

**THE MOTIVATION OF SINDHI FEMALE STUDENTS FROM LOWER SOCIO-ECONOMIC STATUS TO LEARN ENGLISH LANGUAGE**

*Khush Bakht Sindhu  
Dr Habibullah Pathan  
Dr Fazal Karim*

**ABSTRACT**

*This research study aims to investigate the motivation of Sindhi speaking female students to learn English language, belonging to lower socio economic status .English is a language which is gateway to many opportunities .People globally have witnessed the worth of acquiring this language skills. This is the reason that despite having emotional attachment with their mother tongue language, the learner is motivated to learn this foreign/second language. She can be interactively or instrumentally motivated. It is worth researching that whether the Sindhi speaking female students from lower socio-economic status are motivated or not and what is their motivation orientation (integrative or instrument) to learn English. To conduct this research, quantitative research method was used. A questionnaire was developed by the researcher to collect data based on Attitude and Motivation Test Battery (AMTB). Total numbers of fifty Sindhi speaking female students from lower socio- economic class were chosen randomly as the participants of this study. All the participants were students. The data findings revealed that the participants were motivated to learn English irrespective of the socio economic issues faced by them. However; they were more instrumentally motivated than they had integrative motivation to learn English. Thus the results revealed that the participants gave more preference to the perceived practical benefits of learning English.*

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**Keywords:** Sindhi, English, Motivation, Lower Socio-Economic Status, Integrative, Instrumental

**INTRODUCTION**

The word ‘Motivation’ is derived from Latin word, which means ‘to move’. Motivation provides impetus to the learner to initiate the action, to persist in doing action and to sustain the efforts while engaging in a laborious task of learning a foreign/second language (Dornyei, 1994). Heckausen (1991) defines motivation as a

goal-directed behavior. Motivation has been regarded as one of the important learners' variables such as intelligence, anxiety, gender, attitudes (Martinez, 2016). Dornyei (1994) proposed that motivation is more important than language aptitude. He asserts that the language learner with motivation but inefficient language aptitude tends to surpass the learner who has language aptitude but does not have motivation to learn a language.

Gardener & Lambert (1972) state that there are mainly two types of language learning motivation: *integrative motivation* and *instrumental motivation*.

**Integrative Motivation:** Gardener (1985) as cited by Dornyei (2001:82) defines integrative motivation as 'motivation to learn a second language because of the positive feelings toward the community that speaks the language'.

Those students who like the people that speak the language, admire their culture and wants to become familiar with or even integrate into the society of English people community have integrative motivation which makes them successful learners of the second/foreign language (Ahmadi, 2011).

**Instrumental Motivation:** Instrumental motivation is the desire to obtain something practical or concrete benefits by learning a second language. The purpose of language acquiring is more utilitarian. For example: Meeting the criteria for entrance into a school, college or university, to get a professional or academic degree, applying for a job, getting promotion on the basis of language proficiency and competence, getting access to the scientific and technical reading material or achieving higher social status by the virtue of being a fluent speaker of English language. It is believed that instrumental motivation is often attributed to second language acquisition, where there is no or very little social contact with the speech community of the targeted language (Norris, 2001).

## LITERATURE REVIEW

Many research studies conducted have shown that motivation has effect on the achievement of students. In related studies, the focus is to examine what factors work to generate motivation. Ellis (1994), in his overview of research on motivation research, discussed motivation as, 'it affects the extent to which language learners preserve in learning, what kinds of behavior they exert and their

actual achievement. Gardener and his associates (1985) proposed ‘motivation model’, which is one of the pioneering works done on motivation construct, defines motivation as important for language learning. It is the key determinant without which attainment of second language is difficult. It is an impetus which is responsible for the initiation of learning and sustaining the efforts for a long tedious process of language learning (Cheng & Dornyei, 2007).

Gardener (1985) in his motivation model, two main reasons (orientations) gave for learning second/foreign language. The motivation orientations for learning a language are integrative and instrumental. Integrative motivation, which is a positive disposition towards the target language community, their culture, with the extent of getting integrated and recognized as a member of English speaking community (Dornyei, 2001). Whereas, instrumental motivation is to learn a language in order to attain perceived pragmatic benefits of acquiring the language.

Gardner in his studies found the integrative motive to have a great effect in results of his research studies. He asserted “that subjects who select integrative reasons over instrumental ones as indicative of themselves evidence higher levels of motivational intensity” (Gardner, 1985:53). Whereas, Dornyei (1994) stated that in a teaching and learning context where English has status of Foreign Language (FL) instrumental orientation tends to have a greater influence on learners.

