

## ESL Learners' Motivation: Impact of Instrumental Motivation and Integrative Motivation on ESL Learning

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### ABSTRACT

*The present research is aimed at investigating the ESL learners' motivation, highlighting the difference between instrumental and integrative motivation and variation on the gender basis (male and female) ESL learners' motivation towards English language learning in the context of Pakistan. Motivation is an internal aspect that encourages a learner to proceed with the action, and it also initiates a spark for learning. This study applied the quantitative method. A questionnaire was adopted on five points Likert scale used to collect data from a total sample of fifty students of the English department in Shaheed Benazir Bhutto University. Concerning gender, 26 female and 24 male students were included in the study. The collected responses were transferred into SPSS software for the analysis procedure. An independent sample t-test was employed to compare variances between male and female ESL/EFL learners. Moreover, a paired sample t-test was used to relate differences between the instrumental and integrative motivation of ESL/EFL learners. Finally, based on findings, generalisations were made regarding ESL/EFL learners' motivation; it was indicated that students in Pakistan are more instrumentally motivated than integratively. Further, the result shows that female ESL learners are more instrumentally motivated than male learners.*

**Keywords:** *ESL learners' motivation, integrative and instrumental motivation, gender.*

### INTRODUCTION

It is generally observed that ESL learners' success in learning the English language is associated with their motivation level (Ghenghesh, 2010). Motivation is an inner aspect that boosts a learner to proceed with the accomplishment, and it is also essential for starting the learning process. Motivation is the strength to sustain the learning process for a long time and tackle difficulties during the process of

learning a language. It is assumed that without motivation, there is no additional aspect that alone can ensure learners' achievement (Dörnyei, 2001). Second language learning is shaped by complex factors, but the difference between types of motivation for learning language is an interesting question which needs attention. This is due to learners' motivation that is considered a vital factor impacting the achievement of ESL learning (McDonough, 1983; Ellis, 1994). Pakistan is the country where mostly institutions used the English as the medium of instruction to prepare learners for the language skills that are needed. Research in the area of ESL learners' motivation reveals that learners' motivation is an important factor in English language learning and academic success (Ghenghesh, 2010; Seo, 2011; Redzuan, 2013; Yaqoob, 2014). It is unclear what motivates ESL learners in the learning process, as their motivation is closely related to their performance outcomes. Many of them learn English for academic achievements. Others learn language effectively when they enjoy it; they love to learn new language and adapt to new cultures. Having a positive approach and motivation for learning will be helpful in achieving their goals. It is not easy to distinguish types of motivation and to categorise them, because motivation differs from person to person and context to context. Integrative and instrumental motivation is also known as intrinsic and extrinsic (Baily and Garratt, 2002; Santrock, 2004). However, research that can highlight the differences between kinds of motivation, particularly instrumental and integrative motivation among English learners in higher education, is understudied. In order to fill this gap, the study investigated the importance of motivation, highlighting differences between both instrumental and integrative motivation in male and female English language learners at the university level. This survey about learners' motivation can be helpful to the English language teachers, as they will have some indications to approach learners' goals to achieve the target language.

## **BACKGROUND**

In Second Language Acquisition (SLA) research, a number of theories have been proposed that explain how humans need motivation as a driving force for certain behavior. For example, Freud (1900) highlighted unconscious needs as motivational forces in his Psychoanalytic Theory. Later, Hull (1940) proposed Drive Theory, suggesting that behaviour is shaped by habit strength along with four basic biological needs. Similarly, Skinner (1948) highlighted the role of "stimulus and reinforcement" in shaping behaviour. In 1960, Rotter introduced social learning theory, while Atkinson presented the concept of achievement motivation. These theoretical developments show that motivation has consistently been viewed as an essential factor in human behavior, including language learning (Dörnyei, 2001; Brown, 2007). Significant attention is given to the relationship between motivation and language achievement. However, in the context of Pakistan, English is considered a powerful tool for academic success and career advancement (Zaidi & Baig, 2020). In spite of this, ESL learners still face difficulties in learning English. Students from English-medium backgrounds have a tendency to participate confidently with opportunities and benefit from institutional learning, whereas learners from non-English or other backgrounds, particularly those from rural areas, often struggle with language learning (Rahman, 2010; Mansoor, 2004). This situation not only creates differences in learning outcomes but also negatively impacts learners' motivation which requires the attention of researchers and ELT practitioners to facilitate the process of learning English effectively.

