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The primacy of instrumental motivation over negative attitude in the english language learning: a study conducted in some selected english teaching center in Bujumbura city

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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

THE PRIMACY OF INSTRUMENTAL MOTIVATION OVER NEGATIVE ATTITUDE IN THE ENGLISH LANGUAGE LEARNING: A STUDY CONDUCTED IN SOME SELECTED ENGLISH TEACHING CENTER IN BUJUJUMBURA CITY

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A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of the Degree "**Licence en Langue et Littérature Anglaises**"

Bujumbura, August 2013

Dedication

To my parents,

To all my siblings,

I dedicate this work.

Acknowledgements

I would like to acknowledge all the people who directly or indirectly contributed in the completion of this work.

I owe a great debt of gratitude to Dr. Antoine NTEZIRYAYO, Lecturer at the University of Burundi, who despite his many academic and personal commitments, accepted to supervise this work from the draft to is completion. I am extremely grateful to him for his availability and invaluable advice.

Grateful acknowledgement is made to all my former teachers from the primary school to the University, especially those of the Department of English Language and Literature, for the knowledge I gained from them.

Special thanks go to all teaching centers Principals and learners for their understanding and cooperation during the period of data collection.

I am especially indebted to my siblings for the respect and support they showed me.

I wish to express my gratitude to the family of Méthode GAHUNGU for the moral and financial support during my secondary school and University studies.

Last but not least, I would be ungrateful not to thank my classmates and all my friends whom I consulted from time to time for advice, encouragement and support.

Nicaise HATUNGIMANA

List of abbreviations

P.T.A: Preferential Trade Area

A.U: African Union

UNESCO: United Nations Educational, Scientific and Cultural organization

UNICEF: United Nations Children's Fund

UNDP: United Nations for Development Program

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Abstract

The present work deals with the primacy of instrumental motivation over negative attitude in English language learning: a study conducted in some selected English teaching centers in Bujumbura city. It firstly investigates the existence of instrumental motivation and negative attitude for adults who attend evening classes to learn English. It also assesses which is the dominant element between instrumental motivation and negative attitude in the English language learning for adults in some selected English teaching centers. I was guided by three questions that were answered along my research. The first question is to know if instrumental motivation has a great influence in language learning than negative attitude, the second question tends to find out the place of negative attitude in language learning for adults who learn English language for occupational purposes and the third question aims at knowing if those who have a negative attitude towards the target language can succeed in mastering the English language when they decide to attend English teaching centers. In order get the answers to those questions; I distributed questionnaires to evening learners in English teaching centers selected, taking into account all learners because they were not many. The learners' answers made me to conclude that instrumental motivation is the most important factor in language learning and that learners who have a negative attitude succeed in mastering their target language when they have a vital need to use it materially. Unfortunately, they complain about the time allotted to the speaking skill, and the lack of favorable environments to practice themselves the language learned. I ended this work by formulating some recommendations by the help of research findings.

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CHAPTER ONE: GENERAL INTRODUCTION

1.0. Introduction

People are born with abilities that are different from those of animals. One of those abilities is the ability the speech. This ability is expressed through using language. Language is a means of communication which ensures the maintenance and sustenance of human relationships in a community.

In fact, language plays a crucial role in society. No society can exist without language, the primary tool for communication. However, nobody can communicate in a language that he does not know. In most cases, members of minority groups are forced to learn the majority language. It is due to its usefulness all over the world and in everyday lives of human beings. Thus, the learning process entails the social, psychological and cultural position of the language learner. In language learning, the motivation of the learner is very important because it influences language achievement. The learner needs to determine the efforts they will make in order to reach the objective.

Today, English has become an international language. It is used almost in all domains such as science, trade, communication, translation, job markets, to mention but a few. Because of this, learning English is very important in order to be valued in all or parts of the domains mentioned above.

It is obvious that the main function of the language is communication. And we cannot communicate effectively with a language we do not know, hence the great interest of Burundians and those who live in Burundi to learn English today. English is now spreading widely in the world due to its international utility. For example, English is used in international conferences, in diplomatic relations, in trade, education, non- governmental organizations (NGOs). It is also used in organizations such as UNESCO, UNICEF, UNDP, A.U, P.T.A, etc. and Burundi is a member of those organizations. Burundi is also a member of the East African Community. The latter is made of countries which use English as the medium of communication. Therefore, learning English is more than a necessity for Burundians.

In order to meet Burundian learners' needs in English language skills, English has been introduced in primary schools, secondary schools and Universities. English language centers have also been created mainly in Bujumbura city.

All those efforts have been made in order to help Burundians to overcome their barriers in communication using English language.

In our research, we are mostly concerned with negative attitude and instrumental motivation in language learning. Since the process of learning a language involves learners, teachers, target language groups and the language itself, we intend to find out the place of negative attitude and instrumental motivation in learner's mind, their effects and the contribution of motivation in language learning.

This work is limited to the negative attitude and instrumental motivation particularly on the primacy of instrumental motivation over negative attitude in the English language learning.

1.1 . Background to the study

English is used as a foreign language and very few people use it today in Burundi. However, English is now used almost all over the world since English speakers can be understood in many countries of the world. It is obvious that English nowadays is used in advertising, in drug notices, computer information, international conferences, diplomatic relations, business, and sciences. These are some of the reasons that make many Burundians interested in English because they have to communicate with the users of the English language.

Learning a language is very demanding. It involves the feelings and perceptions of the learner towards the target language groups and his/her orientation in learning the English language. This point of view has been supported by social psychologists such as Gardner and Wallace (1972:132) when they write that,

> Social psychologists would except that success in mastering a foreign language would depend not only on intellectual capacity and language aptitude but also on the learner's perceptions of other ethnolinguistic group involved his attitudes towards representatives of that group and his willingness to identify enough to adopt distinctive aspects of behavior, linguistic and nonlinguistic, that characterize that other group.

From the above, it is clear that learning and mastering a foreign language requires the intellectual capacity of the learner and learners' motivation to learn

the target language. The same authors put it that the learner's orientation and his attitude play a great role in language learning. They argue that,

> The learner's motivation for language study it follows would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language. (page: 132)

Gardner and Wallace (ibid) continue saying that students could take two orientations in language learning .To this point of view, Gardner and Wallace (1972:133) say:

> Some students could choose to learn English for "instrumental" orientation and others could choose to learn English for "integrative" orientation. The former reflects the practical value and advantages of learning a new language and the latter reflects the practical value and sincere and personal interests in the people and culture represented by the other group.

As the above quotation illustrates, attitudes towards the target language learning, the motivation of the learner and his orientation in learning a chosen language have an influence on foreign language learning. However, instrumental orientation does contribute more to language learning than negative attitude. If a learner has an unfavorable attitude towards the target language and the people who speak it, he/she succeeds in learning and mastering the target language even he /she does not like that language. When a learner wants to use the target language in his /her everyday life, no matter how he or she dislikes the language, learns it. For learners who learn the language for occupational purposes, their orientation in choosing the target language is more important than their attitudes.

Though former researchers have already dealt with the foreign language learning for instrumental reasons and the role of attitudes in language learning, no research has tackled the primacy of instrumental motivation over negative attitude in language learning in the English language teaching centers so far. That is the reason why we choose to make an investigation and this research will complete works of former researchers.

1.2 . Statement of the problem

English is one of the languages which are spoken by the majority of people in the world. Some people are native speakers of English while others find interest in using English. Which is the case of Burundians. They get interested in using English in their daily lives.

Since the integration of Burundi in the East African Community in 2007where English language is used as the medium of communication, Burundians have become aware of the necessity of speaking and learning English. From that period, Burundians have encountered many problems because they are unable to communicate in the English language. In addition, some people think that adults cannot succeed in learning and mastering English language. This is not true; there is no limited age for learning a language. In order to overcome communicative barriers set up by the English language, people decide to learn the latter. In this light, English teaching centers have increased in number with an ideal to help Burundians to meet their needs in communication using English language.

In language learning, there are factors which influence foreign language learners. Those factors are for example motivation and attitudes. Some teachers and scholars think that attitudes are more influential in the English language learning than motivation. This is not true because learner's goals or needs are more important than his or her attitudes towards the target language. It depends also on the degree of learner's needs. In addition, teachers and learners think that negative attitude towards the target language or target language community can prevent a learner from learning it. This is not true in so far that we learn the language, not because we like it, but because we need to satisfy ourselves materially.

Learners may be instrumentally oriented or integratively oriented. Those who are instrumentally oriented learn English better even if they may have a negative attitude towards either the target language community or towards the target language itself. Those are the elements which pushed me to undertake the research whose aims are summarized in the following section.

1.3. Aim of the study

In the learning process, a learner has to be motivated in order to master well the target language. In this research, we will firstly investigate and analyze the influences of negative attitude in language learning and the importance of instrumental motivation in some selected English teaching centers. Secondly, the aim of this research is to assess between the instrumental motivation and negative attitude which is more influential in foreign language learning for adults and others who attend English teaching centers in Bujumbura city for their occupational purposes.

1.4. Research questions

This research being as the primacy of instrumental motivation over negative attitude in English language learning attempts to answer the following questions:

1. Is instrumental motivation more important in language learning than negative attitude?

2. What is the place of negative attitude in language learning for adults?

3. Can those who have a negative attitude towards the target language succeed in mastering it?

1.5. Scope of the study

This study will be carried out in some selected English teaching centers because English teaching centers fulfill our needs in research study that is instrumental motivation is one of the main purposes of learners in those centers.

