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Instrumental motivation as a key factor to the learning of english as a foreign language : a study conducted at the university of Burundi in the fourth year of the department of english language and literature in 2011-2012 academic year

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UNIVERSITY OF BURUNDI



FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

INSTRUMENTAL MOTIVATION AS A KEY FACTOR TO THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE: A STUDY CONDUCTED AT THE UNIVERSITY OF BURUNDI IN THE FOURTH YEAR OF THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN 2011-2012 ACADEMIC YEAR

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A Thesis Submitted in Partial Fulfilment of Requirements for the Award of the Degree **"Licenciée en Langue et Littérature Anglaises".**

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Dedication

To you, dear late father, who did not live long enough to see this step of my life,

To you, dear mother, may this work be your pride and joy,

To you, my dear husband,

To you, dear brother and sister, for your moral support,

To you, dear cousins, who made my life enjoyable,

To you, my cherished first-born, for the joy you brought me,

I warmly dedicate this work.

Acknowledgements

This work would not have been what it is without the contribution of a number of persons to whom I owe a lot of gratitude. My gratitude will remain forever to all those who in a way or another contributed to this fulfillment.

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I am especially indebted to my classmates and all my friends whom I consulted from time to time for advice, encouragement and support. I wish to express my gratitude to the family of Mathias Ngendakuriyo and the family of Eugene Habonimana for the moral and financial support during my university studies. You really deserve to be honored.

Last but not least, all my thanks go to my dear husband, Apollinaire Nizigama, whose special care and courage have made my life enjoyable. I owe him more than I can say.

List of Abbreviations

DELL: Department of English Language and Literature

E.A.C: East African Community

E.A.P: English for Academic Purposes.

E.F.L: English as a Foreign Language

E.O.P: English for Occupational Purposes.

E.S.P: English for Specific Purposes

F.A.S.S: Faculty of Arts and Social Sciences

G.P.E: General Purpose English

I.M: The Intrinsic Motivation

USA: United States of America.

Abstract

The present work deals with instrumental motivation as a key factor to a successful learning of English language as a foreign language: A study conducted at the University of Burundi in the fourth year of the department of English Language and Literature in 2011-2012 academic year. It mainly investigates the role of instrumental motivation to the high level of learning English learning during this period. The study also looks at the relationship between student's motivation and their achievement in English. Seventy seven students studying English as a foreign language at the University of Burundi in Department of English Language and Literature participated in the study. All the participants completed a questionnaire. The results show that students of DELL chose to learn English because of several reasons which reflect their instrumental motivation such as to get a work, to be promoted, to use it through business, to use it when travelling abroad.

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CHAPTER I: GENERAL INTRODUCTION

1.1. Introduction.

In a society, the importance of education cannot be overstressed. It is regarded as the single potent factor that leads to the improvement of the individual as well as the society. Thus, in every institution, the final indicator of the quality of academic programmers is the performance of its graduates. People who want to learn a foreign language may have aggregate number of reasons for doing so. If we take English as an example, we can make a tentative list of these reasons. It will not of course be complete, but will at least show the great variety of both the needs and desires of students of English.

At the University of Burundi in Faculty of Arts and Social Sciences, there is a Department of English Language and Literature. Since Burundi is a member of East African Community and the common language between the five countries is English, the learning of English language is of tremendous importance. As a result, the number of students registering in this Department keeps increasing each year.

The importance of English as an international language continues to increase as more and more people are wanting or being required to learn English. For example, government are introducing mass education programs with English as the first sometimes only, foreign language. The growth occupational mobility is resulting in a need for English as a common medium of communication, and access too much scientific and technical literature is difficult for those with no knowledge of English.

Our research is conducted towards learners of English of academic purpose EAC English for Academics Purpose is taught generally within educational institutions to students needing English in their studies. The language taught may be based in particular disciplines at higher levels of education when the

student is specializing in study or intends to specialize pre-study in a particular subject. An example would be an overseas student studying for a higher degree at a British university.

In fact, in Burundi, English is considered as a foreign language. Very few people speak it. Among those who speak it, there are some who have learnt it at school and others who have been in contact with its native speakers. Even among those who have learnt it at school, except some who have followed the English course in higher education that is at the university, many are still unable to communicate in it.

However, nowadays, none ignores the importance of English language all over the world. It has become an international language for communication. This is why knowing English has become a need for everyone. For instance, in the modern world, most of the information one needs is found on internet which is often written in English.

1.2. Statement of the Problem

To succeed in understanding and comprehending English is not an easy task for Burundian students who mostly are only exposed to messages communication in their mother tongue and or in their second language, that is French language. Nowadays, English is gaining more ground at the expense of other languages in the world. It is more widely spread and is the main language for many countries all over the world today; it is revealing itself as the most used medium in science, technology, business and communication. The growing need to know English seems to be influenced by this new tendency of globalization.

Therefore, the knowledge of English becomes a condition to enter that world and Burundi should not be left behind. Although, English is a compulsory subject in secondary school curricula many people have still difficulties in order

to communicate efficiently. English is a barrier to their activities. So, the need to learn it becomes strong among these people.