Moreover, ESL learners aim to acquire a second language mainly to achieve good grades, reflecting a strong reliance on external or instrumental motivation (Gardner, 1985; Dörnyei, 2009). While such motivation may support short-term achievement, it often does not ensure long-term language competence. The existing research shows that when learners enjoy the process of learning, they acquire the language effectively (Deci & Ryan, 2000). Therefore, internal motivation plays a crucial role in developing genuine language proficiency. Motivation, in this sense, remains a vital factor in English language learning. Gardner (2004) defines motivation as the effort, desire, and positive attitude toward learning a language.

Learners who are integratively motivated lean towards learning language for personal satisfaction and enjoyment, whereas instrumental motivated learners sustain their efforts to achieve specific outcomes (Deci & Ryan, 2000). In this regard, Brown (1994) connects motivation with inner drive, instinct and feelings that encourage learners' actions while learning. Although researchers offered different perspectives on learners' motivation, a significant body of literature exists in this field (Dörnyei & Ushioda, 2011). However, there is a need to examine motivation along with its subtypes, instrumental and integrative motivation, as they influence the ESL learning process with adequate effectiveness in terms of learning outcomes.

Therefore, the present study focuses on learners' motivation by highlighting the role of instrumental and integrative motivation among male and female ESL learners in Sindh, Pakistan. The following section puts light on existing literature detail by defining motivation along with types, and research on ESL learners in the field.

### **Defining Related Terms: Instrumental and integrative motivation**

Learner motivation is widely known as a fundamental component in English language learning, as it directly impacts learners' classroom engagement and overall achievement. The research related to motivation in the field of English language acquisition has evolved over time and represents different theoretical perspectives that indicate motivation as a driving force for human actions. However, instead of extensive research, the concept remains complex and multidimensional, which needs detailed investigation. A major contribution to this field was made by Gardner and Lambert (1972), who introduced the concepts of integrative and instrumental motivation. Their work established a foundational framework by connecting these motivational aspects to success in ESL learning. Integrative motivation is described as learners' desire to merge with the target language culture and community. On the other hand, instrumental motivation referred to practical areas such as academic success and career advancement. Although this dissimilarity is highly significant, it can be argued that it helps understand learner motivations by labeling them into two broad terms. Further, Gardner (1985) highlighted the dominance of integrative motivation, arguing that it includes psychological engagement and long-term commitment, making it more effective for language learning. Although this view highlights the importance of emotional and social connection in learning, it raised question for placing great value on one type of motivation over another. In many ESL contexts, especially where English functions as a global or academic language rather than a community language, the importance of integrative motivation may be limited. Supporting the concept of integrative motivation, Ellis (1997) noted that learners often aim to understand and adapt the culture and way of life of the target language community. Similarly, Gardner and Masgoret (2003) defined integrative motivation as a door to identify with another language community. These perspectives support the social aspect of language learning. However, they assume the presence of a defined target community, which may not be available in contexts like Pakistan, where English is used more as an international or institutional language than as a cultural identity.