Then, the subjects involved in this research are students in the English teaching centers. Those English teaching centers are: International Language Center (ILC), Translingua, and English Language Center (ELC).

1.6. Motivation of the study

The choice of dealing with this topic was firstly motivated by the fact that instrumental motivation is very important in language learning situation in that learners learn the language not because they like it, but most of the time because they need it.

Secondly, I was motivated by participation of adults in some English teaching centers and their determination in learning English language.

This is observable when we attend the evening classes with them. The way they follow teachings and ask questions reveal their determination to learn the language.

Thirdly, the process of language learning and acquisition is much challenged. The language learning situation where one person fails in learning the language is the one another person succeeds. This challenging situation in language learning and acquisition motivated me because through the research I will try to bring out the learners' attitudes and their motivation vis-à-vis the language learning and acquisition.

Fourthly, the fact that there is room for investigation in the field of language learning mainly for adults pushed me to undertake this study.

1.7. Definition of some key terms

We define some English terms in order to help readers to understand their meaning for a better understanding of our study.

Attitude

In the language learning field, the term 'attitude' has interested many researchers. These therefore have provided various definitions.

According to The Encyclopedia Americana, "attitude is a predisposition to respond in a certain way to a person, object, situation, event or idea" (A.H.MC DONNALD ed.1946:659).

The Reader's Digest Great Encyclopedic Dictionary defines attitude as state of mind, behavior or conduct regarding some matter, as indicating opinion or purpose.

Lemon (1973:1) calls attitude "one of the most ubiquitous of all the terms used in social sciences". In spite of its ubiquity, however, the notion has been defined in many different ways. Most theorists would, however, seem to agree that the term" attitude" refers to "some aspects of an individuals' response to an object or class of objects "as said by Lett (1977:269) quoted by Edwards Arnold (1984).

As far as this the present work is concerned, attitude should thus be understood as the way a person reacts, responds, or behaves towards a present situation or object. The answer depends on the degree of necessity vis-à-vis a given situation or object.

Psychologist

According to The Reader's Digest Great Encyclopedic Dictionary defines psychologist as a person who studies the human mind and tries to explain why people behave in the way that they do.

Referring to the above definition, we should say that a psychologist is a person who is interested in human mind or who treats concerning about the soul/mind.

Sociologist

According to The Compact Edition of the Oxford English Dictionary, volume II, sociologist is defined as a student of sociology; one who is interested in social problems.

On the basis of this definition, it let us saying that a sociologist is the one who treats the origin and evolution of human society taking into account everything which enables society to persist and progress.

Motivation

According to The Longman Dictionary of Applied Linguistics (1985) motivation is defined as "the factors that determine a person's desire to do something." Other authors such as Gardner and Lambert (1972) quoted by Ellis (1985:117) define "motivation in terms of the second language learner's overall goal or orientation."

With regard to these definitions mentioned above, motivation can be simply defined as whatever moves a person to be particularly interested in doing something with enthusiasm and determination.

Language

Preble (1958) in the Britannica World language Dictionary defines "Language" as "being transmission of emotions or ideas between any living creatures by any means".

According to Sapir (1921:8) "language is purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."

In their outline of linguistic analysis Bloch and Trager (1942:5) wrote that "A language is a system of arbitrary vocal symbols by means of which a social group co-operates."

Hall (1968:158) defines 'language' as 'the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols.

Although these authors have provided different definitions about "language", they have shared the idea that "language" is the tools used in communication. As far as this work is concerned, we should consider "language" as any means by which living creatures used to transmit their messages to its destination.

Language attitude

Starks and Paltridge (1996:218) assume that learning a language is closely related to the attitude towards the language. In their Longman Dictionary of Applied Linguistics (1992:199) cited by Niyontwari (2010) define language attitude as:

> The attitude which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. attitudes towards a language may also show what people feel about the speakers of that language.

In this light, we may define language attitude as the attitudes that a person or persons have towards the language itself. The attitudes may be positive or negative depending on everyone's perceptions of that language.

Acquisition and Learning a Language

According to Yule (1966) the term "acquisition" is used to refer to the gradual development of ability in language by using it naturally in communicative situations with others who know the language. The term" learning", however, applies to a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar of a language, typically in an institutional setting.

According to Ellis (1995:299), learning can be broadly defined as the internationalization of rules, and formulas which is then used to communicate in second language.

Krashen (1981) quoted by Ellis (1985:299) views these terms differently. According to him, "acquisition" consists of a spontaneous process of rule internalization that results from natural language use while "learning" consists of a development of conscious second language knowledge through formal study.

Wilkins (1974:26) also distinguishes "language acquisition" from language learning". He says that "language acquisition is acquired as a result of natural and largely random exposure to language while the term "Language learning" is used where the exposure is structured through language teaching.

Littlewood (1984:2) makes a distinction between "Learning" and "acquisition" as follows: "Learning" refers to conscious processes for internalizing a second language whereas "acquisition" refers to subconscious processes.

From these above definitions, researchers have agreed on the fact that "acquisition" is achieved by natural exposure of language in the society and "learning" is structured through language teaching either in formal or informal setting. This is the same way that we can define the two terms in our work.

Second Language and Foreign Language

Richards et al. (1986:108) define" foreign language" as follows:" a language which is not native one in a country". They continue saying that a "foreign language" is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language.

They add that "... a foreign language" is a language which is taught as a school subject is not used as a medium of instruction in schools or as a language of communication with a country.

Littlewood (1984) distinguishes between "Second Language" and "foreign language". He says that a "second language" has social functions within the community where it is learnt primarily for contact outside one's own community.

Ellis (1985:5) says that a "foreign language" is a language that is not generally spoken in the surrounding community whereas "second language" is a language that is spoken in the surrounding community .He also says that a "second language acquisition" is not intended to contrast with a "foreign language acquisition". It is used as a general term that embraces both naturalistic acquisition and classroom acquisition.

As far as this work is concerned, "second language" is a language that is used as an official language for instructions whereas "foreign language" is defined as the language that is taught as school subject and few people use it.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter aims at describing the major findings other researchers have come up with as far as this domain is concerned. The literature available on this topic falls into two main categories: works dealing with the attitude towards language learning and the importance of instrumental motivation in foreign language learning.

This chapter aims at showing the influence of attitudes and instrumental motivation in foreign language learning since attitudes and orientations of the learner determine his motivation.

2.1. Attitude to Language Learning

The concept of "attitude" has called the attention of many researchers in the field of language learning and teaching. Attitude may influences language learning in so far that when a learner has positive or negative attitude, that attitude can affect learners' achievement or failure. Fasold (1984:147) said that language attitude studies are strictly limited to attitudes towards language itself. In his work on "*The sociolinguistics of society*" Fasold (ibid) argues that,

> Attitudes towards language are often the reflection of attitudes towards members of various ethnic groups.

In the same light, Stephen (2002:5) in his study of the "*Effect of attitude on performance*" concluded that attitude towards English language is important because a positive or negative feeling towards a subject affects one's achievement. In this connection, Shaw and Wright (1967) quoted by Stephen (ibid) said that attitudes can be described as learned predisposition to respond in a consistently favorable manner with respect to a given object.

In addition, Shaw and Wright (1967) cited by Oller (1979:15) say that,

> An attitude is a hypothetical, or latent, variable". That is to mean that attitude is the sort of variable that cannot be observed directly.

Shaw and Wright (ibid) continue arguing that we may be wrong occasionally when judging whether someone is happy or sad, angry or glad, anxious or calm but often we are correct in our judgments. They suggest that "attitude measurement" consists of the assessment of an individual's responses to a set of situations.

From the above quotations, it is evident that attitude has been explained differently by various authors. But, they have shared the point of view that attitudes towards the target language or target language community may influence language learning achievement and performance.

2.1.1. Nature of Attitude

The analysis of different definitions provided by different authors lead us to say that "attitude" has a psychological nature. To this, Shaw and Wright (1967:107) suggest that "attitude measurement" consists of the assessment of an individual's responses to a set of situations. To them, the set of situations is usually a set of statement (items) about the attitude object, to which the individual responds with a set of specific categories; for example agree or disagree. Besides, we can recall to readers that behaviorists view attitude differently with mentalists as we have mentioned earlier.

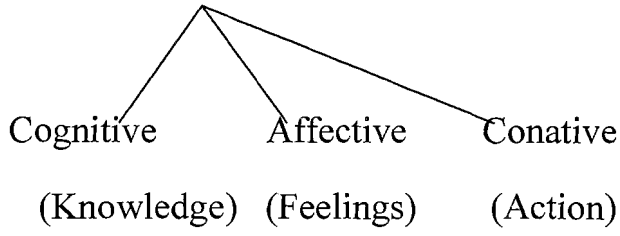
According to Krech et al. (1962), Lambert and Lambert (1964) quoted by Edwards (1984:116) attitudes have often been considered in terms of the following components: "A cognitive component refers to one's beliefs about the objects". "An affective component refers to the amount of positive or negative feelings one has towards the objects". "A conative component refers to one's behavioral intentions or to one's actual behavior towards the object".

Rokeach (1968) had the same view shared with Lambert (1964) and other researchers but advocated that attitudes are made of a number of beliefs but each having cognitive, affective, and behavioral components.