To meet this strong need, Burundi University has a Department of English Language and Literature where learning English language is highly improved. Learners who attend that department get a bachelor degree in English language and literature. They learn general English and English is taught as a foreign language. The learners study four skills among them the speaking skill which is used to communicate with the rest of the world.

1.3. Motivation for the Choice of the Topic

This study on the INSTRUMENTAL MOTIVATION AS A KEY FACTOR TO A SUCCESSFUL LEARNING OF ENGLISH AS A FOREIGN LANGUAGE: A STUDY CONDUCTED AT THE UNIVERSITY OF BURUNDI IN THE FOURTH YEAR OF THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN 2011-2012 ACADEMIC YEAR. The researcher was motivated by the observation that English is becoming more and more important in the world in general and in Burundi as a member of the East African Community in particular. The researcher wishes to find out how the students are instrumentally motivated to learn English.

1.4. Aim of the Study

This research aims at revealing the students motivational factors which push them to learn English at the University. It was paramount to identify the instrumental motivation that influence students of the Department of English Language and Literature of the University of Burundi to attend classes as well as the motivational factors to attain higher levels for the sake of students, teachers, and researcher to be aware of. With this awareness, we can work on enhancing those kinds of motivation that increase our students' interest in learning English and stimulate them to accomplish higher English Language proficiency.

1.5. Research Questions

This research attempts to answer the following questions:

1. Is instrumental motivation a key factor for English language mastery in a foreign language in general?
2. How does instrumental motivation affect English language learning in the Department of English Language and Literature in particular?

1.6. Definition of Key Terms

Motivation: according to the Longman Dictionary of Applied Linguistics (1985), the factors that determine a person's desire to do something in second language and foreign language learning, may be affected by different types of motivation. Two types of motivation are sometimes distinguished:

- ✓ Instrumental motivation: need to learn a language because it will be useful for certain "instrumental" goals, such as a job, reading a foreign newspaper, taking an examination, trading, etc…
- ✓ Integrative motivation: need to learn a language in order to communicate with people of another culture who speak that language.

1.7. Justification of the Study

Some people think that learning a language when you are instrumentally motivated doesn't need a complete qualification that is bachelor degree, a master or a PHD in that language. Some say that a few months training is only required for a person with instrumental reason to learn a language.

The Department of English Language and Literature comes as an answer to these ambiguities since those who get a degree in that Department perform better than those who only get a certificate of a few months training in that language.

1.8. Structure of the Study

This work is divided into five chapters: the first chapter is entitled general introduction and it deals with the importance of English all over the world and its particular role in Burundi today. The second chapter talks about what other scholars interested in the domain of motivation found. In the third chapter, the researcher dealt with the methodology used during the research. In the fourth chapter, the researcher presented data collected, analyzed them and gave the main results. The last chapter is concerned with the general conclusion of the whole work.

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1. Introduction

Many studies related to our topic have been conducted by various researchers. This dealt at showing what other scholars have said in relation to our topic. Some authors have shown that leaning language is a long process and is influenced by different factors. Among which instrumental motivation is presented as a crucial factor while learning in Department of English Language and Literature at University of Burundi. In these perspectives, we are going to review some of the literature on motivation and give an overview of what motivation does in foreign language learning.

2.2. The Importance of English

The importance of English language is naturally very great as put by Albert C. Bauch and Thomas Cable (1978: 34), spoken more than 340 million people as a first language in United Kingdom, the United State, and the former British Empire, it is the largest of the western languages but the importance of a language is not just a matter of numbers of territory, it depends also on importance of people who speak it. The importance of a language is inevitably associated in the mind people with the political role played the nation using it and with their influence in international affairs, with the part played by them in art and literature and music in science and invention, in exploration and discovery. In short, with their contribution to the materials and spiritual progress of the world.

English is the mother tongue of nations whose combine political influence, economic soundness, commercial activity social well-being, and scientific and cultural contribution to civilization gives impressive support to its numeral precedence. Now more scientific research is probably published than in any other language, and the preeminence of English in commercial use is undoubted

the revolution in communication during the last century has contributed to the spread of several European languages, but especially of English because of major broadcasting and nation picture industries in the Great Britain.

It will be the combined effect of economic and culture forces such as these rather than explicit legislation by national or international bodies that determine the world languages of the culture.

2.3. Status of Language and the Place of English in the World

Languages have different status depending on linguistic communities. A community can have more than one language, but its efficiency should be not at the same level. According to Holmes (1992: 129), there are three different types of languages:

- A national language
- An official language
- A lingua franca

First of all, let us assess how important a national language is. A national language fulfills the cultural, social, political needs and all the people become in need. According to Holmes (1992:129), *national language is a language of political, cultural, and social unit. It is generally developed and used as a symbol for national unit, its functions are to identify the nations and unite the people of the nation.*

The above quotation shows that the role of the language is to give identity to people of a given country. Secondly, an official language is viewed as a language used in working places. It is found in public or private affairs, education, media and business. Meanwhile, it is up to the state to call a language an official language or not. In this connection, Holmes (ibid) points out that *an official language, by contrast, is simply a language which may be used for*

government business. Its functions is primary utilitarian rather symbolic. It is possible, of course for one language to serve both functions.