#### **PURPOSE OF THE STUDY**

The present research study is focused on following research questions:

**Research Question 1** Are the Sindhi speaking female students belonging to lower socioeconomic background motivated to learn English language?

**Research Question 2** what kinds of motivation (Integrative or instrumental) do Sindhi speaking female students from lower socio-economic background have to learn English language?

#### **AIMS OF THIS STUDY**

- (i) To investigate whether the Sindhi speaking female students from lower socio-economic background are motivated to learn English or not.

- (ii) To investigate what kind of motivation (integrative or instrumental) do Sindhi speaking female students from lower socio economic background have to learn 2 English Language.

#### METHODOLOGY

Quantitative research method has been employed to conduct this research study. Traditionally second language motivation research has mostly followed the quantitative methods and collecting the data through survey methods. The questionnaires have been extensively employed with quantifiable rating scales (Dornyei, 2001).

**Participants and Sampling:** A total number of fifty Sindhi speaking female students (aged between 17-18 years) were selected randomly from a class to respond the questionnaire items .In order to gather data from the targeted participants a government college situated at a rural area of Sindh was accessed.

**Instrument:** Few items on the integrative and instrument motivation in Attitude Motivation Test Battery (AMTB) were borrowed to develop the questionnaire. The questionnaires were administered to the respondents in their classroom. It took them 15 minutes to fill out the questionnaires. All the students were very eager to participate in the study. The questionnaire consisted of 16 items on four point likert scale ranging from ‘not important’ to ‘very important’.

#### DATA ANALYSIS

For data analysis SPSS version 20 was used. In order to analyze the data frequencies were calculated to know the motivation level and type of motivation orientation of the participants of this study. The reliability coefficient of the research instrument was 0.7, suggesting that the instrument was reliable.

#### FINDINGS AND DISCUSSIONS

**Research Question 1** Findings of this study shows that the Sindh speaking students of lower socio-economic background are highly motivated to learn English, as shown in the following tables:

**MOTIVATION TO LEARN ENGLISH**

	Learning English is great	2. I plan to learn as much English as possible.	3. I love learning English.	4. English is one of my favorite courses
N	Valid 50	50	50	50
	Missing 0	0	0	0
Mean	4.78	4.74	4.62	4.48
Median	5.00	5.00	5.00	5.00
Std. Deviation	.545	.443	.753	.762

**1. LEARNING ENGLISH IS GREAT**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly agree	3	6.0	6.0	6.0
Agree	5	10.0	10.0	16.0
strongly agree	42	84.0	84.0	100.0
Total	50	100.0	100.0	

**2. I PLAN TO LEARN AS MUCH ENGLISH AS POSSIBLE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	13	26.0	26.0	26.0
strongly agree	37	74.0	74.0	100.0
Total	50	100.0	100.0	

**3. I LOVE LEARNING ENGLISH**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	2.0	2.0	2.0
slightly agree	2	4.0	4.0	6.0
Agree	11	22.0	22.0	28.0
strongly agree	36	72.0	72.0	100.0
Total	50	100.0	100.0	

**4. ENGLISH IS ONE OF MY FAVORITE COURSES**

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	2.0	2.0	2.0
slightly agree	5	10.0	10.0	12.0
Valid Agree	13	26.0	26.0	38.0
strongly agree	31	62.0	62.0	100.0
Total	50	100.0	100.0	

**Research Question 2:****STATISTICS**

	INSTRUMENTAL	INTEGRATIVE
N Valid	50	50
Missing	0	0
Mean	26.9000	21.7000
Std. Deviation	3.67146	5.41068

The findings suggest that the Sindhi speaking female students belonging to lower socio economic status are more instrumentally motivated than they have integrative motivation for learning English. ‘Subjects, who select instrumental reasons over integrative ones, often take into consideration the economic and practical advantages of learning a foreign language’ (Veronica, n.d.:561). Ionin (2013) asserts that when learners see the importance of language in day to day lives and in their profession that they will choose in the future, they are more likely to become effective users of the targeted language.