In contrast to previous views, Dörnyei (2001) emphasises the prominence of integrative motivation and argues that both integrative and instrumental motivations are equally important in promoting language learning. This shift characterises a more balanced and realistic understanding, recognising that learners are often motivated by multiple and overlapping factors. Dörnyei's (2001) perspective is mainly relevant in modern contexts where English is related to global communication, education, and professional development rather than integration into a specific language learning setting. Recent studies further emphasise the main role of motivation in learning. Rahman et al. (2014) described motivation as an integral part of learners, reflected in their willingness to initiate and enhance language learning. Similarly, Shahbaz (2017) classified motivation into intrinsic, extrinsic, instrumental, and integrative types,

highlighting its dynamic nature. However, this classification provides detailed understanding. Research indicates that motivation cannot be fully explained through a single setting, but it needs more context-based research. Additionally, Gardner and Lambert (1992) defined instrumental motivation as a means of achieving social and economic rewards through second language learning (as cited in Rehman et al., 2014). This viewpoint is significant in contexts where English proficiency is linked to academic achievement and career opportunities. However, an over-reliance on instrumental motivation may limit learners' engagement with the language, as it focuses on grades rather than the learning process itself. Generally, the existing literature recommends that both instrumental and integrative motivations are essential in the process of English language learning. However, much of the research argued that these motivational types are fixed and universal, without contextual differences such as educational background, gender, and socio-cultural environment. In Pakistani context, where differences exist between male and female ESL learners' motivation in terms of integrative and instrumental may operate differently throughout learning.

Despite extensive research in the field of motivation, there is a lack of gender-based studies that investigate how instrumental and integrative motivations impact male-female ESL learner, particularly in Pakistan. Moreover, limited attention is given to comparing these motivational aspects on the basis of gender within ESL contexts. Therefore, this study aims to address this gap by measuring the level of instrumental and integrative motivation among male and female ESL learners, providing detail understanding of motivation in language learning.

### **Research on ESL Learners' Motivation**

Research on ESL learners' motivation presents different and sometimes contradictory findings concerning the importance of instrumental and integrative motivation. A study by Moiiivaziri (2009) emphasised the significance of instrumental motivation in ESL learning, especially in settings where practical outcomes are essential. However, the study (Moiiivaziri, 2009) also agreed that both instrumental and integrative motivations are important, mentioning that language learning is influenced by multiple motivational aspects rather than a single direction. A similar point of view is given by Moskovsky et al. (2009), who argued that EFL learning is shaped by instrumental motivation, while ESL learning seems to rely on integrative motivation. This perspective introduced the notion that motivation is not universal but context-dependent, changing according to learners' exposure to the target language and its social aspects. However, this twofold difference may simplify the difficulty of real learning situations, where learners often experience a lack of motivational forces. Further Dital (2012) found that learners with a positive approach toward English are highly motivated both instrumentally and integratively. Dital (2012) also argued that external factors do not considerably impact motivation, but the internal nature of learners' drive impacts their learning. While this view highlights the importance of personal attitudes, it raises questions about the contexts where external pressures, such as academic demands and career prospects, shape learners' motivation. Empirical studies also investigate the relationship between motivation and language learning. As Samad et al. (2012) investigated Iranian EFL learners using a quantitative research approach and found that students with high motivation were more integratively motivated. Similarly, Gholami et al. (2012) stated that many learners are instrumentally motivated (58.9%); on the other hand, high achievers student (92.9%) were integratively motivated. These findings reveal that integrative motivation is closely associated with higher levels of language expertise.

In contrast, Redzuan et al. (2013) found that engineering students were predominantly instrumentally motivated with their main goals focused on passing examinations and develop their career. These views align with the findings of Rahman et al. (2014), who described that Pakistani learners are more influenced by instrumental motivation. These studies reflect the practical realities of many educational systems,

where English is viewed as a tool for academic and professional development rather than cultural integration. However, the emphasis on instrumental motivation may limit the connection with the language.

In this regard, Kusumaningrum (2019) found that although learners are more instrumentally motivated but both instrumental and integrative motivations equally support learners in reading comprehension achievement. This view indicates that the two types of motivation are not equally limited, but can function together in achieving and supporting learning outcomes. Similarly, Rozmatovna (2020) emphasised the influence of instrumental motivation on ESL learning, supporting the notion that practical goals remain highly relevant in contemporary contexts. The existing literature demonstrates that both instrumental and integrative motivations play a significant role in English language learning, but their comparative importance varies in different contexts. Although some studies connect integrative motivation with higher achievement, other scholars highlight the dominance of instrumental motivation in academic and professional settings. This contradiction in research findings suggests that motivation cannot be fully understood through a single aspect, so it should be investigated in relation to specific educational contexts.

