

Revitalizing Integrative and Instrumental Motivation in Second Language Teaching and Learning: Past, Present and Future

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Abstract 250

The intent of this paper is to examine my changing belief on integrative motivation (i.e. learning English in order to be part of community of target language) and instrumental motivation (i.e. learning English for practical purpose, such as learning for passing English exam etc.) in learning English as a foreign language. To achieve this goal, I will review my undergraduate learning experience as an English language learner at English language Education at Hamzanwadi University in Indonesia, and compare it with my postgraduate experience majoring in English language education at University of Nottingham, UK. After identifying and thoroughly analyzing my main orientation for learning English in both teaching and learning context, I will propose several future pedagogical implications for my home institution, Hamzanwadi University especially, and in other universities in my home province, Nusa Tenggara Barat, Indonesia generally.

Introduction

It is undeniable that the role of motivation in successful second and/or foreign language learning. It is argued that motivation per se serves as the main impetus for second language learning to take place, and as a driving force for latter learning consistency and perseverance (Dornyei, 1998). Virtually all teachers and researcher reach an agreement that motivation is of one of determining factors for successful language learning (Dornyei, Ssizer and Nemeth, 2006). Considering this, there has been proliferation motivational theories (intrinsic and extrinsic, integrative and instrumental, and the L2 motivational self-system), emerge in the pursuit of explaining on how the construct *motivation* could shed light on the rationale for successful language acquisition (SLA) in the second language instructional process. The research on second language motivation then has experienced dramatic change from individual perspective to mechanism of behavior, then to the dimension of cognitive domain (Eccles, et al, 1998, cited in Dornyei, 2001, p 19). This kind of phenomena reflects the dynamic nature of the construct of motivation due to evolving belief of language learners, teachers, as well as researchers.

The purpose of this paper is to examine and compare my changing belief on integrative and instrumental motivation in learning English. I will review my English learning experience both in undergraduate and postgraduate level, after that several pedagogical implications are proposed. To easily understand the topic, this paper will be organized into four main parts. After this introduction, part one continues to present teacher belief in general and my changing belief. Part two is literature review addressing issues, such as meaning of motivation in second language teaching and learning, the importance of motivation, and integrative and instrumental motivation together with some research that resonates my changing belief. Part three is discussion on future teaching implications, drawing upon my evolving belief. The final part is summary of the essay.

Teacher belief

The concept of belief is one of the most complex and intricate terms to define, and it seems that there is no consensus over its meaning among scholars. As the point of departure for this part, let us view the one provided by Borg (2001, p. 2)

a belief is a position which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior...Beliefs play an important role in many aspects of teaching, as well as in life, since they are involved in helping individuals make sense of the world, influencing how new information is perceived and whether it is accepted or rejected. Beliefs color memories with their evaluation and judgment, and serve to frame our understanding of events.

Based on this definition, belief is defined as people's conscious and unconscious opinion and it is perceived to be true upon evaluation which brings about strong commitment for people to do a certain activity. It helps people to interpret the world, and functions as a filter to accept or reject an incoming information. While this definition seems comprehensive, it could be argued that Borg's phrase *emotive commitment* is dynamic in nature, i.e. it is subject to change due to increased knowledge or realities. For example, teachers may think that the best teaching approach is Communicative Language Teaching (CLT). However, as they gain more knowledge about pedagogical approach and the incompatibility of CLT in certain teaching contexts based on their real teaching experience, they may affect teachers' mind, and state that Task-Based Language Teaching (TBLT) is the best.

In the area of second language instruction, teachers are expected to have clear beliefs or opinions about language being taught. Stern (1983, 1992, cited in Graves, 2000), for example, provides a framework for teachers to articulate their beliefs. This includes language (e.g. view about language, the meaning of proficient), social context of language (e.g. sociolinguistic issues, sociocultural issues and sociopolitical issues), learning and learners (e.g. process, roles, and the

focus of learning) and teaching (e.g., knowledge and skills need to be learned and teacher-learner negotiation).

Beliefs are dynamic in nature, i.e. as the pedagogy progresses, they may change due to the teachers' experience in the classroom. The nature of changing beliefs is also complex and multifaceted (Richards, Galo and Renandya, 2001). Although Grave (2000) mainly focus on providing the source of teachers' beliefs, it could be argued that source of beliefs mentioned could influence the teacher' belief as a whole. This argument lead us to explore my personal belief in one of topical topic in the area of second language acquisition, namely integrative and instrumental motivation.