In many countries, English is dominant, but does not have official status. Australia is one of example of countries where English is spoken by the majority of the people and is the only language used in government institution, but Australia does not have an official language.

A lingua franca comes in the third position. A lingua franca enables communication between people who do not share the mother tongue. Trudgill (1983:197) says that *a lingua franca is a language which is used as a means of communication among people who have no native language in common.*

However, it is said that no language is superior to another; only the functions they serve make differences. A language may be granted a high position whereas another may not. In a speech community, one language may be used as a medium of instruction, while another is taught as a simple subject for example. In one word, the role of a language performs in one speech community contributes to the classification of languages.

2.4. Motivation

Motivation is one of the important factors that enhance to carry a course of action. It is considered as a force that a person makes to initiate a course of action, and keep on until the goals are achieved. Motivation in language learning is viewed as an element facilitating success.

The word motivation seems to be simple in the form, but very complex in content. According to Convington (1998:1), *motivation, like the concept of gravity,is easier to describe in terms of its out ward, observable effects-than it is to define.*

In general, people have come to consider motivation as an impulse that generates the action. It is something that prompts, incites, or stimulates actions. The Short Oxford English Dictionary defines motivation as follows: *that which moves or induces a person to act in a certain way, a desire, fear, reason, etc which influences a person's volition: also often applied to a result or object which is desired.*

Many theorists have attempted to give different definitions. The following are some definitions found during our research.

Gardner (1985:10) viewed, *motivation as a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goals to be achieved.*

The same view is shared by Williams and Buren (1997:120) who suggest that *motivation is a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and give rise to a period of sustained intellectual and/or physical effort.*

These quotations imply that any person must have motivation to pursue an action. For Kelly (1983), *motivation is the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect.*

In addition, the word motivation envelops other word like goals – desire – will – effort – ambition – energy - persistence – achieve – inspire - reward. Generally speaking, motivation is from within us, all behaviors towards an action for a better achievement or raising breakdown are animated by the motivational variables. According to Kanfer (1998:12), *motivation is a psychological mechanism governing the direction, intensity, and persistence of action not due solely to individual differences in ability or to overwhelming environmental demands that coerce or force action.*

Motivation is an indispensable item in all domains; it is part of our daily lives. Motivation intervenes also in a second or foreign language, and it is viewed as a key factor in successful language learning.

2.4.1. Motivation in Language Learning

The theory of second language learning motivation was firstly developed by Gardner (1985: 10) and his associates. Motivation is perceived as the most influential factor in language learning. Its role in the process of language learning is indisputable. Teachers employ motivation to encourage their students, or to create a good atmosphere. Every students/learners has his or her motivation which drives him or her to learn. Many theorists underline the rolr of motivation in language learning.

According to Dornyei (1994*), motivation is one of the main determinants of second or foreign language learning.*
For Gardner (1985: 10), *motivation has three components:*

- *Motivation intensity*
- *Desire to learn the language*
- *And attitude towards the act of learning a language."*

Gardner (2001) explains the three components as follow:

> *Firstly, the motivated individual provides effort to learn the language. That is, there is a persistent and consistent attempt to learn the material by doing homework, by seeking out opportunities to learn more, by doing extra work, etc…*
> *Secondly, the motivated individual wants to achieve the goal. Such an individual will express the desire to succeed, and will strive to achieve success.*
> *Thirdly, the motivated individual enjoy the task of the learning language. Such individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times."*

However, it is worth letting readers of this work see the motivating factors in language learning. Motivation, in language learning is not static. A student or a learner can be motivated in one lesson, but demotivated in other. Nikolov (1999, in Dornyei 2001) gives elements which de-motivate students such as materials, teacher or teaching methods. In this case, the degree of success is more determined by the way the student/learner is motivated.

Dickinson (1987) gives different types of motivation. He suggests that *''motivation can be divided into four items such Group-specific attitudes, learners' motive for learning the target language, affective factors and extrinsic and intrinsic motivation."*

Dickinson (ibid.) explains that "Group-specific attitudes" refers to *the attitudes of the learners towards the community of speakers of the target language.* This category is unlikely to be affected directly by the mode of learning, but of course it is not static. Thus, as proficiency in the target language increases, so ethnocentrism is likely to decrease; and an increase in the learner's confidence may result in a growth of a more favorable attitude toward the language community. Finally, it is, of course, an important responsibility of both the teacher and materials to promote a favorable attitude to the target language.