Agheyisi and Fishman (ibid) represented the two componential views as follows:

1. Multicomponent

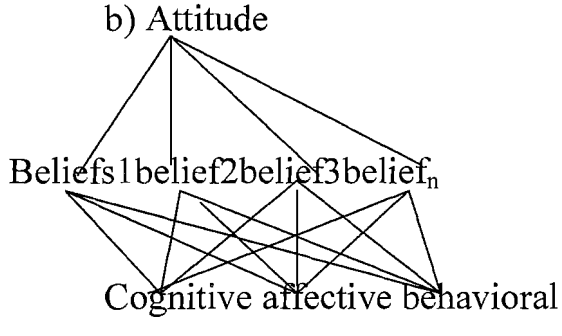
a) Attitude



This above chart shows readers and learners that attitude is made of the three componential elements where cognitive is considered as the mental capacity to understand something. It may be what someone is learning or is doing; in few words the capacity to understand whatever is exposed to. The affective component refers to the feelings someone has about what he/she has understood or seen and the conative component refers to the behavior, action or reaction a person manifested towards a present situation.

However, Rokeach (1968) has shared the same idea with Lambert and Lambert (1964) about attitude componential but Rokeach has added that, in addition to cognitive, affective and conative components, attitude is also made of beliefs. The example on how Rokeach has considered attitude composition is shown below:

b) Attitude



This is to mean that attitude is made of the combinations of beliefs, cognitive, affective and behavioral components. In other words, the person's beliefs about a given object or situation may influence the way he/she understands, feels and acts or behaves.

Some authors like Osgood and Fishbein (1966) defend two kinds of uncomponental structure of attitudes. Agheyisi and Fishman reproduced the views on the following diagrams.

According to Osgood (1957) attitude is made up of one element which is affective component as is shown below on this diagram.

2. Uncomponent

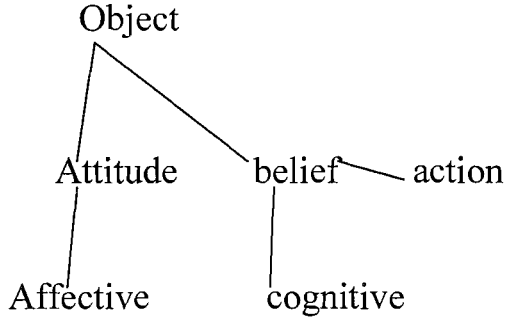
a) Attitude

Affective component

This diagram shows that attitude is made up of the only affective component. This is to mean that attitude is made up by the person's feelings about an object or situation.

However, Osgood did not share the point of view with Agheyisi and Fishman (1966) that attitude is made up only affective component of as shown on this diagram below,

b)



According to Osgood, attitude is made up of the only affective component whereas Fishbein (1966) believes that when we have an object, there are both an attitude and belief about it, and the attitude is affective. The combinations of attitude about the object and belief about it, the latter influence the action to be taken; the behavior to be taken or how a given object is considered.

2.1.2. Attitude and Foreign Language Learning

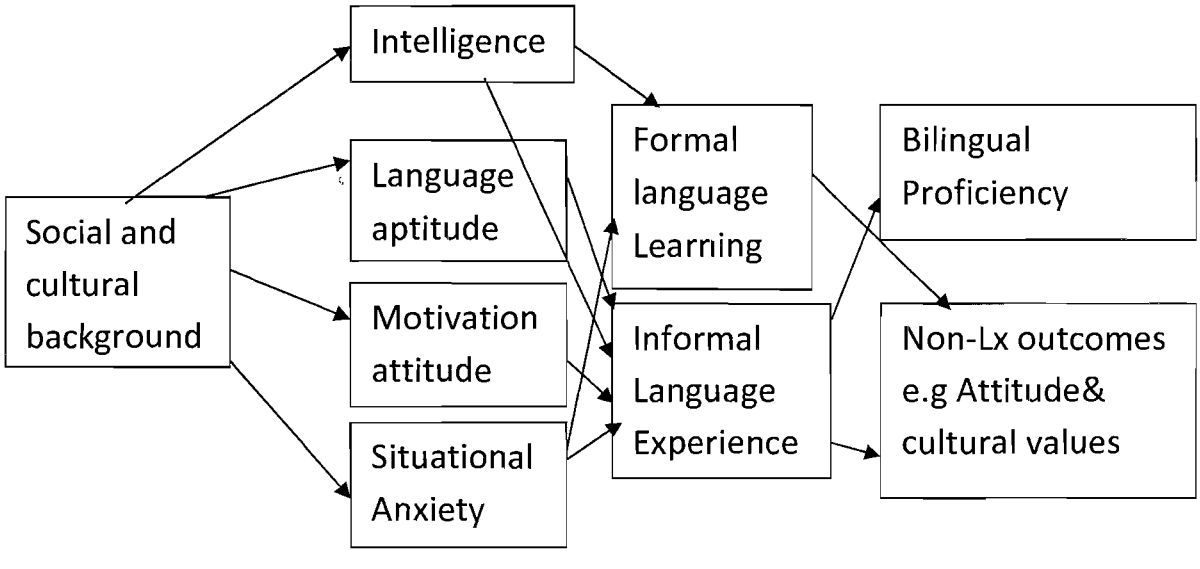
Gardner and Lambert (1972) write that Social and psychological factors are related strongly to achievement in language learning. The learner's perceptions of the target language, people who speak it, influences the way he/she learns. According to Wolfgang et al. (1992:31) an optimistic attitude is a half of success and that a negative attitude does not prove nothing.

Gardner (1985:8) supports the point of view of Shaw and Wright (1967) saying that students who have favorable attitudes towards the language, they will be pleasant with it and this motivate them to continue learning or using the language. This implies that a favorable attitude influences the learners to be positively involved in foreign language learning.

Piaget (1971) acknowledges that an affirmative attitude such as interest in a subject is indispensable in learning and this in turn affects students' performance. If, on the other hand, attitudes are negative, the experience will tend to be perceived unfavorably.

On the one hand, attitudes play a paramount role in language learning. This is supported by many researchers on attitude .Among them, we give the example of Gardner (1988:1) cited by Manirakiza (2006) in the "Contribution of Age and Motivation in the Learning of English as a Foreign Language" puts attitudes among other important variables in the prediction of bilingual proficiency, but regards it as an input and an outcome.

In this connection, Baker (1992:3) upheld this idea in the following drawings:



Vaughan and Altman (1979) quoted by Manirakiza (2006) placed attitudes among other variables of dimensions of individual differences in second language learning. The same authors continue saying that among variables, we list age, sex, previous experience in second language learning, language aptitude,learners strategies....Attitudes are put beside motivation.

In the same light, Gardner (1988) suggests that "attitude variables are important in that they serve to maintain levels of motivation and they are not implicated directly in achievement."

2.2. Types of Attitudes and Foreign Language Learning

2.2.1. Positive Attitude

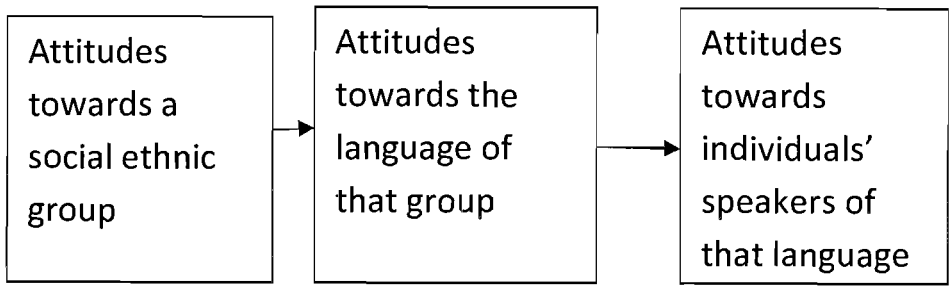
In a language learning situation, the learner has to be not only intellectual, but also to be psychologically interested in learning it. The attitude towards the target language or languages is very important because a positive or negative feeling, perceptions towards a subject affects one's achievement.

This point of view has upheld by Fraida (ed.) (1986:13-14) quoted by Niyonizigiye (2009) saying that:

> Positive attitude towards the language will reflect a high regard and aspiration for both the language and the culture it represents. He continues arguing that positive attitude towards the acquisition process will reflect high personal motivation for learning the language, a feeling of self-fulfillment and success an overall enthusiasm about the language course.

This implies that students with a positive attitude towards the target language community have a favorable attitude to learn the language. In language learning, Fraida (1986) quoted by Niyonizigiye (2009) distinguishes two types of attitudes. The first one is "group attitude". It comprises attitudes towards the target language (TL), the people who speak it and the culture which it represents. The second attitudes are called "individual attitudes." This attitude is made of the attitudes towards the learning process itself, its efficacy as represented by teacher, materials and the school system as a whole. This shows that language is linked up with identities of social or ethnic groups of the people who speak that language.

Fasold (1984:16) attempts to show the representation of attitudes formation as follows:



This implies that attitudes towards ethnic groups, its language and the speaker of the language influences language learning. The positive group attitudes towards languages, with positive individual attitudes towards the process, are believed to yield good results in terms of language learning. (Fraida, 1986)

Besides, the learner's attitude towards the target language community is believed to affect his success in learning considerably because the motivation to learn the second language or foreign language is determined by his attitudes. Shaw and Wright (1967) support the point of view aforesaid as follows:

> When a person holds a particular attitude towards an object he is predisposed to act in a certain way towards that object or phenomenon.

From the above quotation, we can understand that attitude determines language learning achievement because a learner will react according to how he/she considers or feels towards the target language community and the culture it represents.

2.2.2. Negative Attitude and Language Learning

When learning a language, a learner can have either a negative attitude or positive attitude due to the way he/she considers the language he/she is learning and the atmosphere in which he/she learns the target language. In this light, Fraida Dubin (1986) and Brown (2000) in their studies of "*Effects of Attitudes on Language Learning*" conclude that "a positive attitude towards the self, the native language group and the target language enhanced language learning and proficiency." However, the same authors identify the impact of negative attitude towards language learning as follows: "Negative attitudes can reduce learners' motivation and harm language learning."