Personal belief

I pursued my bachelor degree in 2005, and majored in English language education at Hamzanwadi University, one of private institutions in my hometown. The study took four years to complete. My overarching ambition was to be an English teacher. This motive has led me to pay more attention to the subjects that are related to teaching skills and knowledge development (e.g. lesson plan and micro teaching). In my third year of study, I had a lecturer who graduated from University of Canberra, Australia under Australian award who taught me Teaching English to a Foreign Language (TEFL). Apart from teaching, he shared his experience studying oversea, and required documents (e.g. IELTS certificate, recommendation letter, etc.) to prepare for the application. He was even not reluctant to share benefits of being awardee, such as sponsor would cover all tuition fee, not to mention monthly stipend to cover living cost and free return ticket. This sort of information had profound change in the way I approach my study. Since then, besides having ambition to be an English teacher, I also had dream to pursue my postgraduate study oversea under scholarship.

International English Language Testing System (IELTS) was the biggest challenge for me. To have overall score of 6.5 with no less than 6 of each band was quite demanding. I have sat on the IELTS for four times but without success. Because of

this I missed a lot opportunity to apply for scholarship. Despite this, I exerted myself to achieve my target and finally I made it in 2017. At the same year, I applied for Chevening Scholarship, UK, and became one of the Chevening recipients for academic year 2018/2019. If we view my learning experience from motivational theory perspective, I was instrumentally motivated to learn English, i.e. study English for practical purposes (Gardner, 1985). Having this kind of motivation has successfully kept me to focus and moving towards to my goal. This sort of learning experience has led me to strongly believe that instrumental motivation is one of the most powerful determining factors to succeed in second and/or foreign language leaning.

However, when I started my postgraduate study at University of Nottingham, UK, my belief about factors contributing to successful language learning is slightly changing, although I still hold the belief on the importance instrumental motivation as I have plan to pursue my doctorate degree which requires me to have better IELTS score and good academic record. Surrounded by different academic culture (e.g. independent learning, assessment used, library access system) coupled with unfamiliarity with the native and foreign accent has led me to think that to successfully study in the UK requires not solely English proficiency, but also desire or willingness to immerse in the language per se, as well as in the academic as a whole. For example, when I was doing my learning circle on research ethic in course understanding and language and learners I was surprised with how strict the research rules (e.g. informed consent, ethic approval, etc.) that students or researchers have to follow. Beside this, in writing assignment students must have tutor's approval prior to embarkation. Once approval is done, they still need to attend tutorial for the clarity of the assignment. Failing to comply with these academic rules and regulations pose real problems in the process of completing and satisfying the task requirements. Taking these academic experiences into account, students should both instrumentally and integratively motivated to successfully study in English speaking country

It should be noted, however, although I claim that both instrumental and integrative motivations are equally important in second language learning, I believe that instrumental motivation is more important in foreign language context. To be instrumentally motivated learners, in my perspective, could mediate the students to have integrative behaviors. Once they have mastered certain level of English proficiency, it is more likely to stimulate the integrative behaviors of the students. To have a thorough understanding about the concept of integrative and instrumental motivation, the following literature addresses some important topics, such the meaning of motivation in second and/or language learning, the importance of motivation, other types of motivation in second learning and some research findings. Drawing on my evolving belief on both motivations, along with focal points found in the literature, some future teaching implications in the area of teaching English as a foreign language are provided in discussion part.

