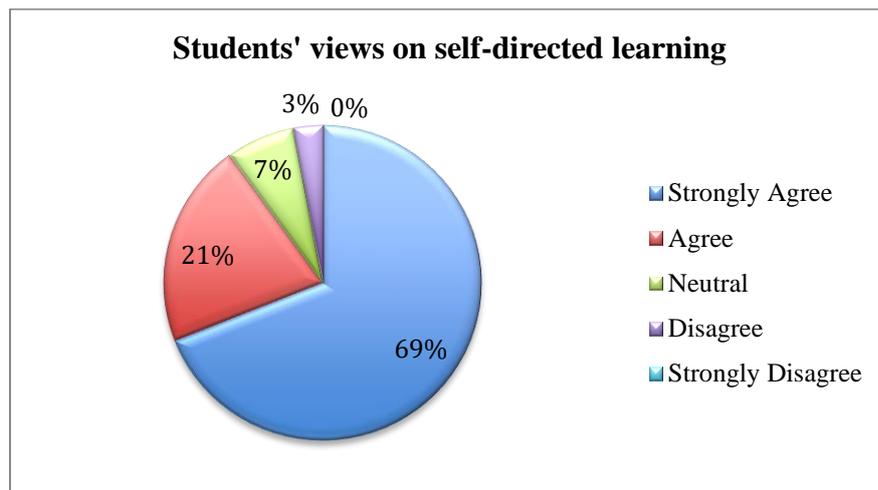


**Figure: 13 Views of students on the effectiveness of English Language acquisition**

### Result Description:

Figure 13 illustrates whether English language Students benefit more from integrative versus instrumental motivation. The necessary response has two options. 72% of students say that their willingness to study the English language is what motivates them to do so. The remaining 28% students said they are learning English to improve their chances of getting a job or promotion. To summarise, the response is that almost all English Students study the language because they are willing to do so, or because they have an integrative incentive to do so.

#### 4.14 Students' views on self-directed learning

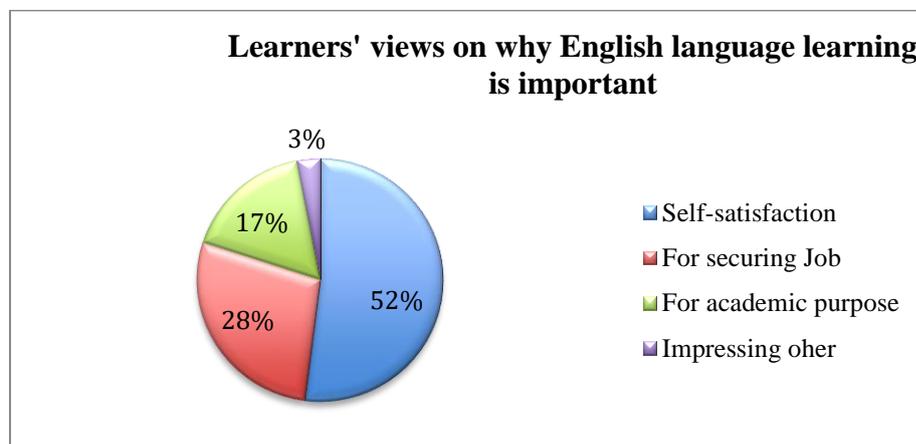


**Figure.14 Views of students on the effectiveness of English Language acquisition**

### Result Description:

Figure 14 explains why researchers want to know what Students think about the efficacy of self-directed learning. When asked if they agreed or disagreed with the researcher's findings, 69% of the students said they strongly agreed, while 21% said they agreed. While 7% of respondents were undecided, 3% were disagreed. According to the results, most students think that studying on one's own is more successful when it comes to learning English. Clearly, integrative motivation outperforms instrumental motivation, as seen by this student response.

#### 4.15 Students' views on why English language learning is important



**Figure: 15 Students' views on why English language learning is important****Result Description:**

Students' views on why English language instruction is beneficial are explained in figure no. 15, the questionnaire's last question. About 52% of students believe that learning is more successful if students are motivated by personal gain. Only 17% believe it is for academic purposes, 28% believe it is for professional reasons, and 3% believe it is to impress people. Although there are a few students who disagree, the majority of students believe that studying English for the sake of self-satisfaction is useful. It became apparent that the majority of students were motivated by integrative factors.

**5. Conclusion:**

This research offered numerous features and views on the importance of learner's motivation in English language acquisition. There are several motives of researcher to choose this field. Researcher picked this topic to find out the relevance or function of learners' motivation in English language acquisition. To find out the usefulness of integrative or instrumental motivation is another angle of this research. According to the hypothesis, researcher found out the conclusion of the hypothesis by questionnaire from the learners' replies. After assessing the data researcher, make some advice for learners.

**5.1 Findings:**

Motivation is critical in English language acquisition, with integrative motivation being more successful than instrumental motivation. Integrative motivation was shown to be more important than instrumental motivation for English language learners of post-secondary education in Andhra Pradesh. As a result of this research, it was determined that integrative motivation is preferred above instrumental motivation by the majority of post-secondary level students in Andhra Pradesh.

The study question is progressively revealed throughout the questionnaire. In the first place, researchers want to know how much they like studying English; most post-secondary students share this sentiment. After that, the researcher is curious as to why students choose to study English in the first place, which indicates that most learners are motivated by a desire to improve their language skills. The responses of students reveal that the majority of them are very motivated to acquire English as a second language. Learners often believe that if they are motivated by self-satisfaction, learning may be successful. This shows that integrative motivation is more effective than instrumental motivation when it comes to English language acquisition.

**5.2 Suggestions**

After reviewing the results, the researcher suggests a few things to the students to assist them succeed in their English language learning endeavours. First-time students may learn a lot from their eagerness. They shouldn't learn only to seem good in front of others or to gain a better career. Students should not study just for the sake of achieving high grades or succeeding in the classroom. It is intrinsic desire for learning that may be productive and a lifelong accomplishment for learners, not instrumental motivation from outside the person's own self-interest. Previous studies have shown that integrative motivation outperforms instrumental motivation. Self-regarded learning or integrative motivation in English language learning is more successful than instrumental learning, according to research.

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Dr. Samir Khan has been working as a Dean & Associate Professor (English and Communication Skills) in Dr. A.P.J. Abdul Kalam University, Indore since 2014. He has done Ph.D. in English Literature. He got an International Award for “Achievement of Excellence in the Field of Humanities (Language)” in International Award Convention-2020 organized by Research Foundation of India and World Federation of Science & Technology, California. He is a peer Reviewer/Editorial/Advisory board member of many Journals. He has more than 10 publications in International and National Journals. He has presented papers as well as attended many Conferences and Workshops in all over India. His main interests are reading literature, creating poem, and listening music.