With regard to "Learners' motives for learning the target language", Dickinson (ibid) divides motivation into the well-known distinction between integrative and instrumental motivation. *Integrative motivation, which is the desire to be accepted by the community of speakers of the target language, has a close link with the category Group-specific attitude.*

Instrumental motivation derives from the need to learn the target language for job or education-related purposes. These two main aspects of motivation are not in opposition and a learner or student may have both kinds of motivation to some degree. Moreover, the intensity of these different motivational causes can change the learner's experience developments. *A visit to the country or area in*

which the target language is spoken might result in a boost for integrative motivation. (Gardner and Smythe 1975: 228).

As for affective factors, Gardner and Smythe (1975: 228) found that *interest in foreign languages correlated with success in language learning as did anomie which refers to feelings dissatisfaction whit one's role in society, and need achievement, which is a measure of one's need to succeed in everything one does.* Tree variables are negatively related to achievement in French: ethnocentrism, the viewing of one's own language group as superior; authoritarianism, which is ethnocentrism, uncritical of authority figures conforming and tradition.

2.4.2. Motivational Differences

Learners, according to their ages and levels, have different motivations. The degree at which adults are motivated is not the same for children. Harmer (1983: 7) explains motivation of different categories of learners like children, adolescents, adults' beginners, adults' intermediate students, and adults advanced student.

First of all, children's motivation is mainly based on curiosity. Again the way an adult is sensitive or attentive to the action of learning is different from a child. The first impression of children is to hunt for teacher approval: when the teacher appreciates what they are doing, they are motivated.

A part from the teacher, Hammer (ibid) continues, the change activities influences children more: they need activities which are exciting and stimulate their curiosity; they need to be involved in something active (they will usually not sit and listen!), and they need to be noticed by the teacher, an important figure for them.

Secondly, adolescents are perhaps the most interesting students to teach, but they can also present the teacher with more problems than any other age group.

We can without doubt not look forward to any extrinsic motivation from the majority of our students particularly the younger ones. Rather, the student's attitude may be positively influenced by people around him. We have to remember that adolescents are often brittle! They will probably no longer be inspired by mere curiosity, and the teacher approval is no longer of vital importance. Indeed, the teacher may no longer be the leader, but rather the potential enemy. Peer approval will, however, be important.

The teacher has to be aware that the adolescent wishes to be always appreciated by his colleagues and that with the changes taking place at the age he is easily prone to humiliation if the teacher is careless in his criticism. But the adolescent is also highly intelligent if stimulated, and dedicated if involved. At this age, getting the level of challenge right is absolutely vital. Where the level is too low the student may simply "switch off": where it is too high, he may become discouraged and demotivated. It the teacher's task, too, to put language teaching into an involving context for his pupils. More than anything else, they have to be involved in the task eager to accomplish.

Thirdly, adult beginners are in some ways the easiest people to teach: firstly, they may well come to the classroom with a high degree of extrinsic motivation. Secondly, they will usually succeed very quickly. Thirdly, adults' goals are easy to identify and relatively easy to achieve. But, it is still difficult to start learning a foreign language, and unrealistic challenge coupled with a negative teacher attitude can have disastrous effects on students' motivation.

Fourthly, the adult intermediate student may well be motivated extrinsically. On the one hand, the way he is treated in classroom may influence the degree of motivation. On the other hand, success may also be motivating, and the envy of having "more advanced English" may be a primary goal. It is for the latter reason that problems sometimes arise. The beginner, as we have said, easily perceives success; since everything is new, anything learnt is a success. But the

intermediate student already “knows” a lot and may not perceive any progress. Conversely, he may find the complexity of the language too much.

Fifthly, adult advanced students are often highly motivated. If they were not, they would not see the need to continue with language study when they have already achieved so much. Much of the time they may not be learning anything “new” but learning better how to use what they already know.

The teacher has a responsibility to point this fact out and to show the students what it is that they will achieve at this level: it is a different kind of achievement. Many advanced teachers expect too much from their students, feeling that the setting of tasks and goals is in some way demeaning. But just because advanced students have difficult in perceiving progress and success. They may well need the clarity that the setting of the short term goals, etc. can give them.

2.4.3. Intrinsic and Extrinsic Motivation

Intrinsic and extrinsic motivation were mainly termed by Deci and Ryan (1985). Intrinsic motivation is the energy which pushes a person to perform an action because of joy, pleasure, and satisfaction of curiosity. While extrinsic motivation leads a person to pursue a course of action because for getting rewards, grades, and praise from others. Deci and Ryan (1985) viewed that motivation is more important if it comes from within. Language learning is suitable when the tasks or activity aroused in the learner, rather than the learner being influenced by reward.

Deci (1995:23) defines intrinsic motivation in these terms:

> *Intrinsically motivated activities are*
> *ones for which there is no apparent*
> *rewards except the activity itself.*

People seem to engage in the activity for their own sake and not because they lead to an extrinsic reward… Intrinsic motivated behaviors are aimed at bringing about certain internally, rewarding consequences, namely, feelings of competence and self-determination.