**INSTRUMENTAL MOTIVATION**

	<b>Future Career</b>	<b>Knowledgeable educated</b>	<b>Good job and salary</b>	<b>My overseas trips</b>	<b>Academic life</b>	<b>Respect</b>
Valid	50	50	50	50	50	50
Missing	0	0	0	0	0	0
Mean	4.72	4.48	4.54	4.54	4.30	4.32
Median Std.	5.00	5.00	5.00	5.00	5.00	5.00
Deviation	.573	.735	.706	.813	1.129	.935

**5. FUTURE CAREER**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid slightly agree	3	6.0	6.0	6.0
Valid Agree	8	16.0	16.0	22.0
Valid strongly agree	39	78.0	78.0	100.0
Total	50	100.0	100.0	

**6. KNOWLEDGEABLE/EDUCATED**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Disagree	1	2.0	2.0	2.0
Valid slightly agree	4	8.0	8.0	10.0
Valid Agree	15	30.0	30.0	40.0
Valid strongly agree	30	60.0	60.0	100.0
Total	50	100.0	100.0	

**7. GOOD JOB AND SALARY**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Disagree	1	2.0	2.0	2.0
Valid slightly agree	3	6.0	6.0	8.0
Valid Agree	14	28.0	28.0	36.0
Valid strongly agree	32	64.0	64.0	100.0
Total	50	100.0	100.0	

**8. MY OVERSEAS TRIPS**

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	2.0	2.0	2.0
slightly agree	7	14.0	14.0	16.0
Agree	6	12.0	12.0	28.0
strongly agree	36	72.0	72.0	100.0
Total	50	100.0	100.0	

**9. ACADEMIC LIFE**

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	2	4.0	4.0	4.0
Disagree	3	6.0	6.0	10.0
slightly agree	5	10.0	10.0	20.0
Agree	8	16.0	16.0	36.0
strongly agree	32	64.0	64.0	100.0
Total	50	100.0	100.0	

**10. GAINING RESPECT**

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	3	6.0	6.0	6.0
slightly agree	7	14.0	14.0	20.0
Agree	11	22.0	22.0	42.0
strongly agree	29	58.0	58.0	100.0
Total	50	100.0	100.0	



**INTEGRATIVE MOTIVATION**

		ease with English speaker	meet & converse with varied people	appreciate literature	participate in other cultural activities	many friends	to learn English culture & society
N	Valid	50	50	50	50	50	50
	Missing	0	0	0	0	0	0
Mean		4.42	3.94	3.76	3.42	3.56	2.60
Median		4.00	4.00	4.00	3.00	4.00	2.50
Std. Deviation		3.150	1.096	1.222	1.071	1.343	1.278

**11. EASE WITH ENGLISH SPEAKER**

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	6	12.0	12.0	12.0
slightly agree	9	18.0	18.0	30.0
Agree	13	26.0	26.0	56.0
strongly agree	21	42.0	42.0	98.0
25	1	2.0	2.0	100.0
Total	50	100.0	100.0	

**12. MEET & CONVERSE WITH VARIED PEOPLE**

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	1	2.0	2.0	2.0
Disagree	5	10.0	10.0	12.0
slightly agree	10	20.0	20.0	32.0
Agree	14	28.0	28.0	60.0
strongly agree	20	40.0	40.0	100.0
Total	50	100.0	100.0	

**13. APPRECIATE LITERATURE**

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	1	2.0	2.0	2.0
Disagree	8	16.0	16.0	18.0
Valid slightly agree	14	28.0	28.0	46.0
Agree	6	12.0	12.0	58.0
strongly agree	21	42.0	42.0	100.0
Total	50	100.0	100.0	

**14. PARTICIPATE IN OTHER CULTURAL ACTIVITIES**

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	2	4.0	4.0	4.0
Disagree	6	12.0	12.0	16.0
Valid slightly agree	21	42.0	42.0	58.0
Agree	11	22.0	22.0	80.0
strongly agree	10	20.0	20.0	100.0
Total	50	100.0	100.0	

**15. MANY FRIENDS**

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	8.0	8.0	8.0
Disagree	8	16.0	16.0	24.0
Valid slightly agree	12	24.0	24.0	48.0
Agree	8	16.0	16.0	64.0
strongly agree	18	36.0	36.0	100.0
Total	50	100.0	100.0	

## 16. TO LEARN ENGLISH CULTURE &amp; SOCIETY

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	12	24.0	24.0	24.0
Disagree	13	26.0	26.0	50.0
Valid slightly agree	13	26.0	26.0	76.0
Agree	7	14.0	14.0	90.0
strongly agree	5	10.0	10.0	100.0
Total	50	100.0	100.0	

## CONCLUSION

The present study reveals that the participants of this study: Sindhi speaking female students who are economically, socially deprived have stronger instrumental motivation than integrative motivation. This implies that the participants believed that learning English language will contribute significantly for the betterment of their future career. The results of the study have implications for teaching practices. The English teachers should try to promote both the motivation orientations: *Integrative* and *Instrumental orientation*. Success of the learner is dependent on both types of motivation.

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