Literature review

Motivation in second and/or foreign language learning

Before exploring the meaning of motivation in the realm of second language learning, it is worth to define the stand-alone meaning of the construct as the ancillary resource to choose motivation definition for this paper. The term motivation is one of the most complex phenomena in the field of second language learning (Lightbown and Spada, 2018), and it was first coined and developed in the nineteenth century by the psychoanalyst Sigmund Freud in 1964 and the functionalist William James in 1890 (Chambers, 1999). Despite its spread use (e.g. daily life, social science, educational studies and applied linguistics), its presence has engendered a lot controversy, and seems there is no consensus over its meaning (Chambers, 1999; Dörnyei, Csizér and Nemeth, 2006; Zareian and Jodaei, 2015). The disagreement over the term, as Dörnyei (2001) argues, mainly has emanated from a great number of constructs that researchers have to confront with (e.g. consciousness vs unconsciousness, cognition vs affect, reduction vs comprehensiveness, parallel multiplicity, context and time). The only consensus

among the scholars is that when it is linked with variable *direction* (i.e. the choice of a particular action, the persistence with it and the effort expended on it) and *magnitude* (i.e. why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it) of human behavior (Dörnyei, 2001). Gardner (2010), for example, defines motivation as people's effort and eagerness to achieve an established goal. Dörnyei, (2001, p. 7) opine "why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity" (Dörnyei, 2001: 7). Similarly, it is claimed that "it is intended to explain nothing less than the reason for human behavior" (Dörnyei, Csizér and Nemeth, 2006, p. 9). While these differ in terms of focus, they display the same core component that is *reason* for doing a certain thing. This might include reason for choosing an activity, reason for the length of allocated time (i.e. consistency), and the time for the activity execution. Drawing on these definitions, motivation in second and/or foreign language can simply be defined as learners' main reason for their interest in learning the language. They may be interested in socially, economically, instrumentally or linguistically benefits of the language. Gardner (1985) asserts that motivation in second language learning is the combination between effort and desire in the pursuit of achieving the goal of learning language. He also argues that second language learning motivation includes three main components; "motivational intensity, desire to learn the language and attitude toward learning the language" (Gardner, 1985, cited in Dörnyei, 2001, p. 49).

The importance of motivation

It is no doubt that motivation plays a significant role in determining people's success, and it applies not only in the area of second language learning but also in general learning contexts. It is an activator gear that keeps learners moving steadily toward their end. It could also be argued that motivation engenders students' creativity in learning. It is common to witness highly motivated students with an average level of intellect make a great progress compared to those who have high intelligence with limited level of motivation. With regard to this, it is argued that "without

sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” (Dornyei, 1998, p.117). This indicates the unimportance of students’ high intelligence quotient (IQ) and well-established curriculum without the presence of enough motivation in the instructional process (e.g. in mainstream school and university). In his study, Dornyei (2001) found that 99% motivated learner are successful to attain reasonable language knowledge irrespective of their language aptitude (i.e. people’s potential to learn language). It was also depicted that motivation has direct impact and/or determine the effective learning strategies employed, time spent to communicate with native speakers, language input received, students’ test performance, overall level of language proficiency, consistency in maintaining the skill of target language upon the completion of the instruction. (e.g. Ely, 1986; Gardner, 1992).

Irrespective of motivation models, they are generally dynamic in nature, meaning that they are subject to changes. It is one of the complexes, intricate and multifaceted topics when dealing with influential factors that can influence learners’ motivation. Generally, we can classify the influencing factor into two types; internal (e.g. belief and attitude of language learner toward the target language) and external (e.g. social, culture, economy, etc.) Dörnyei (2001), for example, provide four learning environments can affect motivation (e.g. students’ parents, teachers, peer group and school). Chambers (1999, p.17), for example, asserts that student’s motivation could be determined several factors, such as need, enjoyment and social pressure. Attitude (e.g. like or dislike, confidence, worry etc.) can also influence student’s motivation.

Integrative and instrumental motivation

Integrative and instrumental are two early type of motivation model proposed by Gardner and Lambert (1972). These two terms are a part of constructs and derived from Attitudes/Motivation Test Battery (AMTB) (1985). The motivational theory is based on social psychological framework. Integrative motivation/orientation is defined as "a sincere and personal interest in the people and culture represented by the other language group" (Lambert, 1974, p. 98). Simply stated, this is driven due to willingness to be part of community of target language.