Deci (ibid) continues arguing that *externally motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside, and beyond the self. Typical intrinsic rewards are money, prizes, grades and even certain types of positive feedback.*

With regard to these terms in language learning. Clement et Al. (1994) define motivation into three levels that are the language level, the learner level and the learning situation level. This shows that people do not have equal motivation toward a given language. Some are more attracted whereas others are not. At the learner level, some learners are intrinsically motivated, whereas others are extrinsically motivated. For the learning situation, the behaviors teachers, techniques and the choice of the content of the course are involved.

Noels (2001:57-85) referring to Vellerand (1997) classifies intrinsic motivation as follows:

The intrinsic motivation (IM) could be one of the three kinds:

- *IM-knowledge (the pleasure of knowing knew thing)*
- *IM-accomplishment (the pleasure of accomplishing goals)*
- *IM-Stimulation (the pleasure sensed when doing the task)*

Noels (ibid) classifies extrinsic motivation into three categories according to the extent to which the goals are self-determinate:

- *External regulation*, which refers to actions that individuals pursue, and that are determined by sources that are external to the individual such as tangible benefits, and cost. If language learning is made by such an external incentive, and this incentive is removed, the activity of learning will halt.
- *Introjected regulation*, which refers to activities performed due to some external pressure that the individual has incorporated into the self. For example, a person who learns the language in order not to feel ashamed if he does not know it.
- *Identified regulation* refers to individuals who process such a regulation and are driven by personally relevant reasons, such as that the activity is important for achieving a valued goal.

However, Noels, Clement and Vallerand (2000:50, 57-85) challenge the Deci and Ryan's view stating that *intrinsic motivation is more important than external motivation.* In their study, they show the relationship between the enjoyable, pleasurable and interesting learning; and the interest or benefits in the future such as job, salaries,…

They argue that *to foster sustained learning, it may not be sufficient to convince students that learning language is interesting, and enjoyable, they may need to be persuaded that it is also personally important for them.*

2.5. Types of Motivation in Language Learning

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

2.5.1. Integrative Motivation

The Longman Dictionary of Applied Linguistics explains “integrative motivation” as “wanting to learn 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 result that *students who are integratively motivated were not only better achievers than instrumental motivation, but also had greater persistence in studying 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 motivation motivated performer, interaction for its own sake will be valued.

2.5.2. Instrumental Motivation

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 newspaper, passing an examination”. Instrumental motivation is mainly characterized by the desire to use the language learned for practical reasons. Learners who are instrumentally motivated learn the new language because of limited reasons such as commercial, educational or other instrumental reason.

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 the 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 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

> *Interactive 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 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 interactive 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, over 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 of 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”.

2.6. English for Occupational Purposes.

English for Occupational Purposes is taught in a situation in which learners need to use English as part of their work or profession. Instances of English for occupational purposes could be doctors in casualty or technicians servicing equipment. They need English, in the first case to talk and respond to patients and other staff. In second, the read technical manuals.

There will be differences in such courses depending English before; during or after the time, they are being trained in their job or profession. The content of an

English program for someone actually engaged, for example on a secretarial knowledge is going to be different from a program for someone who is already a qualified secretary but now want to operate in English.

2.7. English for Academic Purposes

E.A.P is taught generally within educational institutions to students needing English in their studies. The language taught may be based in particular disciplines at higher levels of education when the students is specializing (in-study) or intends to specialize (pre-study) in a particular subject an example would be on overseas students studying for a higher degree at a British university. In cases such as this, the learning of study skills (listening to lectures, taping notes, writing report, reading textbooks, will probably form a major part of the student's English courses. A large amount of the expansion in English for Specific Purposes has taken place at this level.

There is also a growing interest in school-subject, English for Specific Purposes at primary and secondary level, not only in technical schools where English for Specific Purposes would appear to be logical, given the technical content of the curriculum but also in the non-technical sector school-subject English for Specific Purposes can be divided into those situation where in English is separate subject on the curriculum but with a related content to other subjects (independent English for Specific Purposes) and those where in English is the medium of learning other subjects (integrated English for Specific Purposes).

CHAPTER III: METHODOLOGY OF THE RESEARCH

3.0. Introduction

The present chapter is concerned with the methodology used in collecting and processing data for the topic under study which is entitled on assessment. We will show procedures used in determining subjects and the basis on which the sampling was made. In so doing, we have designed a questionnaire presented to the students of DELL.

According to Kaneza (2000), a questionnaire is advantageous in different ways: first of all, it is an instrument that can be used to collect information from many respondents in a short time. Secondly a questionnaire is good at collecting both quantitative and qualitative data. Data collected by use of questionnaire is good for testing hypotheses. We will also describe procedures of analyses of the questionnaire.

3.1. Description of the Research Area

This research will be carried out in Bujumbura city at the University of Burundi, Faculty of Arts and Social Sciences, Department of English Language and Literature in 2011-2012 academic year at Mutanga Campus.

3.2. Research Population:

The subjects who were involved in this research were students of the University of Burundi. We only chose the students of Department of English Language and Literature in the Faculty of Arts and Social Sciences. In search for answers to our questions, we selected 77 subjects in a class of 230 students. To determine our sample, we used one third (1/3) of the size of the research population according to Kakooza (1996; p 14).