In this connection, Brown (2000) describes several studies about the effects of attitude on language learning and concludes that students with negative attitudes may fail to progress and become even more negative in their language learning attitudes. In dealing with attitudes and its effects on foreign language learning, there must be also the causes which lead to the effects already mentioned. In this respect, Fraida and Olshtain (1986) distinguish two sources of negative attitudes. The first source is related to historical factors, political and national trends or social conflicts. Here, members of a community which have been colonized might develop negative attitudes towards the colonized power. Also, in English speaking environment a group of new immigrants might develop negative attitudes towards speakers of English who act superior, either socially or culturally. Such an atmosphere can influence newcomers to emphasize self-identity by placing high value on maintenance of their first language and limit instrumental acquisition of the target language. Besides, negative individual attitudes may have their initial roots in negative group attitudes, but these can be intensified by negative experience with the acquisition process such as classroom anxiety, feelings of discrimination, etc.

According to Fraida and Olshtain, (1986) cited by Niyonizigiye (2009), "the combination of negative group attitudes, with negative personal feelings result in the lowest level of language acquisition." The second source of negative attitudes as mentioned again by Fraida and Olshtain (1986:93) quoted by Niyonizigiye (ibid) has to do with "a conflict between individual and group attitudes is based on the learners' perceived needs and the specified goals of existing program."

However, the effects of attitudes on language learning mentioned above are not shared with all researchers in the field of foreign language learning. Some researchers have rejected the ideas that attitudes play a very important role in language learning and mastery. In this connection, Manirakiza (2006) quoting Shuy and Fasold eds. (1973) from John McNamara (1971:146)sharply criticizes teachers and psychologists who believe that favorable attitudes are vital for success in language learning and advocates that a favorable attitudes is one of the major contributors to success in language learning.

In this light, Edwards (1985:259) criticizes the point of view mentioned above by teachers and psychologists as the follows:

> They [teachers and psychologists) both agree that favorable attitudes are vital for success in language learning and further that a favorable attitudes is one of the majors contributors to success in language learning. I am going to throw caution to the winds and agree that both teachers and psychologists are mistaken that favorable attitudes are of minor importance.

McNamara (1971) quoted by Edwards (ibid) argues that "antipathy towards a people and its language does not prevent the learning of their language if one needs it for bettering himself materially. He continues saying that necessity may overpower attitude." He gives the example of the Irish people who have always had some antipathy to England and English, yet English replaced Irish.

However, in a language learning situation, learners' needs are more important than their attitudes. Learners who have realized that the use of English is indispensable for employment and career advancement learn the language under whatever circumstances and perceptions of the learners about the target language community or the language itself. The idea is upheld by McNamara (1973) when asserting that attitudes were of little importance in language learning and that necessity overpowers attitude. The example given was the adoption of English by the Irish population, a shift that was not accompanied by favorable attitudes. The author upheld the example as follows:

> In 19th century Irishmen have hated English and what it represented, yet in the face of his perceptions of the sociopolitical climates, may have realized the necessity and long-term usefulness of the language.

With regard to the above quotation, language learning necessity determines learners' motivation. The motivation can be either instrumental or integrative. Besides, McNamara (1973) added the idea that the strength of the correlation between attitudes and proficiency vary with age of the learner and learning context. This implies that learners such as children learn easily the language because they have not yet developed their attitudes towards a given language. Children do not have positive or negative attitudes towards language learning.

The same author gave an example to this point of view as follows: "A child suddenly transported from Toronto to Berlin will learn German no matter what he thinks of Germans."

In all, negative attitude is less influential in language learning than instrumental motivation. What you learn the language for is more important than how you consider the language and perception towards the language and the people who speak it. Learner's final use of the language learnt reinforces the learner's needs to get involved more in language learning situation.

2.2.3. Motivation in Foreign Language Learning

Motivation plays a great role in language learning. The different definitions provided by different researchers show that motivation is more important in language learning. Researchers such as Gardner and Lambert (1972) cited by Ellis (1985:117) define "motivation in terms of the second language learner's overall goal or orientation." Motivation is also seen as the factors that determine a person's desire to do something. It is of different categories and people learn a language or do something in order to satisfy their needs. If a learner discovers that the only way to achieve what he/she needs is through learning a given language, he/she has to learn it.

The learner's goals and desires determine his or her motivation. In most cases, the desire to please teachers, parents, to achieve promises of reward, to be recognized and respected pushes the learner to engage in language learning task.

In this light, Ausebel (1968:369-79) identified six desires that are considered as the source of motivation such as:

1. The need for exploration, for seeing "the other side of the mountain", for probing the unknown;
2. The need for manipulation, for operating -to use Skinner's term-on the environment and causing change;
3. The need for activity, for movement and exercise, both physical and mental,
4. The need for stimulation, the need to stimulated ideas, thoughts, and feelings;
5. The need for knowledge, the need to process manipulation to resolve contradictions, to quest for solution to problems and for self –consistent systems of knowledge;
6. The need for ego enhancement, for the self to be known and to be accepted and approved of by others.

From Ausubel's identification of needs or desires we can conclude that the motivation to learn a language is of different nature depending on learner's orientation and needs. Besides, in foreign language learning, a learner who is intrinsically or extrinsically meeting needs in learning the language will be positively motivated to learn.

In educational Psychology, a distinction between intrinsic and extrinsic motivation is usually made. Intrinsic motivation is usually defined as motivation which is guided by an interest in the task itself in which one is engaged in whereas extrinsic motivation is said to be guided by external stimuli, such as parental approval, offer of a reward ,threat of punishment ,a good grade, etc.

Intrinsic motivation is related to long-term success and extrinsic motivation is related to short-term success. It implies that learning a language is largely determined by learner's biological motives or psychological motives.

As far as learning is concerned, psychological motives influences more foreign language learning-hence determines language achievement. The learner's goals in language learning help him or her to persevere even if the task was very difficult .As the proverb says "where there is a will there is a way". In this light, Cunningsworth (1984) and Farrant (1985) upheld the idea that motivation is the main key in language learning and acquisition. Cunningsworth (ibid) says: "A well- motivated student badly taught will do better than a poorly-motivated student well taught."

Farrant (ibid) goes in the same direction with Cunningsworth (ibid) when he says:

> If for some reasons, his motivation is limited, he will not put much energy as when he is strongly motivated and the resulting learning will be slow and inefficient.

From the above quotations, we can see that motivation plays a great role in language learning whereas lack of motivation hampers or deters learning achievement.

In the same light, Harmer (1983:3) says that,

> Motivation is some kind of internal drive that encourage somebody to pursue a course of action. It seems to be the case that if we perceive a goal (that is something we wish to achieve) and if that goal is sufficiently attractive,
> we will be strongly motivated to do whatever is necessary to reach that goal .Goals can be of many different types; for example we may work overtime in order to earn more money and reach the goal of owning a new car or stereo set. The tennis player who wishes to win an important competition (the goals may be motivated to put in incredibly long hours of practice.

From the above quotation, the fact of being motivated is the result of the expectation of foreign language learner or needs and consequently motivation influences learner's success in language learning. It helps an individual in whatever he does because goals are not orientated in learning only, but in different ways. Motivation, as stated by Harmer (1983) in the above quotation is an internal drive which pushes an individual to do something because he is going to draw from this action a certain advantage.

Williams and Burden (1997:120) quoted by Sabiyumva (2008) define motivation as follows:

> A state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives a rise to a period of sustained intellectual and /or physical effort in order to attain a previous set of goals or goal. In other words, a person gets interests in some way and this interest may be started by different causes, may be internal ones coming from inside the learner such as an interest in the activity or a wish to be successful. Other causes may be external, for example the influence of another person or even an event.

From the analysis of the above quotation, Williams and Burden (1997) say that motivation is the result of the learner's intelligence and the great feelings to do something.

Williams and Burden (1997) share with Harmer (1983) the idea that motivation is the inner drive, forces that encourage a person to accomplish a certain action. Here, Williams and Burden (ibid) use words such as "cognitive and emotional arousal" and Harmer (ibid) uses "internal drive". The authors express a similar meaning. Even if Harmer (1983) does not clearly evoke the presence of physical efforts which must follow the motivation as Williams and Burden (ibid) depicted it, it is implied that physical efforts are also observed in Harmer's (ibid) example when he talks about working overtime in order to earn more money and when he also talks about competition in order to win a match for a tennis player.

However, Williams and Burden (ibid) go further in the explanation of the motivation than Harmer (ibid) when they add external causes as a source of motivation. The example of the influence of other person given by Williams and Burden (ibid) is very important especially in the domain of foreign language learning in so far as the students can improve their learning because they are motivated by the learner's environmental needs. For learners who learn English for occupational reasons, the external sources push them to get involved in learning matters.

As Brown (1980:112) cited by Edwards observes that: "Motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task." From this Brown's definition (1980) motivation is an indispensable element in accomplishing any task either in language learning 0r in everyday life. The impetus that pushes many learners to learn English untutored or even tutored is motivation coming from the learner's goals to achieve.

If we believe in Brown (ibid), learners who are motivated become active as well as involved in the learning process whereas learners who lack motivation become less interested, and not involved in the learning process. Those who are motivated learn English easily whereas those who are not motivated do not learn the language easily. In the same line, Sabiyumva (2008:27) said that "if the students are motivated, they can learn the foreign language regardless of the conditions in which they are and he added that students and teachers are most of the time responsible for good results since both of them have a task to fulfill in language learning."