While Gardner's research on motivation theory has discovered elaborate dimension of motivational language theory, Dörnyei, Csizér and Nemeth (2006) and Dörnyei (1994) argue that the construct integrative motivation per se is basically was social milieu in nature and neglect its practical application in a foreign language learning context. As response to this, drawing on integrative value or spirit, Dörnyei (2005), develops novel motivational language model, so-called the L2 Motivational Self-system. This model consists of three main constructs, namely, the ideal L2 self, ought-to L2 self, and L2 learning experience (You, Dörnyei and Csizér, 2015). The Ideal L2 Self refers to the learners' self-image that they want to be in the future (e.g. imagining to become pilot), The Ought-to L2 Self refers peoples' belief about qualities or attributes that they should have (e.g. people think that one will have good-paid job if she/he has good English proficiency), and third is L2 learning Experience refers learner's motivation due to their current learning experience (e.g. teacher, curriculum used, peer group) (You, Dörnyei and Csizér, 2015, p. 96).

Further, the instrumental motivation/orientation emphasizes "the practical value and advantages of learning a new language" (Gardner and Lambert, 1975, p.52). A student who studies English hard to achieve required IELTS band score for university admission or learning English for better salary are examples of this motivational behavior. This type of motivation model has a striking resemblance with motivation in foreign language learning put forward by Dörnyei, Henry and Muir (2015, p, 3-4), which is called Directed Motivational Currents (DMCs). This foreign language motivational model refers to relatively short-term boost or energy in pursuit of defined goal of learning. An illustration of this, a student preparing for

English for the purpose short trip oversea. This event is driving force for students to actively learn the language that can help them to successfully participate in the program. Unlike other types of motivation, such as those differs to those regular students have in regular basis, students with DMCs spirit tend to be temporary in nature and are mainly constructed with three overarching components; "goal/vision orientedness, a salient facilitative structure, and positive emotionality" (Henry, Dörnyei and Davydenko, 2015, p.330).

Deci and Ryan (1985) propose theory of self-determination which is constructed from intrinsic and extrinsic motivation. Intrinsic refers to self-fulfillment of performing a task while extrinsic refers to perform an activity in effort of getting reward. Several attempts have been made to incorporate the theory in second language research and Douglas Brow, for example, one of language scholars who raise the importance of intrinsic motivation in the second language learning (Dörnyei, 2001). Viewing the proposed motivation from this perspective, it could be argued that integrative motivation can be categorized into intrinsic motivation and instrumental motivation with extrinsic motivation. It is argued that integratively motivated student/intrinsic motivation could lead to more successful in language learning. Some scholars even claim that the negative of effect of reward (i.e. extrinsic motivation) in undermining the intrinsic motivation (Dörnyei, 2001; Deci, 1971, cited in Sansone, Harackiewicz and Sansone, 2000). Some research findings, however, rebut the argument stating that there was no significant relationship between both motivations (Bateman & Crant, 2003; Lepper, Corpus, & Iyengar, 2005, cited in Lemos and Verísimob, 2013).

Much research has been conducted with regard to the implementation of integrative and instrumental behavior. Garner and Lambert (1972), earliest scholar in the area of language motivation, found that students with integrative motivation in North America showed greater language proficiency compared to instrumental motivation, in Philippine, however, they found that instrumentally motivated student gained better proficiency (Littlewood, 1984, p. 57). This research findings resonate with my learning experience as described above, in which I was instrumentally

motivated in undergraduate degree and integrative reason in postgraduate. Learning context, i.e. where the instruction process take place has greatly affect the reason for study foreign language.

Another study conducted by Samad, Etemadzadeh and Far (2012) investigating the correlation between foreign language proficiency and motivation of Iranian (N=100) foreign learner at Universiti Teknologi Malaysia (UTM). It was revealed that students with IELTS band score over 6 were instrumentally motivated. August and Delgado (2016) conducted research to identify the level of integrative and instrumental motivation Naresuan University International College students. They employed five-point Likert scale questionnaire. After analyzing the date, they conclude that were neither integratively motivated nor instrumentally motivated. This finding indicates that students may not have clear goal for learning language. Lamb (2007) conducted research to examine motivational change of 12 Indonesian adolescent students in learning English over a period of 20 months in formal school. It was revealed that while students' positive attitude toward language and the expectation of success remained stable, their learning experience tended to deteriorate due to unpleasant learning experience in the classroom.

It is not the purpose of this paper to reveal all research related to integrative and instrumental motivation. In general, much research findings regarding the constructs tend to vary depending on where the instructional process take place. In some contexts as mentioned above instrumental motivation could help students to be better language learner compare to those integratively motivated student. Some research also indicate that integrative motivation lead students' consistency in language learning. Taking this into consideration, there is a need to make good use of the instrumental and integrative-based research in pedagogical practice that I will briefly discuss in next part.