Therefore, this study aims to address this gap by examining both instrumental and integrative motivation aspects together, with a particular focus on gender differences among ESL learners at the university level, in order to provide a comprehensive understanding of motivation in language learning at the higher education level.

### **The Aims and Objectives of the Study**

The aim of the current research is to examine ESL learner motivation by highlighting the importance of both instrumental and integrative motivation, with particular focus on gender differences. The study seeks to analyze which type of motivation has a greater influence on Pakistani ESL learners. A review of the existing literature on ESL learners' motivation, particularly in terms of instrumental and integrative motivation, indicates that research in the context of Pakistan remains limited. Previous studies (Rehman et al., 2014; Shahbaz, 2017) have explored motivation; however, there is still a lack of comprehensive research that specifically investigates the differences between instrumental and integrative motivation in English language learning settings.

Therefore, measuring the significance and differences between these two types of motivation among ESL learners in higher education is an important area of investigation. Based on the purpose of this study, the following research questions are proposed:

**1:** Are there significant differences between Instrumental and Integrative Motivation of ESL learners while learning the English Language learning?

**Hypothesis 1:** There are major differences between Instrumental and Integrative Motivation of ESL learners towards English learning.

**2:** Are there significant differences between instrumental and integrative motivation of male and female ESL learners?

**Hypothesis 2:** There are noticeable variances between instrumental and integrative motivation of male and female ESL learners.

## **RESEARCH METHOD**

The current study employed a quantitative research method, which is designed aligning with research questions. The focus of the study was to examine the importance of ESL learners' motivation, particularly instrumental and integrative motivation, in English language acquisition at the university level in Pakistan. A quantitative approach is considered appropriate as it allows for the systematic measurement and analysis of learners' motivational aspects.

Furthermore, the study confirmed the validity and reliability of the research by carefully arranging the data collection process and maintaining consistency in the research procedures. The data is collected through a survey questionnaire, enabling the researcher to obtain measurable responses from participants. In addition, suitable methods of data analysis were applied to interpret the findings in a clear and objective manner. The research method is proposed to provide an understanding of ESL learners' motivation and to examine how instrumental and integrative motivations influence language learning in the selected context.

### **Sampling**

In research inquiry, a sample refers to a set of individuals, items, or objects that are carefully chosen from a large population. The selected sample must represent the whole population to ensure the generalization of results from the sample to the entire population.

The sample of the present research consists of students enrolled in the English department. Their responses and opinions are collected without any pressure or hesitation, as they voluntarily participated in the survey. The total number of participants was fifty male and female ESL learners from the public sector, Shaheed Benazir Bhutto University. They are currently studying in the English department and have different majors, such as literature and linguistics. Their degree programs fall into three categories: Bachelor's, Master's, and Diploma. A random sampling technique was used for the selection of participants in the present study. The rationale for using random sampling was that the researchers could not obtain the students' name lists and roll number lists from the department. Additionally, the researchers were allowed to visit classes for only one day, so data were collected from those participants who were present on that specific day. Therefore, considering these limitations, the researchers decided to use random sampling. A paper-based survey was distributed among the participants, and they were asked to select the responses that best matched their level of motivation.

### **Survey Instrument**

The survey instrument consisted mainly of a Likert scale and comprised items investigating participants' (ESL learners') motivation in terms of the difference between its types, instrumental and integrative, in learning English. The survey instrument consisted of two sections. In the first section, participants responded to questions based on demographic information such as gender, major, and degree program. In the second part, participants responded to the survey questionnaire, which was adopted for the present study based on the defined aim. It is designed on a Likert scale presenting six original items from Gardner's *Attitude/Motivation Test Battery (AMTB)*, ranging from "Strongly Agree" to "Strongly Disagree" (2004, p. 3). A copy of the survey is attached in Appendix A.