In addition, this research employed a systematic list sampling. This sampling technique needs an interval number which the researcher must use when

selecting informants and a starting number on which the researcher must begin in order to get the subjects to be selected.

3.3. Sampling Method

3.3.1. Systematic List Sampling

3.3.1.1. Interval Number

In this research, we have a class of 230 students. We need to use one third of the population that is 77. But there must be an interval number. In order to get it, we took the total number of the students i.e 230 out of 77 (230/77) and we got three as an interval number.

3.3.1.2. A Starting Number

Any number from one to the last of the interval number is eligible. In this research, we used two as a starting number and we continued selecting until we got the informants we need to take as a sample.

3.4. Data Collection instrument: Questionnaire

The questionnaire method used has had a long tradition in language learning researcher, and deserved to be number one in presenting clear and precise data and provide applicable analysis. Richterich et al. (1980:59) defines a questionnaire as ‘*’the structured instrument for the collection of data which translate research hypotheses in to questions.*’’ In short, the elaboration of good questions leads to good results.

3.5. Data Analysis Procedures

This section explains how the data collected were analyzed. When we finished collecting learners’ answers sheets, we started interpreting data. Here learners were presented in terms of percentages and a general table was drawn showing

the answers got from the subjects. We had to draw conclusions from learners' answers in relation to the research questions afterwards.

CHAPTER IV: DATA PRESENTATION, ANALYSIS, AND FINDINGS

4.0. Introduction

This chapter is divided into three main parts. The first part is concerned with the presentation of data. The presentation is done by means of tables with frequencies and percentage displayed. The second part deals with data interpretation and detailed study on the data is made so as to understand them precisely. The third part of this chapter points out findings which constitute the information discovered as a result of our research. As a reminder, here are the main questions which guided the researcher's investigation:

1. Is instrumental motivation a key factor in English language mastery as a foreign language?

2. How does instrumental motivation affect English language learning in department of English language and literature?

4.1. Data Presentation and Analysis

The data which are presented and interpreted are obtained thanks to student's questionnaire.

4.1.1. Instrumental Motivation as a Key Factor for English Language Mastery

Table 1: Is English more important than French in Burundi today?

Yes ☐ No ☐

Explain.

Answers	**Frequency**	**Percentage**
English and French have same status	3	3,90
English is more important than French nowadays	74	96,10
French is more important than English nowadays	0	0

To this third question, 3 learners (3,90%) answered that French and English have same status in Burundi. That is these two languages are used at the same level. 74 respondents (96,10%) said that English is important more than French nowadays. No participant has said that French is more important than English today.

Table 2: What about motivation as a factor to a successful learning of English language?

Contribute ☐ Not contribute ☐

Answers	**Frequency**	**Percentage**
Does motivation contribute to a successful learning of English language?	77	100
Does motivation not contribute to a successful learning of English language learning?	0	0
No answer	0	0
TOTAL	**77**	**100**

From the above table, 77 informants (100%) suggested that motivation contribute to a successful learning of English language.

The fifth question was formulated in order to know if the participants care about instrumental motivation and are able to give suitable examples of learning a language where one is instrumentally motivated.

Table 3: Do you know what instrumental motivation is?

Yes ☐ No ☐

If yes, give adequate examples which show that one is instrumentally motivated when learning a language.

Answers	**Frequenc y**	**Percentage**
Yes : - One may learn a language because he wants to get a good position at job - One can learn a language to get a job - One can learn a language because he wants to use it in business affairs. - One can learn a language because he wants to use it when he is travelling abroad.	77	100
No	0	0
No answer	**0**	**0**

These data inform us that students know what instrumental motivation towards a language learning is.

The seventh question was set up to know if the respondents were instrumentally motivated when they came to learn English at the University.

Table 4: In Burundi, knowing English has become a need for many Burundians. Do you think they are instrumentally motivated to do so?

Yes ☐ No ☐

Answer	**Frequency**	**Percentage**
Yes	74	96,10
No	3	3,90
TOTAL	**77**	**100**

Concerning the table number four, 96,10% of the participants agreed that Burundians nowadays are learning English because they are instrumentally motivated. Only a percentage of 3,90% said Burundians are learning English because they are integratively motivated.

4.1.2. Impact of Instrumental Motivation on English Language Learning in the Department of English Language and Literature

Table 5: Why did you choose to study English at University?

Answers	**Frequency**	**Percentage**
I will need it when I go to travel abroad	10	12,99
I will go to live in English speaking countries	2	2,59
I will use it at my job or to get a better position	39	50,65
I want to do business and it will help me to go to look for goods abroad	26	33,77
TOTAL	**77**	**100**

The results of this table help us to notice that students of Department of English language and literature chose to learn English because of various reasons. From the research, 10 students that is 12,99% responded that they chose to learn English language because they will go to travel and need it. 2 students that is 2,59% said that they learn English because they will go to live abroad. 39 students that is 50,65% responded that they will use it at the job or to get a better position. 26 students that is 33,77% said that they will use it in business affairs.