Discussion

Future teaching implications

As a starting point, it is worthwhile to describe the teaching context in which the teaching implications will be imposed. The context is at English language education program, one of educational major at education faculty of Hamzanwadi University, where I am currently teaching. It is a private institution of Indonesian higher education in Lombok, Nusa Tenggara Barat province. The main intent of the program is to prepare prospective English teachers at Junior and Senior High school. The course takes up to four year to complete, consisting of 154 credits, and have an aggregate of 59 subjects (49 English-related subjects and 10 general-related subjects). In terms of curriculum, the government give authority to the institution to develop their own based on the context. Despite this, it seems that overarching goal of the course was merely to prepare student to become English teacher, and neglect the fact many students chose other career (tourist guide, journalism, translators, interpreter, etc.). Drawing on the proposed teaching context, my evolving belief which is derived from my learning experience, and along with varying research results and theories presented in the literature review, I argue the importance of revitalizing the use of both integrative and instrumental motivation as point of departure in future teaching practice. The implications provided do not confine to teachers but also to the educational policy makers as a whole.

Flexibility of course curriculum development

To start with, it is worth noting to Bax's statement (2006) strongly argue that the teaching approach used must accord with the teaching context (e.g. goal of the course, students' level of English proficiency, age, interest, background, availability of the course and stakeholder). I argue that Bax's assertion is not limited in application in the realm of the teaching methods or approaches employed to a certain instructional setting, but also applies in the choice of course subjects that is in accordance with local need/demand in general, and in particular prospective learners' needs. Unfortunately, as Brophy (1998, cited in Dörnyei, 2001, p.50) claims, the educational curriculum standards (e.g. contents, process and output of courses) tend to be based on what teacher and society perceive crucial rather than from learners' point of view. This kind of phenomena seems apply in the proposed

context especially, and in other Indonesian higher universities generally. This can be seen from the fact that many students majoring in English do not go to employment in English area, instead becoming involved in different works, such as interpreter, journalist, tourism sector and other jobs that require English on a daily basis. In response to this, ideally, higher education curriculum should prepare and equip the students with skills and knowledge that can solve local problems, as well as meet the local demand. To achieve this, it is of paramount importance for educational institutions and stakeholders to include students' voices regarding knowledge and skills needed, media and assessment used in order to make them become active and productive members of society who are capable of taking advantage of any opportunities available, as well as be able to cope with issues that may emerge in community lives. Taking this into consideration, I propose the notion of revitalizing the use of integrative and instrumental motivation prior to the instructional process to take place.

Contextual reasons-based integrative and instrumental motivation questionnaire

Oxford and Shearin (1994) pointed out that knowing what factors influence a student's motivation to learn a L2 is important to educators: "Without knowing where the roots of motivation lie, how can teachers water those roots?" (Oxford and Shearin, 1994, p. 15). This postulates the importance of motivation presence in the process of teaching and learning. Although a test is provided prior to commencement of the instruction, it is, however, conducted in an attempt to gain information about students' prior knowledge on a specific course subject, and tends to neglect the overall goal or expectation of the students for majoring in English language education. It could be argued that obtaining information regarding student general expectation of learning (i.e. what students expect from) is as critically important as knowing the students' prior source of knowledge. Considering this, an instrument should be initiated and introduced in the effort of obtaining students' general motivation by promoting the use of a survey or test containing indicators of integrative and instrumental motivation. Aside from gaining students' overall motives, the instrument could also help to guide freshmen to articulate their

belief about language as a whole. It should be noted, however, that the instrument designed should be contextual-based, meaning that statements within integrative and instrumental motivation should reflect general community reasons for learning English in the given territory. This necessitates the educational institution, especially English language department to brainstorm initial idea as regards the most prevalent orientations for learning a foreign language. The alumni' profession, for instance, could be used as a source of information in determining the motivational indicators/statements.