## Procedure

In order to investigate the ESL/EFL learners' motivation, highlighting differences between both instrumental and integrative motivation, the researchers got access to the English department. They got consent from the head of the department of English. Then they modified the questionnaire that was adopted from Gardner's "Attitude / Motivation Test Battery (AMTB), from 'Strongly Agree' to 'Strongly Disagree' (2004: pg.3). After the modification of the survey questionnaire, the researchers visited the Department of English and distributed questionnaires to students of each class.

### 1. Analysis Process

Analysis of data is a scientific process of converting data to investigate authentic information, draw conclusions and make a decision. In current research, the collected data were measured using SPSS software.

### 2. Results

For the purpose of measuring research questions in this study, the compiled data were transferred to SPSS for the data analysis process. The descriptive data and result of this survey included two parts; first part is consists of some demographic questions, such as gender, degree, and majors/programs.

Table 1: Frequency of *circulation of gender*

Gender differences	Gender differences	Gender differences	Gender differences	Gender differences	Gender differences
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	48.0	48.0	48.0
Valid	Female	26	52.0	52.0	100.0
Valid	Total	50	100.0	100.0	

The first table indicates that a total number of 100 participants, 24 (48%) were male, and 26 (52%) were female participants in this research.

*Table 2: Degree of Participants*

<b>Degree</b>	<b>Degree</b>	<b>Degree</b>	<b>Degree</b>	<b>Degree</b>	<b>Degree</b>
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	31	62.0	62.0	62.0
Valid	Masters	17	34.0	34.0	96.0
Valid	Diploma/Advanced Diploma	2	4.0	4.0	100.0
Valid	Total	50	100.0	100.0	

Table 2 shows students' degrees that are divided into three categories: Master's in English 17 (34%), Bachelor's in English 31 (62%) and Diploma/Advanced Diploma 2 (4%).

Similarly, the degree program is also divided into two categories: linguistics 26 (52%) and English literature 24 (48%).

*Table 3: Frequency distribution of Degree programs.*

<b>Major</b>	<b>Major</b>	<b>Major</b>	<b>Major</b>	<b>Major</b>	<b>Major</b>
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Literature	26	52.0	52.0	52.0
Valid	Linguistics	24	48.0	48.0	100.0
Valid	Total	50	100.0	100.0	

In order to achieve the expected measures, this study applied two types of t-test to answer two research questions. The researcher conducted an independent sample t-test measuring the significant variance between ESL learners' motivation in terms of instrumental and integrative motivation on the basis of gender. Similarly, she conducted a paired sample t-test investigating the dissimilarity between instrumental and integrative motivation of English language learners.

*Table 4: Group statistics, test of means and Standard deviation of male and female ESL learners' motivation.*

Group Statistics	Group Statistics	Group Statistics	Group Statistics	Group Statistics	Group Statistics
	Gender	N	Mean	Std. Deviation	Std. Error Mean
integrative motivation	Male	24	3.6375	.49150	.10033
integrative motivation	Female	26	3.5423	.64571	.12663
instrumental motivation	Male	24	2.7750	.72307	.14760
instrumental motivation	Female	26	3.2385	.67473	.13233

The table no. 4 reveals the means and standard deviation of ESL learners' motivation in relation to instrumental and integrative motivation on the basis of gender differences.

Independent Samples T-Test	Independent Samples T-Test	Independent Samples T-Test	Independent Samples T-Test	Independent Samples T-Test	Independent Samples T-Test	Independent Samples T-Test	Independent Samples T-Test	Independent Samples T-Test	Independent Samples T-Test	Independent Samples T-Test
		Levene's Test for Equality of Variances	Levene's Test for Equality of Variances	t-test for Equality of Means	t-test for Equality of Means	t-test for Equality of Means	t-test for Equality of Means	t-test for Equality of Means	t-test for Equality of Means	t-test for Equality of Means
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	95% Confidence Interval of the Difference
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
integrative motivation	Equal variances assumed	3.709	.060	.583	48	.563	.09519	.16333	-.23320	.42358
integrative motivation	Equal variances not assumed			.589	46.374	.559	.09519	.16156	-.22994	.42033

instrumental motivation	Equal variances assumed	.068	.795	-2.345	48	.023	-.46346	.19767	-.86090	-.06602
instrumental motivation	Equal variances not assumed			-2.338	46.936	.024	-.46346	.19823	-.86226	-.06466