The second question sought to know if students really know the importance of English language today.

Table 6: Do you think that language particularly English is important to you?

Yes ☐ No ☐

Answer	**Frequency**	**Percentage**

Yes	77	100
No	0	0
TOTAL	**77**	**100**

The above table shows 77 students that is 100% admitted that language particularly English is important to them.

Table 7: Have you been integratively motivated to come to learn English at the University?

Yes ☐ No ☐

Answer	**Frequency**	**Percentage**
Yes	3	3,90
No	74	96,10
No answer	0	0
TOTAL	**77**	**100**

Considering the answers given in the above table, only 3 students were integratively motivated when they came to study English language at the university. 74 answered by a negative response and argued that they chose to learn English because it is a language of today. They continue saying that they want good position in job and didn’t have any target to go to live abroad.

The seventh question may step up to know if the respondents were instrumentally motivated when they came to learn English at university.

Table 8: Have you been instrumentally motivated to come to learn English at the University?

Yes ☐ No ☐

Answer	**Frequency**	**Percentage**
Yes	74	96,10
No	3	3,90

No answer	0	0
TOTAL	**77**	**100**

Out of 77 informants, 74 that is 96,10% reported that they came to study English at the university because they were instrumentally motivated. Only 3 informants answered with a negative response and give their reasons which show that those students were at university with integrative reasons.

The eighth question aimed at finding if the students of English language and literature were integratively motivated when they chose to learn English at university.

The ninth question aimed at knowing if students may suggest other types of factors which contribute to a considerable desire of learning English toady.

Q9. What are the other factors do you suggest as factors which contribute to a considerable desire of learning English today in Burundi?

- ✓ The pleasure of knowing new things;
- ✓ One can learn English language in order not to be ashamed if he doesn't know it;
- ✓ The desire to please parents;
- ✓ To achieve promises of reward;
- ✓ The desire to be recognized and respected.

4.2. Findings

This section of the study allows some observation provided by the researcher. It presents the general results of the whole study. That is the general answers of the research questions. As noted in the first chapter, this study bound on two general questions. The first allows the researcher to know if Burundians are instrumentally motivated when learning English today. The second provides adequate information about how students of University of Burundi, Department

of English Language and Literature are instrumentally motivated in particular when learning English.

4.2.1. Instrumental Motivation as a Key Factor for English Language Mastery

Concerning the first issue, the researcher prepared a series of four questions to be answered by informants. The first question was about the importance of English compared to French in Burundi today. The results show that English is more important than French. Only 3,90% answered negatively but they continued explaining that English and French have same status. This let the researcher know that those learners didn't ignore the importance of English but they didn't know exactly the difference between English and French in terms of importance, they thought that English and French play the same role.

In the second question, the researcher wanted to know the role of motivation in learning English in Burundi today. The results got show that all the participants are aware of the role of motivation in a successful learning of English language. No participant has denied the contribution of motivation towards English language learning.

Considering the third question, we wanted to know if the informants comprehend the concept of instrumental motivation. 100% of the informants said they know what instrumental motivation is. They even gave adequate examples of reasons which can push a person to learn English when he is instrumentally motivated. Some said that a person who is instrumentally motivated is the one who learn English in order to get a good job. Others argued that one can learn English in order to do well his business others said that an instrumentally motivated learner can learn English in order to use it when travelling abroad.

In the fourth issue, the researcher desired to know if the growing interest in learning English by Burundians today is justified by instrumental reasons. As

results, 96,10% of the participants agreed that Burundians nowadays are learning English because they are instrumentally motivated. They continue to say that some learn English in order to get good job, others learn English to use it in their business affairs and others want to use it when travelling abroad. Only a percentage of 3,90% said Burundians are learning English because they are integratively motivated.

Taking into consideration, the answers given by our informants on the above issue which intended to verify if Burundians are instrumentally motivated in general when learning English we can conclude that the majority of Burundians are learning English due to instrumental reasons.

4.2.2. Instrumental Motivation on English Language Learning in the Department of English Language and Literature

This section comprises a series of five questions which help the researcher to get information about how students of the department of English Language and Literature at the University of Burundi are instrumentally motivated in particular. The first question was asked in order to know the reason which push students to learn English at the University. 50,65% of them said they learn English in order to use it at job and to be promoted. 33,77% said they will use it in their business. 12,99% of them said they want to use it when travelling. Only 2,59% said they would use it when they went to live in English speaking countries.

The second question helped the researcher to know the importance of English language at the individual level. Provided answers show that 100% that is the whole sample of the study agreed that English language is important to them. The following question was asked in order to know if our informants where integratively motivated to come to learn English at the University. After getting the results, the researcher noticed that only 3,90% of the participants was integratively motivated when they came to learn English. 96,10% said they

came to learn English because they wanted to occupy good positions when they got job but didn't have any target of living abroad.