In this light, Harmer (1983:3) asserts that

> It has been said by people involved in the language teaching that a student who really wants to learn will succeed whatever the circumstances under which he studies. He adds that it is certainly true that students do learn in unfavorable conditions, and it is also true that student often succeed using methods that experts have considered unsatisfactory.

The term "motivation" has been interested many researchers in language learning and teaching. The definitions they give show the extent to which motivation is important in language learning.

It is obvious that the main function of a language is communication and people use it to satisfy their needs. On this issue, Lightbown and Spada (1993) and Ur (1996) support the above idea and say that

> Motivation is a phenomenon which can be defined in terms of two factors as learners' communication needs and their attitudes towards the foreign language community.

This implies that the target language learner and his attitude influence more language learning and performance. The two authors Lightbown and spade (1993) argue that learners are motivated because they see the need of communicating in that language. In other words, students will be eager to learn a foreign language because they appreciate people who use that language and need to communicate with them.

2.3 .Types of motivation in language learning

Psychologists have distinguished two types of motivation in language learning situations. Here, foreign or second language learners may be either integratively motivated or instrumentally motivated. It depends on what they want to achieve that is, their target and the needs they want to fulfill.

2.3.1. Integrative motivation

The Longman Dictionary of Applied Linguistics explains "integrative motivation" as "wanting to learn a language in order to communicate with people of another culture who speak it."

Researchers in this field consider that learners with integrative motivation that is the aim to become a member of the target language community will learn the second language better than those with instrumental motivation.

To this effect, Gardner and Lambert (1960:132) carried out a study on Anglophones studying French in Montreal and came up with the results that

> Students who are integratively motivated were not only better achievers than instrumental motivation, but also had greater persistence in studying French and engage more actively in French class activities.

According to Stevick (1982:127),

> The integrative motivation should encourage the acquirer to interact with speakers of the second or the foreign language out of sheer interest and thereby obtain intake.

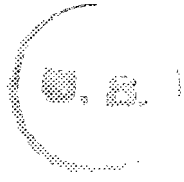
From the quotation aforementioned, for the integratively motivated performer, interaction for its own sake will be valued.

2.3.2. Instrumental motivation

a) Definition

According to the Longman Dictionary of Applied linguistics (1985) ,instrumental motivation is defined as "wanting to learn a language because it will be useful for certain instrumental goals, such as getting a job, reading a foreign newspaper, passing an examination". Instrumental motivation is mainly characterized by the desire to use the language learned for practical ends. Learners who are instrumentally motivated learn the new language because of limited reasons such as commercial, educational or other instrumental reasons.

With instrumental motivation, the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation, applying for a job, reading technical materials, translation etc. It is also characterized by little or no social integration of the second language learner into a community using the target language. Apparently when there is a vital need to master a second language, the instrumental approach is very effective, more than integrative. Mastery of second language is a sign of success in both instrumental and integrative motivation.



They do not exclude each other, most learners are motivated by a mixture of two (instrumental and integrative reasons)

On this issue, Gardner and Lambert (1983:149) differentiated between integrative motivation and instrumental motivation. Focusing on integrative motivation, Gardner and Lambert (ibid) say that

> Integrative motivation leads to the most effective language learning (yet it is the ultimate demands of just such an integrative impulse that many students in bilingual programs must reject), if they are to retain their place in and usefully serve the communities from which they come.

Again, the same authors have carried out a study of English speakers learning French in areas of North America where there is a community of French native speakers. They came up with results that learners with a higher "integrative" orientation are likely to achieve greater proficiency. They highlight the idea saying that

> It is our hunch that integrative orientation would sustain better the long-term motivation needed for the very demanding task of second language learning.

Spolsky (1969) found also a positive correlation between an integrative motivation and the English proficiency of foreign students at American Universities. However, the idea of Gardner and Lambert was not shared by Clement et al. (1977b) where in their studies found that integrative motivation was not strongly related to the second language achievement. Those studies were conducted on Francophone Canadian students from Ontario learning English. In a study conducted in the United States with Chinese students, Oller et al. (1977) found also that integrative motivation was not a good predictor of success in second language acquisition.

Beside that, instrumental motivation is the most influential in foreign or second language learning .Researchers such as Gardner and Lambert (1972:121-30) conducted a study on francophone students learning English in the Philippines. They concluded that students who are instrumentally motivated develop successful proficiency than others. The analysis shows that the target language influences more in foreign language learning or second language.

Where a learner is obliged to use the target language in everyday life, the learner has to use much energy to learn and master it. In this connection, Brumfit et al. (1983:56) say that "older learners generally enter language learning programs with high motivation, definite purpose, and specific needs."

CHAPTER THREE: METHODOLOGY

3.0. Introduction

Chapter two deals with the discussion and studies carried out by different scholars and critics on the importance of Instrumental motivation over negative attitude in foreign language learning. This chapter depicts the methodology which is used by the researcher. It indicates the data collection and data analysis procedures. It describes the different steps a researcher has used to achieve his or her goals.

These procedures help the researcher in the data collection process. We mean selection of the instrument, description of the population and sampling techniques and on data analysis procedures.

3.1. Data collection procedures.

3.1.1. Description of the population and sampling

According to Webster's Third New International Dictionary (1986), population is defined as a group of persons from which samples are taken for measurement statistically. In order words, the target population is the group a researcher wishes to draw conclusions.

In this research, the target population consists of English evening classes in some selected English learning language and teaching centers in Bujumbura city. There were approximatively 200 learners in all levels (beginners, intermediate I,II, III, IV, advanced I, II, III, IV, lower advanced and upper intermediate) during the period I undertook the research that is from July 9th, 2012 –August 2 nd, 2012. However, the population mentioned above are not all taken into account in my research. Some learners such as beginners and intermediate I, II are excluded because I thought that they are unable to answer correctly my questions. Learners of intermediate I and II are not excluded but in some English learning and teaching centers, learners had finished the schedule of their trainings. Taking into account all those reasons, I decided to work with learners of Advanced III, IV, Lower Advanced and Intermediate III, IV and Upper Intermediate.

As far as the sampling techniques are concerned, I took the whole population who attended evening classes in levels mentioned above in order to get as much information as possible.

Due to the time and number of learners in those classes at that time, I used all learners in those levels as sampling to represent other learners of other classes. To this 100 learners were selected to participate in answering my questions. The criteria used in the selection of 100 learners were first of all the levels as mentioned above and I met them during their studies. I entered in the classroom with questionnaires in hands and I distributed them to those who were available. I used the simple random sampling technique. Simple random sampling technique was thought to be more appropriate because it gives to subjects of the population an equal chance to be selected.

As far as this research is concerned, the distribution of questionnaires to 100 students was done during classroom activities. I gave one questionnaire to each of the present learners and I let some questionnaire sheets to the teachers in order to distribute them to learners who were absent that day. I thus asked learners who took the questionnaires to hand them back to their teachers five days from then, and I collected them. This is then the procedures that I used to collect data in all evening classes.

Table1. General Presentation of the Sample

Sublevels	Number
Intermediate IV	6
Advanced III	12
Advanced IV	15
Upper Intermediate	18
Lower Advanced	9
Intermediate III	24
Total	84

3.1.2. Selection of the Instrument

In data collection procedures, questionnaires and interviews are mainly used. Sometimes observation is also used in collecting data. The latter is called direct method. As far as this research is concerned, the choice of questionnaires among other instruments is due to the fact that questionnaire is used for a large population. In this light, Leabo and Smith (1964:97) argue that

> Questionnaires can be used for wide areas of coverage relatively cheaply. They can be answered at the conveniences of the respondent without prior arrangement, and the costliness connected with the interview method is largely eliminated. Thus, at first glance, this appears to be an excellent way in which to gather data.

From the quotation above, the authors show the importance of using questionnaires in research procedures over interviews. Questionnaires cover a wide area and they are cheap whereas interviews are very expensive and take a long period for the researcher to reach his informants. Again, my informants answered the questions when they have a free time and, also many people like writing what they think about a given situation rather than speaking.

In the same line, Nauton (1963) says that an informant, who seems to be timid, distrustful or reticent, should not be used in an interview. According to him, informants must have good intelligence and a good memory. That is why we administered questionnaires to learners of intermediate and advanced learners in some selected English language and teaching centers.

The use of questionnaire was then adopted and questionnaires were elaborated and distributed to learners of intermediate levels and advanced ones. The informants would help me to answer the research questions. The questionnaires consisted of two categories in accordance with the research questions but I did not separate the two categories where I could show which questions related to instrumental motivation and which one related to negative attitude or attitudes in general. It is because the mixtures of questionnaires would help the informants not to repeat the same answers if not answers would be similar due to the psychological nature of the questions.

However, questions 2, 4, 7, 9, 10 and 11 were designed to answer the research question one and the respondents had to choose one answer between the two alternatively. They would answer "yes" or "no" to questions and by adding comments to their answers if they judged it necessary or when it was required. Their comments would show how they feel towards English and their purposes in learning English. Questions 3,5,6,8 and 12 were designed to answer the research questions two with the same answer yes or no. And questions 1 is not a question per se but is used only to get information about our informants and sometimes the answer had something in common with their occupations /jobs.