The following is the example of integrative and instrumental motivation survey that I design based on my experience as language learners, and as a reflective English Language Teaching (ELT) practitioner in the proposed context. The statements provided is based on what I witness and hear from my students and former classmates in connection with their general hope to learn English. The statements also are based on alumni's employment upon completion of their study. In the implementation level, the survey can be made into four-point Linkert scale questionnaire (e.g. strongly agree=4, agree=3, disagree=2 and strongly disagree=1) to scaling students' response. There twenty statements with ten questions for each integrative motivation (with odd number) and ten statement for instrumental motivation (with even number).

N O	Integrative motivation	Instrumental motivation
1	Studying English will enable me to make new acquaintance and socialize with	Majoring in English can help me to pass in English proficiency test (e.g. IELTS,

	English people	TOEFL and TOEIC).
2	I major in English, so I can joint professional group related to my areas	Majoring in English enable me to establish my own English language foundation
3	I major in English, so I can understand English Genres (e.g. English news, English books and English Movies).	I am English major, so I can apply for international scholarship.
4	I major in English can help me to actively participate in academic events (e.g. seminar, workshop and conference).	I learn English for oversea study purpose
5	Majoring in English can increase my knowledge about cultures and traditions of other countries.	I take English, so I can travel to oversea
6	Majoring in English can help me to join global English speaking community	I learn English to have my dream job
7	Studying English can help me keep in touch with different scholars in my field through international publication	Having good English proficiency help me to have better salary
8	Studying English help me to apply for permanent residence in English speaking countries.	I take English major, so I can work oversea.
9	Studying English enable to make special relation with people of different countries.	Majoring in English allow me to participate in global competitions that require English proficiency
10	English enables to keep up to date with latest information worldwide through global TV channel.	I learn English to become tour guide.

Considering that motivation is dynamic in nature (i.e. subject to change due to factors, such as socio-culture, economy, etc.), it is crucial for institution to keep updated with learners' motivation. As the instruction progresses, it is likely that the students' motivation will fluctuate due to prolonged instructional process (e.g. time spend to complete the learning) and classroom activities. Dornyei (2001, p. 19). Taking this into account, questionnaire identifying students' motivation should be periodically conducted (e.g. at beginning of each academic year) in the effort to keep abreast of their evolving motivational.

Promotion of teachers' balance between discipline-related skill and knowledge and motivational strategies-related skill and knowledge

It is prevalent for language institution especially, and educational institution generally to organize monthly or yearly academic events (e.g. seminar, workshop, conference, etc.) in the effort to develop teachers' professionalism in their given area. However, virtually all the events are academic focus in nature, i.e. they mainly address the cognitive aspect of teacher, and neglect the affective domain of learning, such as the importance of motivational knowledge and strategies for the teacher to keep their learners motivated and engaged in the long instructional process. As has been mentioned in the previous discussion that without the presence of motivation, students are likely to fail in the academic process irrespective of their outstanding ability, and well-developed curriculum and teaching methodology employed. Simply stated, motivation serves as a fuel that activates and moves students to actively engage in the learning process, and its absence brings about static learning. It should be noted; however, educators can only boost students' motivation if they have sufficient knowledge and have plethora motivational strategies to do so. Further, motivating students is not simple as it sounds, as it requires thorough understanding. Dörnyei (2001) even warn teachers the importance of preconditions before provide motivation (e.g. a good relationship between teachers and students, good classroom atmosphere and has good sense of collaboration among the students).

Based on phenomena and the significance of motivation mentioned above, I argue that teacher training addressing skills and knowledge about motivational strategies that is "techniques that promote the individual's goal-related behavior" (Dörnyei, 2001, p. 28) should be incorporated into part of teacher professional development program. This intervention could counterbalance the tutors' lack of knowledge in connection with motivation. The topics should cover not only integrative behavior but also the instrumental ones.

Incorporation of foreign cultural value-based learning activities

I believe that both integrative and instrumental motivation are equally important for successful language learning. However, in a certain circumstance, integrative behavior is more crucial than instrumental behavior or vice-versa. As it has been stated in my changing belief in the introduction part, I argue that instrumental motivation plays a pivotal role when the pedagogy takes place in a foreign context (i.e. the target language is not used as a means of communication in the community), and integrative motivation in the second language context (i.e. target language is spoken in the community). This idea is similar to what has Dörnyei, Csizér and Nemeth (2006) and Shehadeh and Coombe, (2012) opined in relation to the difference between English as a foreign language (FL) and English a second language (SL). They argue that the instruction of FL takes place in the students' home country (e.g. Indonesian students who learn English in the school), while the teaching and learning process of SL take place in English speaking countries (e.g. Indonesian or Chinese students who learn English in the UK).