*Table 5:* Difference between ESL learners’ instrumental and integrative motivation on the Basis of Gender

Paired Samples Statistics	Paired Samples Statistics	Paired Samples Statistics	Paired Samples Statistics	Paired Samples Statistics	Paired Samples Statistics
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	integrative motivation	3.5880	50	.57308	.08105
Pair 1	instrumental motivation	3.0160	50	.72965	.10319

Table no. 5 reveals that an independent-samples t-test was conducted investigating the difference between ESL learners' motivation specifying instrumental and integrative motivation on the basis of gender.

The study reveals no major difference in integrative motivation of ESL learners on the basis of male (M=6.36, SD=0.49) and female ESL/EFL learners (M=3.54, SD=0.64) relating to English language learning in higher education settings,  $t(48) = 0.583$ ,  $p = 0.563$ .

Study reveals noticeable difference in the instrumental motivation of male (M=2.77, SD=0.72) and female ESL/EFL learners (M=3.23, SD=0.67) relating to English language learning in higher education settings,  $t(48) = -2.34$ ,  $p = 0.024$ .

*Table 6* shows the means and std. deviation of instrumental and integrative motivation.

Similarly, a paired sample t-test was employed to measure differences between the instrumental and integrative motivation of ESL learners in learning English in universities.

*Table 6: paired sample t-test*

Paired Samples Test	Paired Samples Test	Paired Samples Test	Paired Samples Test	Paired Samples Test	Paired Samples Test	Paired Samples Test	Paired Samples Test	Paired Samples Test	Paired Samples Test
		Paired Differences	Paired Differences	Paired Differences	Paired Differences	Paired Differences	T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	95% Confidence Interval of the Difference	T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	integrative motivation - instrumental motivation	.57200	.82858	.11718	.33652	.80748	4.881	49	.000

A paired-samples t-test was used to investigate the difference in terms of instrumental and integrative motivation of ESL learners. There were significant difference in instrumental motivation ( $M=3.58$ ,  $SD=0.57$ ) and integrative motivation ( $M=3.01$ ,  $SD=0.72$ ),  $t(49)=4.88$ ,  $p=0.00$ .

## DISCUSSION

This study was conducted based on two research questions focusing on ESL learners' motivation in higher education settings. It aimed to investigate the differences in ESL learners' motivation in terms of instrumental and integrative motivation, as well as to examine gender-based differences between these two types of motivation. The findings revealed that ESL learners are predominantly instrumentally motivated (75%) compared to integratively motivated (25%). The study indicates that motivation plays a pivotal role in learning English as a second language effectively. In ESL contexts, teachers need to improve language learning outcomes by encouraging learners to achieve their goals. If learners are highly motivated, they are likely to put effort, spend more time on learning, and sustain their energy to become proficient in the English language. Therefore, teachers need to recognize that learners learn in different ways and their learning styles are influenced by various factors, among them, motivation is one of the most important factors. Consequently, it is necessary to understand how motivation can be initiated and applied in the learning process, as this becomes an essential pedagogical concern. Moreover, motivation is not fixed; it can be different from person to person and from one context to another over time (Dörnyei, 2001). Therefore, ESL teachers should have sufficient knowledge and expertise to develop strategies that can engage the whole class in an active and productive learning environment. Reviewing existing research (Sultan & Hussain, 2010; Rehman et al., 2014), along with the findings of the present study, it is obvious that ESL learners in Pakistan are largely instrumentally motivated. They tend to learn English for specific purposes such as getting jobs, career development and fulfilling academic requirements. These findings are linked with earlier studies conducted in similar contexts (Gardner, 1985; Dörnyei, 2009).