When asking the fourth question, we tended to know if students came to learn English at the University of Burundi for instrumental reasons. Considering the answers given, we noticed that 96,10% learners were instrumentally motivated to come to learn English. They explained that as Burundi has been integrated in East African Community, English has become an important language. They continued arguing that they learn English in order to get good job and good position. Only 3,90% of the sample said they were not instrumentally motivated.

The question number fifth intended to know other factors which can contribute to a considerable desire of learning English today in Burundi. The respondents said that one can learn English because:

- He has the pleasure of knowing knew things
- He doesn't want to be ashamed if he does not know it
- He has a desire to please parents
- He wants to achieve promises of rewards
- He has a desire of being recognized and respected

As it is mentioned on the above analysis students of English language and literature are instrumentally motivated to learn English language.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This study entitled "Instrumental motivation as a key factor to a successful learning of English language as a foreign language: A study conducted at University of Burundi in the fourth year of the department of English Language and Literature in 2011-2012 academic year" was undertaken with the purpose of

examining how students are instrumentally motivated. It had been carried out at University of Burundi in department of English Language and Literature.

This work is structured into five chapters and these are the following: General introduction, literature review, methodology, data presentation, analysis and findings, and general conclusion and recommendations.

In the first lines of this work, the researcher talked about the importance of English language all over the world in general and its crucial role in Burundi today. The researcher found that English now is gaining more ground at the expense of other languages in the world.

The researcher wanted to know if the students of university of Burundi who chose to learn English in their academic career were instrumentally motivated or not. The result have shown that they are at a high level instrumentally motivated. It is within this chapter that we briefly present the purpose and significance of the study. We finally point out the research questions that guided our research.

In addition, the researcher continued with the presentation of the results found by other researchers interested in the domain of motivation in English language learning. In fact, it is a general description of what has been written about motivation in language learning in general and instrumental motivation in language learning in particular.

It is within this section that the different types of motivation in language learning are defined by many authors. It is also shown when an individual can be instrumentally or integratively motivated with adequate examples. It briefly show what is intrinsic and extrinsic motivation in foreign language learning. All these views of many other researchers led the researcher to conclude that students of English language and literature at the University of Burundi were instrumentally motivated to learn English.

Furthermore, the researcher dealt with methodology of the research. In this chapter, procedures used to collect and analyze data are indicated since the researcher could not cover the whole country; the area of research, the research population, sample survey techniques and the research instruments are clarified in this chapter. The research was conducted at University of Burundi in department of English language and literature. The target population was the students of fourth from 2011-2012 academic year. Only one questionnaire was used to collect data. That is the student's questionnaire.

Moreover, the researcher presented the data collected, analyzed them and gave the main results. As the framework of this research, it has been proved that students of University of Burundi specifically in department of English Language and Literature chose to learn English language because they were instrumentally motivated.

5.2. Recommendations

In concluding our work, we would like to formulate a series of recommendations which would contribute to the mobilization and improvement of the learning of English language. These recommendations are addressed to:

1. The curriculum designers
2. The further researchers.

1. The Curriculum Designers

Firstly, they should go through what we broadly call "Needs - analysis stages" in order to know what the learners need English for this may help the curriculum designers to decide whether learners need to learn English for Specific Purpose (ESP), General Purpose English (GPE) or English for Science and Technology (EST) and teach them according to their specific needs.

2. To the Further Researchers

For further researchers, it would be interesting to conduct the same study but in other faculties of different universities English teaching centers and compare the score with those that were found here.

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APPENDICES

Appendix 1

University of Burundi

Faculty of Arts and Social Sciences

Department of English Language and Literature

Dear students,

I am a student at the University of Burundi in Department of English Language and Literature, carrying out a research on the topic: **"INSTRUMENTAL MOTIVATION AS A KEY FACTOR TO A SUCCESSFUL LEARNING OF ENGLISH AS A FOREIGN LANGUAGE: A STUDY CONDUCTED AT THE UNIVERSITY OF BURUNDI IN THE FOURTH YEAR OF THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN 2011-2012 ACADEMIC YEAR"**. 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 fill 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.

Nelly KAMARIZA.

Appendix 2

Questionnaire

Q1. Is English more important than French in Burundi today?

Yes ☐ No ☐

Q2. What about motivation as a factor to a successful learning of English language?

Contribute ☐ Not contribute ☐

Q3. Do you know what instrumental motivation is?

Yes ☐ No ☐

Q4. In Burundi, knowing English has become a need for many

Burundians. Do you think they are instrumentally motivated to do so?

Explain.

Yes ☐ No ☐

Q5: Why did you choose to study English at University?

Q6. Do you think that language particularly English is important to you?

Yes ☐ No ☐

Q7. Have you been integratively motivated to come to learn English at the University?

Yes ☐ No ☐

Q8. Have you been instrumentally motivated to come to learn English at the University?

Yes ☐ No ☐

Q9: What are the other factors do you suggest as factors which contribute to a considerable desire of learning English today in Burundi?