3.1.3. Data Analysis Procedures

This section explains how the data collected were analyzed. When I finished collecting learners' answers sheets, I started interpreting data. Here, learners were presented in terms of percentages and a general table was drawn, showing the answers got from the subjects. I had to draw conclusions from learners' answers in relation to the research questions afterwards.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.0. Introduction

The third chapter described the methodology that the researcher used to collect data and to select the samples. The present chapter intends to show how the researcher interprets, presents and analyses the data collected during the stage of data collection from evening learners. The presentation of learners' answers goes together with learners' comments about a given question. Their comments are important since learners' comments help us to discover what they really need and how they feel towards a particular question(s) and also to what extent the research questions are supported or not.

4.1. Data Analysis Technique

4.1.1. Analysis of Learners' Answers to the Questionnaires.

The learners' answers to the questions are reported in the following chart. The first column presents the levels and all levels are taken together question by question, the second column suggests answers, the third column represents the frequency of suggested answers in percentage (%). It is important to remind readers that about 100 questionnaires distributed to 100 learners, the results questionnaires were 84. Of all levels, 16 questionnaires were not given back.

General presentation of the results

Question 1: What is your occupation? This question tends to give us information about our informants and to their occupations. When I chose this question, I wanted to know whom I am working with in order to verify later in their answers if their occupations are related to their answers given or if they are motivated by what they do in order to learn the language. The questions 2, 4, 7, 9, 10 and 11 aim to answer the research question n^0 1 and the rest of questions tend to answer the research question n^0 2 and 3.Their occupations are listed below as follows: Kirundi-French teacher, students, employees at Caritas Burundi, drivers, lawyers, security officer, businessmen, psychosocial assistant, judges, NGOs workers, loan officer, civil society agent, rice technical researcher at agronomic research institute of Burundi.

Before we begin the presentations of learners' answers in Tables, it is worth mentioning that we gave the place to others for questions n^o 4, 7, 9, 10, 11 and 12.

Even though those questions are reported, the analysis of informants' views and their comments, as we are going to find out later, are of paramount importance because they reveal themselves how they consider English, how they feel and why they are mostly interested in English nowadays.

Question n°2: Why did you choose to study English?

I chose to study English because:

-I will use it at my job or to get a better position
-I will need it when I go to travel abroad
- I will go to live in English speaking countries

Table 2: Answer to Question 2

Answers	Frequency	Percentage
- I will use it at my job or to get a better position	60	71.43
-I will need it when I go to travel abroad	15	17.86
-I will go to live in English speaking countries.	9	10.71
Total	84	100%

Referring to the table above, 60 learners (71.43% of the respondents) answered by "I will use it at my job or to get a better position", 15 learners (17.86%) answered by "I will need English if I got to travel abroad", and 9 learners (10.71%) answered by "I will go to live in English speaking countries."

The above frequencies show that adults learn English for practical use. Apparently, the second question has almost two similar proposed answers; that is, to get a better position or to use English at his /her job for the first answer and the use of English if he/she goes to travel abroad.

Here, the only difference resides in how the first answer is clearly described and the key words –job or better position which help my respondents to specify their needs in learning English.

However, the two answers show the extent to which learners learn English as their tools of getting what they need. The two answers express the instrumental orientation of the learners and the third proposed answer expresses the integrative orientation.

Regarding to answers given by the rest of my respondents mentioned in the Table above, we can imagine that they did not understand very well the question or may be they do not want to tell the truth because we think that they attend evening classes, not because they want to go abroad first, but because they want to know how to communicate correctly in English.

Besides, the main goals of evening English learners are not to learn about English cultures, rather to learn how to communicate in English. This implies that their motivation to learn English is dominantly instrumental insofar that learners' main purposes of learning English is the needs for practical issues.

Question 3: Do you feel at ease when you hear or speak English?

-Yes

-No

Table3: Answer to Question 3

Answers	**Frequency**	**Percentage**
-Yes	48	57.15
-No	36	42.85
Total	84	100%

To this third question, 48 learners (57.15% of respondents) answered by "yes" and 36 learners (42.85% of the respondents) answered by "No".

Those answered by "yes" gave as arguments saying that they like to speak English as well as to hear others converse in English. They add that the accent and pronunciation of English speakers motivate them to listen. Those 36 learners answered by "no" let us know that it is not because they do not like the English language, rather it is because they did not understand and follow clearly what others are saying.

These show us that evening English learners feel at ease when they are communicating in English or when they are listening to others. Even those who answered by "no" are eager to know English but they have problems of how to communicate. This question intends to know whether the problems or difficulties faced by adults in learning English are because they do not like English or because they do not get opportunities to learn or to express in English language in former years. As result, they like the English language but they did not have a favorable environment to learn and express themselves in English as feedback to others reactions.

Question4. If you were to study a language at the University, what language would you choose?

- English

-French

-French and English

Table4: Answer to Question 4

Answers	**Frequency**	**Percentage**
- English	18	21.43
-French	3	3.57
-French and English	63	75
Total	84	100%

As far as this question is concerned, 18 learners (21.43%) chose "English", 3 learners (3.57%) of the respondents) chose "French", and 63 learners (75%) chose "French and English". When asked why "French and English", most of them said it is because those languages are more spoken in our country. They add that it is because we use French mostly in education and administration and English is used when they get opportunities to travel abroad or they meet with people who speak English. Others said it is because English and French are treasuries today, that is, those languages are spoken by a great number of people in the world and it is the tools to enter the world.

I would like to remind readers that this question was asked in order to know which language was preferred in past years and what language is preferred today between the two languages. Learners, who chose "English" argued that they chose English because it is a language which is used in Easter African countries and it is also a modern language in the world in this 21st century, said one of my respondents. And those who chose "French" said they did not like English in past years but now they are very interested in English. May be it is because at that time, they did not see the importance of learning English.

Question 5: How do you feel when you come into contact with English speakers?

-Very happy

-Embarrassed

-Worried

Table 5: Answer to Question 5

Answers	**Frequency**	**Percentage**
-Very happy	63	75
-Embarrassed	12	14.29
-Worried	9	10.71
Total	84	100%

About this question, 63 learners (75% of the respondents) answered by "very happy", 12 learners (14.28%) answered by "embarrassed" and 9 learners (10.71%) answered by "worried"

As far as this question is concerned, our informants gave us some of the reasons why they answered by "very happy". They said that it is because they feel "very happy" when they try themselves to communicate with English speakers. Here, the opportunity of expressing oneself in English with English speakers is very beneficial to them because it helps them to see how far they are in communicating in English regarding to their purposes.

This helps the researcher to say that evening learners, in centers already mentioned, like very much the English language. Those who answered by "embarrassed or worried", lead us to say that they did not understand either meaning of those words "worried and embarrassed" or it is true because even today there are some places in our country when they hear someone speaking English considers that he is /she is showing off.

Question 6: Before you came here to study English, how did you feel about people who speak English?

-Angry

-Worried

-Happy

-Very happy

Table6: Answer to Question 6

Answers	**Frequency**	**Percentage**
- Angry	12	14.28
-Worried	27	32.15
-Happy	18	21.42
-Very happy	27	32.15
Total	84	100%

Regarding to this sixth question, 27 learners (32.15%) answered by "worried", 27 learners (32.15%) answered by "very happy", 18 learners (21.42% of the respondents) answered by "happy" and 12 learners (14.28) answered by "angry".

Generally speaking, the researcher's investigation was to find out the reasons which prevent our informants from being interested in English in their past years in order to know later why they are very interested in English today. Some of them said that they were "angry or worried" because they did not know English language. Consequently it was not easy for them to communicate in English and they became shy.

Those answered by "very happy" may be they did not understand very well the question because their comments revealed the truth. They said they feel very happy because they have discovered that they are among others who did not know English when they entered the classroom for the first time.

Question 7: Is there any moment in the past when you did not like English?

-Yes

-No

Table7: Answer to Question 7

Answers	**Frequency**	**Percentage**
-Yes	36	42.85
-No	48	57.15
Total	84	100%

To this seventh question, 48 learners (57.15%) answered by "no", and 36 learners (42.85%) answered by "yes". Those learners who answered by "no" did not give any comments. But those answered by "yes" gave some of the reasons why they choose "yes" saying that they thought English was very difficult to learn before they started to learn it but it is not correct.

A driver said that "according to my job, I like very much English now". A business man said that he did not like English in past years because he had no purpose of learning English. This means that they learn English now because they have seen the necessity of knowing English today. Even those answered "yes", some of them gave as arguments that their teachers bit them when they were in secondary school. Through their comments, we can say that evening English learners like English language today, only they have a bad image of some of their teachers who taught them in secondary schools.

Question 8: Do you like English speakers?

-Yes

-No

Table8: Answer to Question 8

Answers	**Frequency**	**Percentage**
- Yes	84	100
-No	0	0
Total	84	100%

As it is reported, 84 learners (100%) answered by "yes" and 0 learners (0%) answered by "no". we can interpret the result saying that the English language is very preferred in Burundi since we are members of the East African Community and Burundians are aware of the importance of knowing the English language today.

Question9: Do you have problems today because you do not know English?

-Yes

-No

Table9: Answer to Question 9

Answers	Frequency	Percentage
- Yes	48	57.15
-No	36	42.85
Total	84	100%

With regard to this ninth question, 48 learners (57.14%) answered by "yes" and 36 learners (42.85%) answered by "no". For those who answered "yes", they gave some of the problems they got in their lives. To this question, some of my informants evoked the problems they faced because they did not know English. Some of them said they missed a good job because they did not know English or they have problems because they cannot speak English a long time they miss words to use but they like to speak it.