Consequently, although integrative motivation is lower (25%), the majority of learners (75%) are found to be instrumentally motivated. However, it is also revealed that some learners still show a tendency to assimilate themselves into the target language culture. So results suggest that both motivational types may coexist within the same learners, depending on context and need.

Based on findings, it can be argued that the two types of motivation are not separate or limited. Some students perform better when they are integratively motivated, while others achieve success through instrumental motivation. Therefore, enhancing learners' motivation and giving serious attention to motivational factors appears to be essential for effective language learning.

In conclusion, to create a supportive and motivating learning atmosphere, English language teachers and practitioners need to make constant efforts in teaching and learning practices that encourage learners, increase their interest and help them achieve proficiency in the target language. Teachers should also refine their lesson planning and design task-based activities that preserve learners' attention and participation. The present study recommends that ESL teachers in Pakistan should receive adequate training and adopt effective teaching strategies that support learners in achieving English proficiency for both academic and future career development.

## **CONCLUSION**

In conclusion, the findings of the study suggest that ESL learners are more instrumentally motivated (70%) than integratively motivated (25%). In the context of Pakistan, ESL learners are generally more instrumentally driven while learning English, mainly because of its perceived value in academic and professional development. Additionally, when comparing gender differences in ESL learners' motivation in terms of instrumental and integrative motivation, it is found that female learners are more instrumentally motivated than male learners. Therefore, it can be concluded that females demonstrate a higher level of instrumental motivation compared to male ESL learners in this study.

It is hoped that the findings of the present research will provide valuable insights for future researchers investigating ESL learners' motivation, particularly instrumental and integrative motivation, especially within English departments of universities.

## **Limitations and Future Research**

The limitation to obtain the required data is influenced by the results of this study. As the researchers discussed in sampling that they could not be allowed to have information of the students, such as name list and roll numbers, the researchers could not obtain a response of the expected sample. Further, the study suggests that this kind of study needs to be conducted on a large sample size. In addition to the research method, a qualitative method could be undertaken to explore an in-depth understanding of ESL learners' motivation in terms of instrumental and integrative motivation. This study focused on ESL learners' motivation; other research may be conducted with different notions of learners' motivation.

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## APPENDICES

### Section A: Demographic information

1: What is your gender?

MaleFemale

2: Please select your degree program.

- Bachelor
- Masters

- Diploma/Advanced Diploma

3: Please write your major.

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**Section B: Difference between instrumental and integrative motivation**

**Appendices: A**

No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	I mainly focus on using English for class assignment and the exams.					
5	I simply quote the textbooks and do not really communicate myself when speaking or writing in class.					
6	I'm interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines.					
7	I am more interested in earning a university degree and a good job than learning English language itself.					
8	I am more interested in furthering my higher education than learning English language itself.					
9	Learning English is important for travelling abroad.					
10	Learning English is important for making me a knowledgeable and skillful person.					

11	Learning English is important for making me educated person					
12	Being proficient in English can lead to more success and achievement in life					
13	Being proficient in English makes other people respect me					
14	Studying English enables me to understand English books, movies, pop music etc.					
15	Studying English enables me to better understand and appreciate the ways of life of native English speakers.					
16	Studying English enables me to keep in touch with foreign acquaintances.					
17	Studying English enables me to discuss interesting topics in English with the people from other national backgrounds					
18	Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists.					
19	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.					
20	Studying English enables me to behave like native English speakers: e.g. accent, using English expressions.					
21	Studying English enables me to appreciate English arts and literature.					
22	Studying English helps me to be an open-minded, and sociable person like English speaking people.					
23	I am determined to study English as best as I can to achieve maximum proficiency					

The questionnaire is adopted from the Likert Scale format, 6 original points from Gardner's Attitude / Motivation Test Battery (AMTB), from 'Strongly Agree' to 'Strongly Disagree'.