Based on my statement mentioned above arguing that both motivational constructs (e.g. integrative and instrumental) are of important for acquiring language proficiency, incorporating cultural value of target language in learning activities could be the best future teaching implication concerning that the majority of students are instrumentally motivated to learn English in the proposed context. As William and Burden (1997) assert, there are four factors that influence the pedagogical process, and one of them is tasks or activities that teachers design for their student. In this case, tasks or learning activities can be incorporated with the target language value in the pursuit of rising students' awareness of the importance of target culture to foster their learning, and at the same time increasing their integrative motivation.

In terms of implementation, there are several practical ways to promote target cultural-oriented learning activities. One of the most effective and efficient ways is through what I term Digital Language Exposure Project (DLEP), i.e. a learning activity that paves the way for connecting student with culture of target language by the deployment of technological breakthroughs (e.g. smartphone, computer with

internet connection). In today's technological advance world, virtually all schools are equipped with those teaching facilities which enable teachers and learners to transcend their teaching and learning experience beyond the classroom practice. The proliferation of interactive social networking platforms (e.g. Skype, Facebook, Twitter and Instagram) and non-interactive learning resources (e.g. educational learning website and YouTube), for instance, can be used to immerse the students in the culture of target language. This kind of teaching and learning practice could be stated as a part of the implementation of Vygotsky's sociocultural theory, arguing that learning process mainly takes place through social process (Cherry, 2018). Introducing DLEP in the pedagogical process could develop not only students' cross culture understanding but also their skill of intercultural communication, which is highly likely to engender integrative motivation for students' success and sustainability of learning in the second and/or foreign language.

Conclusion

This paper has presented my changing belief (i.e. integrate and instrumental motivation) drawing on my learning experience in two different contexts (i.e. Indonesian university and UK). Part one has presented teacher belief in general, encompassing, its meaning, importance and factors that could change the teacher's belief). In order to have a thorough understanding of the topic, in the literature review has addressed several important theories and research findings in relation to integrative and instrumental behaviors. The topics included the meaning of motivation in second and/or foreign language, the importance of motivation, type of motivation. Part three presented the teaching implications mainly drawing from the proposed teaching context, my changing belief and the focal point found in the literature review. Part four presented several teaching implications, including the importance of curriculum flexibility, the need to use integrative and instrumental motivation as an initial guide (e.g. choice of course, assessment to use) for pedagogical process, the need for balance between teachers' discipline-related knowledge and knowledge of motivational strategies, and Incorporation of foreign

cultural value-based learning activities. Despite this, there is need for empirical research in the proposed context concerning that all teaching implications I suggested are mainly from my learning experience.

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Appendix

Instruction. Please indicate by putting tick (√) to the statements apply to you regarding your motivation for majoring in English language education

No	Statement	SA	A	D	SD
1	Studying English will enable me to make new acquaintance and socialize with English people				
2	Majoring in English can help me to pass in English proficiency test (e.g. IELTS, TOEFL and TOEIC).				
3	I major in English so I can joint professional group related to my areas				
4	Majoring in English enable me to establish my own English language foundation.				
5	I major in English so I can understand English Genres (e.g. English news, English books and English Movies).				
6	I am English major so I can apply for international scholarship.				
7	I major in English can help me to actively participate in academic events (e.g. seminar, workshop and conference).				
8	I learn English for oversea study purpose				
9	Majoring in English can increase my knowledge about cultures and traditions of other countries.				
10	I take English so I can travel to oversea				
11	Majoring in English can help me to join global English speaking community				
12	I learn English to have my dream job				
13	Studying English can help me keep in touch with different scholars in my field through international publication				
14	Having good English proficiency help me to have better salary				
15	Studying English help me to apply for permanent residence in English speaking countries.				
16	I take English major so I can work oversea.				
17	Studying English enable to make special relation with people of different countries.				
18	Majoring in English allow me to participate in global competitions that require English proficiency				
19	English enables to keep up to date with latest information worldwide through global TV channel.				

20	I learn English to become tour guide.				
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