For those who answered by "no", it may happen that they did not have the opportunity to discover how pertinent and useful the English language is. For example, a lawyer said that his job does not necessitate being good at English because they use French. But he realizes that knowing English is very necessary today.

As far as this question is concerned, it tends to verify if evening class learners are aware of the problem of not knowing English today. The frequencies prove that Burundians are now aware of the problems caused by the lack of capacity of expressing themselves in English. The interpretation to these learners' answers is that English is a tool to get access to many things in the world and people who do not know English have problems today because they are limited in what they do and in what they need.

Question 10: Why are you learning English today?

-I am learning English because I like English culture

-I am learning English because I want to speak it with other English speaking people.

-I am learning English because English is very important today.

Table10: Answer to Question10

Answers	**Frequency**	**Percentage**
-I am learning English because I like English culture	3	3.57
-I am learning English because I want to speak it with other English speaking people	24	28.58
-I am learning English because English is very important today	57	67.85
Total	84	100%

As far as this question is concerned, 57 learners (67.85%) answered by "I am learning English because English is very important today", 24 learners (28.58%) answered by "I am learning English because I want to speak it with other people who speak English", and 3 learners (3.57%) answered by "I am learning English because I like the English culture."

Taking into accountant informants' responses, the English language is very important today because it is used almost in all domains of everyday lives of people in general such as business, educational, international conferences, computers are labeled in English to mention but a few. They gave arguments based on the integration of Burundi in the Easter African Community where English is the main language shared by Easter African community members.

In other words, English is seen as a key to open the world and to get access to what a person needs in his /her everyday activities. It is not the question of knowing the English culture or the need to travel abroad but the need to use it for achieving his or her target. One of my informants says that "it is not now a pleasure to learn English rather it is a need". We can now say that those who answered saying that they like English culture, perhaps they got confusion to the question because they attend evening classes not to learn about English culture but to learn how to communicate in English.

Question 11: Are you satisfied with the English program you are following?

-Yes

-No

Table11: Answer to Question 11

Answers	**Frequency**	**Percentage**
-Yes	72	85.72
-No	12	14.28
Total	84	100%

For this eleventh question, 72 learners (85.72%) answered by "yes" and 12 learners (14.28%) answered by "no". For this question, learners have illustrated their answers as follows: our informants who said "yes" gave their comments saying that they are satisfied because their teachers use a good methodology and enough materials. All structures are reviewed but my informants complained about the times allotted to speaking and listening which are judged not enough. Because of this my respondents suggest that it would be better if the course designer add extra hours to existing time in order to have enough time to express themselves in English when they are in class.

However, learners need a favorable environment, formal or informal environment. Formal environment that is classroom environment is not totally enough in order to improve one's listening and speaking skills. The learning environment has not to be necessarily formal that is classroom but informal environment is also necessary and appropriate in order help learners to improve their fluency in communication. Concerning the informal environment, D'Anglejan in Richards (1978:11) says:

Foreign and second languages are best learned as the product of communication interaction between a learner and a native speaker and that such interaction need not necessarily take place in a classroom.

From the above quotation, informal environment is seen as necessary in second or foreign language learning since this opportunity gave to learners the additional opportunity and appropriate moment to know to what extent they are fluent in English. Here learners have to create their place or environment where they have to put in practice what they have studied in class.

Question 12: Do you fail to learn the English language because you do not like it? I fail to learn English language successfully because I do not like it.

-Yes

-No

Table12: Answer to Question12

Answers	**Frequency**	**Percentage**
-Yes	9	10.71
-No	75	89.29
Total	84	100%

As far as this twelfth question is concerned, 75 learners (89.29%) answered "no" and 9 learners (10.71%) answered "yes". This led us to say that adults have no negative attitude towards English language because they are not easily influenced as young students. It is because adults who decide to attend evening classes, they must have specific purposes which push them to do so.

Many researchers in second or foreign language learning agree that biological, cognitive, affective, inhibition and risk-taking, etc. influence much in language learning. To this point of Van Els et al. (1977:107) upholds the idea that adults have cognitive and affective advantages by saying:

> Adults have a greater memory storage capacity of analytic reasoning and can develop a strong instrumental motivation, qualities which can lead to very effective learning in such situations.

The above quotation shows that adults are highly motivated because they attend classes with specific purposes and most of them are instrumentally orientated Vis-à –Vis their main goals.

4.2. Findings

This section reveals what has been found as the causes of adults' mass participation in evening classes to learn English and their orientations. It also reveals what dominant element between attitudes and motivation in English language learning. It is worth reminding the readers that the attempt to determine the dominant element between instrumental motivation and negative attitude in English language learning for adults as evoked in the previous section, constituted one of the issues our work set out to investigate. But before all else, we should agree on the fact that there does not exist one element, but a combination of interrelated elements which constitute such situation.

Therefore, this section is based on the results obtained from learners' answers to the questionnaire with some factors which determine learners' motivation and their attitudes towards a given language community and their target language. Learners' attitudes are less influential than their motivation because necessity in language learning may overpower attitudes.

In this research, we focus on negative attitudes towards the target language learning and putting stress on intermediate and advanced evening class learners and teaching centers in Bujumbura city aforementioned. As a matter of fact, there are many factors which influence language learning in many ways and all of them cannot be discussed here: it is only an approach.

First of all, I would like to let the reader know that attitudes and motivation are not observable when reading the questionnaires administered to my respondents, but through learners' answers to those questionnaires, help us to guess what they mean and how they feel about a given situation.

In addition to this, readers should be aware that attitudes –positive /negative attitudes and motivations –instrumental motivation /integrative motivation are highly influenced by the socioeconomic and political situation in which language learner is, and on how the target language is viewed on the labor market.

Attitudes influence much young students when they are learning a language that they did not like either because they hate the teacher or the way they are taught or because they consider the language as being imposed on them as a school subject.

Most of the time ,students did not have the right to choose to study this course or the other one, but they are obliged to follow the program elaborated by course designers or the syllabus given by their teachers.

If students are learning English as a school subject, their attitudes play a greater influence on learners' achievement. They learn a language that they do not see its impact or utility in their lives since they are obliged to learn it in order to get marks.

However, adults are less influenced by negative attitude because they attend evening classes with determined purposes they want to accomplish. Besides, they are not imposed to attend evening classes but the decision is from their inner heart after realizing the usefulness of the target language.

To begin with attitudes, learners' answers to the different questions asked them, lead us to say that adults do not have a negative attitude towards their target language or target language community, rather, they have problems in understanding and expressing themselves in the English language.

This is seen through the following answers from the learners' questionnaires respectively (Do you feel at ease when you hear or speak in English? How do you feel when you come into contact with English speakers? Before you came here to study English, how did you feel when you meet people who speak English? Is there any moment in the past that when you did not like English? Do you like English speakers? I fail to master the English language successfully because I do not like it).

The above results mentioned in different tables lead us to say that adults do not have a negative attitude towards English language and even to English language community in general. They are eager to know English and be able to communicate with others who speak English. It is evident that even the remaining learners with the following percentages: 42.85%, 14.28%, 10.71%, 14.28%, 32.14%, 21.42%, 42.85%, 0% and 10.71% of learners tried to hide the truth or they did not understand the questions because their comments on each question show that they are very interested in English but the problems they still have, are to be able to communicate effectively in English language.

For instance a driver said that there is a moment in the past when he did not like English. The argument given was that he thought English was very difficult in past but due to what he does today, that is his job of driving his bosses,

communicate with them; he discovers that it was not true. English is not as difficult as he thought and he adds that he likes English very much nowadays. This shows that he was motivated by his needs and his environment which is favorable to learning tasks. Here, environment can be either formal or informal where they exercise themselves to speak English.

A business man said "I did not like English in past because I have no purpose." This shows that learners are not motivated to learn English because they do not see the importance of knowing or learning English in that particular time. Another respondent said "I did not like English in past because my teacher of English bit me when I was in secondary school but now I like very much English."

The interpretation to these learners' answers are that learners know the importance of knowing English today and their attitudes, mainly negative attitude is hidden or dominated by the desire of knowing English in order to overcome their shortcomings related to communicating in the English language.

Through all these results, we can say that the research questions number two and three are supported. The negative attitude is less influential in foreign language learning for adults since they attend evening classes with a high motivation made by the usefulness of their target language today. Learners who have negative attitude succeed to learn and master their target language if they judge mastery of that language indispensable to achieve their mission.

As far as the research question number one related to the dominant element between instrumental motivation and negative attitude in language learning, the questions n^0 2, 4, 7, 9, 10, and 11 tend to answer that research question.

I ask those questions with purpose of verifying if learners who are instrumentally motivated may be influenced by negative attitude and impede the learning of the target language. The research question number1 was supported. Learners who are instrumentally motivated learn the language even if they do not like it or they are aware of political or historical discrimination. Adults attend evening classes with a determined purpose. When they begin to learn their target language, the negative attitude if ever there is, is of little value vis-à-vis of learners' main targets. For example, a student at Light University of Bujumbura said: "I will need English for my master degree."

The results proved that the two languages are very important today due to utility of English and French today. This is true because in Burundian system, French is learned as a second language and it is the language of instruction while English is used as a foreign language. French till today is used as the official language. To this, my respondents evoked the problems they have today because they have done their studies in French colonies –the problems of communicating in the English language today. To illustrate these answers, a student said: "I would study French and English because in our country we use French in administration and English when I travel or meet someone who speaks English."

That is why they judge the two languages more important. They discover that if they know French and English, they would not have problems in matter of communication since the two languages are used in many countries of the world.

Through learners' responses, I discover that for many of my respondents would have chosen the French and English languages. The main reasons why they have chosen the two languages have already been mentioned. Those answers lead the researcher to say that evening learners are instrumentally motivated.

Along this study also, we have discovered that Burundians are aware of the problems encountered by people who do not know English nowadays. This is why they attend evening classes. This is evident through answers provided by my respondents. To this, an employee of Caritas Burundi says: "I have problems today because we are in East African community where we use English if you do not know it; it is a problem to communicate with the English speakers, a psychosocial assistant says: "I have problems in doing my report in English." These above results show that learners are now conscious of the problems they encountered in their lives.

However, they complained about time allotted to speaking. It implies that evening learners need much time to practice what they have learned. In order to achieve this, they have to create a favorable environment which can allow them to put in practice what they have learned in class. This can be done in classroom or outside the classroom. The favorable environment can be formal or informal.

To this, Greenall (1984:7) upheld the idea in the following ways:

> Language games and activities provide an opportunity for learners to try out their newly acquired competence in a context where they feel psychologically secure.

> They are less likely to be troubled by fear of making mistakes since the consequences of inaccuracies and misunderstandings are fictions and have no real significance. They are thus more likely to learn from their mistakes and can use these occasions to build their confidence.

From the quotation above, it is obvious that teachers and learners should create favorable environments where learners are more psychologically secure since when you practice a given language, you understand more. Besides, learners need adequate materials such as books or syllabuses, pictures, videotapes etc. in order to learn successfully the target language and achieve what they need. Adults like to use gestures, games and especially to touch or see things that we are talking to them what they are learning.

In this light, Allan (1984:51) put emphasis on materials such as videotapes and says:

> We are often guilty of understanding the difficulty faced by the learners when they are asked to listen to a disembodied voice coming out of a tape recorder.

Apart from problems caused by non-mastery of English and of insufficient materials and insufficient time allotted to speaking skills, Burundians are aware of the importance of English today. Through learners' responses to the tenth questions, learners argue that English is very important today since our country is a member of the East African Community and English is the main language used in those countries. They give many reasons, are centered on the integration of Burundi in the East African Community and English use.

One of my informants says:

> I am learning English because English is very important today, we are in East African community and English is used in business, in communication. It is not now a pleasure to learn English, it is a need.

In the same line, a psychosocial assistant goes in the same direction with the latter when says:

> I am learning English because English is very important today with East African community if you do not know English it will be a problem to get a job easily.

This implies that English is viewed as a key to open the world since it is used as international language in different categories of human lives. In addition to this, an employee of caritas Burundi shares the same point of view with other respondents and says: " I am learning English because in world of today, English has become very important because it is widely used as in business as on the labor market."

Through the analysis of learners' answers to the eleventh question, it is clear that learners are not satisfied as such but they did not achieve their target; to express freely in English and to listen without problems. In this light a loan officer upheld the idea when he said "No, I am not satisfied by the program I am following because we speak English only at school, we need to speak it everywhere." He added to this some of the reasons in the following way: "I am in advanced III but I still have problems in listening and speaking."

In this light of overcoming these difficulties, Wills (1996:52) shows the essential conditions for effective language learning, such as exposure, use, and motivation. With this view, task-based learning offers many advantages in designing of communicative activities and the development and improvement of oral skill. Those tasks should be possible if all schools or centers principals and teachers do their best to answer learners' questions by identifying learners' needs and providing adequate teachings.

As a conclusion to this section, we could say that learners who are instrumentally motivated learn the language successfully even if they have negative attitude towards the target language community and the target language. The results from learners' answers come to confirm the research questions. Adults who attend evening classes are instrumentally motivated and their negative attitudes are overweighted by the instrumental goals. The sociopolitical situation of the target language is more influential in language learning tasks since we learn a language according to its social and political use of that period.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1. **Conclusion**

The choice of working on this topic "The Primacy of Instrumental Motivation over Negative attitude in English Language Learning: a study conducted in some selected English and teaching Centers in Bujumbura City", I have the intention to answer to the following research questions:

-Is instrumental motivation more important in Language learning than Negative attitude?

-What is the place of negative attitude in Language Learning for adults?

-Can those who have negative attitude towards the target language succeed in mastering it?

I can now admit that these questions have been fully answered. This has been possible thanks to the learners' answers to questionnaires.

This study has revealed a number of facts. Firstly, adults who attend evening classes in English language are determined to learn the language. They have specific goals and needs they want to achieve when they are learning their target language and they succeed in learning and mastering it even if they dislike the target language or target language community. They are instrumentally motivated and instrumental motivation is the most important in the English language learning. The results of learners' to different questions proved that. It should be noted that all learners are not exclusively instrumentally or exclusively integratively motivated but in this research those who are instrumentally motivated are dominant when we analyze learners' answers.

Secondly, this work proved that negative attitude has nearly no impact on foreign language learning for adults, rather they have problems in understanding and expressing in the English language. Besides, learners who have negative attitude towards, either his /her target language or target language community succeed in mastering the target language. I noticed that there is French interference when they are answering questions. They think in French and translate it in English. This happens because they do not have a sufficient stock of vocabulary in English to use and also the long time they have been exposed to the French language in everyday lives.

Thirdly, this work revealed that evening learners need a favorable environment and appropriate materials. The favorable environment can be formal or informal on the condition that it helps learners to improve their speaking skills. In English language learning situation, these two environments do not exclude one another but they complete one another for the better learning of a language.

In addition, materials should be those which respond to learners' needs. To this, syllabus should be elaborated according to learners' purposes they want to achieve. Even other materials such as videotapes, CDs must be chosen according to learners' needs and to their levels.

Fourthly, this work also showed that learners need sufficient time for oral expression in order to materialize what they have learned in class activities. Teachers and learners should be aware that the main purpose of learning a language is to be able to communicate. And this cannot be fully achieved if they do not give learners the opportunities to speak. Again, teachers should help learners to reach those steps. When we write and speak, we understand correctly what others say.

5.2. **Recommendations**

In concluding my work, I would like to formulate a series of recommendations which would contribute to the mobilization and improvement of the learning of English language for adults in particular.

The first recommendation is addressed to Burundians in general and to adults in particular that there is no specific age for learning a language. Whatever age a person has, he /she can learn the language and master it. It is only impossible for those whose intellectual capacity begins to decrease due to the age or other problems. Because of this, Burundians should be mobilized to attend evening classes where it is possible and learn the English language in order to overcome barriers of communicating in the English language. Teachers and learners should also make much effort and create other occasions where they can use the language learned or learn it.

After realizing that learners complain about the time allotted to speaking in class, I suggest that curricular designers and teachers should take into account learners' needs and levels in order to come up with a program that satisfies learners and give them enough time in order to put in practice what they have

learnt because learners' main purpose is to be able to communicate in the English language.

The third recommendation is addressed to the government in general and to the Ministry of Education in particular. I suggest that they create a project of teaching English to all Burundians. To do so, they could create, via that project, English teaching centers in all provinces, even in all communes if they get means, in order to help those who want to learn the English language to access to them. The government should seek aid from its donors, from bilateral and multilateral cooperations. This will help Burundians to cope with problems related to communication in the English language since Burundi is a member of the East African Community.

At last, I regret that I had not been able to tackle all issues related to this topic as vivid as our readers should expect. Hence, this study gives room for further researchers who will be interested in this field of learning for adults. Further researchers, for example, they can make an investigation about the "effectiveness of instrumental motivation in second language acquisition" can bring another sight in language learning field. Although this work does not constitute a much greater contribution, it opens windows for further researcher.

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APPENDICES

University of Burundi

Faculty of Arts and Social Sciences

Department of English Language and Literature

Dear Learner,

I am a student at the University of Burundi in Department of English Language and Literature, carrying out a research on the **topic "PRIMACY OF INSTRUMENTAL MOTIVATION OVER NEGATIVE ATTITUDE IN ENGLISH LANGUAGE LEARNING.** A Study Conducted in Some Selected English Teaching Centers." I therefore kindly request you to answer the questions in the attached copies to help me in my research. No one, a part from the researcher, will know how you have responded to these questionnaires. Please feel free to answer exactly the way you feel or exactly what happens to you. All information you give will be used for research purposes only.

Thank you for your cooperation

Nicaise HATUNGIMANA

QUESTIONNAIRES

Circle a letter that corresponds to the best Answer. Comment if necessary.

N. B. If the places for answers are not enough, use the back of this page

Do not mention your names, but mention your level

1 .What is your occupation?

2. Why did you choose to study English?

I chose to study English because:

a) I like English native Speakers

b) I like English culture

3. Do you feel at ease when you hear or speak English?

a) Yes

b) No

If yes, why?

4. If you were to study a language at University, what language would you choose between English and French?

Why?

5. How do you feel when you come into contact with English speakers?

a) Very happy

b) Embarrassed

c) Worried

6 .Before you came here to study English, how did you feel about people who speak English?

a) Angry

b) Worried

c) Happy

d) Very happy

7.Is there any moment in the past when you did not like English?

a) Yes

b) No

If yes, what makes you like it today?

8. Do you like English speakers?

a) Yes

b) No

9. Do you have problems today because you do not know English?

a) yes

b) No

Please, comment

10. Why are you learning English today?

a) I am learning English because I like English culture.

b) I am learning English because I want to speak it with other English speaking people.

c) I am learning English because English is very important today.

Please, comment.

11. Are you satisfied with the English program you are following?

a) Yes

b) No

Please comment.

12. Do you fail to learn the English language successfully because you do not like it?

a) yes

b) No

Please, comment