Language Learning Motivation in Global Context: From Integrativeness to the Ideal L2 Self

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Abstract - *The spread of globalization brings about the emergence of Englishusing as lingua francanowadays, which leads to the changes in understandingmotivation of learning English inthisglobal context. In this paper, the researcherwill firstlycritically examinethe conceptof 'integrativeness', which is the essence of thepredominantsocio-educational model of L2 motivation. Furthermore, the researcherwill clarify the need to re-conceptualise theconcept of 'integrativeness' by revisiting recent empiricalresearch on L2 motivation. It is argued that, as English becomes a lingua franca in the globalization context, there could be no clear target language group into which L2 learners could integrate, especially for Foreign Language learners(EFL), undermining the concept of 'integrativeness'. Finally, the Dörnyei's L2 Motivational Self System will be presented which re-conceptualises'integrativeness' of L2 motivation fromtheself-perspective.*

Keywords: language learning motivation, integrativeness; English as a global language

INTRODUCTION

Motivation has been the focus of second/foreign language learning research for decades. It provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent (Dörnyei, 2005). The L2 learners might be frequently demotivated and "the common experience would seem to be motivational flux rather than stability" (Ushioda, 1996, p. 240). In such situations, sustaining effort and motivation during and across various educational periods seems to have a pivotal role in the learners' success in mastering a second language.

For decades, the previous research on L2 motivation has mainly based on the socio-educational model proposed by [1] (Gardner, 1985) in which integrativeness plays as the most influential factor in L2 achievement (MacIntyre, MacKinnon, & Clément, 2009; Ryan, 2009).

However, the spread of globalization brings about the emergence of English using as lingua franca nowadays. The communication in English between so-called native and non-native speakers, together with those between only native speakers, only make up part of global interaction today (Dörnyei, 2010). The interactions between non-native speakers become dominant and it leads to the rise of Global English (Crystal, 2003). Therefore, integrativeness referring to the desire to learn an L2 of a valued community so that one can communicate with the members of the community and sometimes even to become like them (Gardener, 2001) is absent in foreign language learning context.

In this article, the researcher firstly critically examines the concept of integrativenesswhich is the essence of traditional socio-psychological model of L2 motivation (Gardner, 1985). Furthermore, the researcher will make an attempt to re-conceptualise the concept of 'integrativeness' by considering recent empirical research on L2 motivation in global context in which among most L2 learners is no longer concerned with 'integrativeness'in

the target L2 culture or community. Finally, the new motivation theory of Dörnyei's L2 Motivational Self System will be presented which re-conceptualisesthe concept of 'integrativeness' from the self-perspective in global context.

1. THE CONCEPT OF INTEGRATIVENESS IN GARDNER'S SOCIO-EDUCATIONAL MODEL

Based on the results of a number of studies, including those by Gardner and Lambert (1972), Gardner and Smythe(1975) proposed a model of L2 acquisition, the Socio-Educational Model. The model assumed that language achievement is influenced by integrative motivation, language aptitude, as well as a number of other factors. The most elaborate and researched aspect of Gardner's motivation theory was the concept of the integrative motive, which is defined as a motivation to learn a second language because of positive feelings towards the community that speaks the language'. The integrative motivation is made up of three main components: Integrativeness, Attitudes toward the Learning Situation and Motivation.Integrativenessrefers to the desire to assimilate into the target language community (Gardner & Lambert, 1972). It also includes the desire to learn a L2 in order to meet and communicate with members of the L2 community. In contrast to integrative motivation, there is another important concept in Gardner's model, namely, 'instrumental motivation' for a specific aim, such as fulfilling a language requirement at school or qualifying to get a better job.

According to Masgoret& Gardner (2003)all the three components of integrative motivation are positively related to L2 achievement. Motivation is regarded as the major component contributing to L2 achievement and integrativeness and attitudes toward the learning situation are two different but correlated variables supporting L2 motivation. In other words, integrativeness and attitudes toward the learning situation indirectly impact L2 achievement through motivation. They also have claimed that the language learning context (second or foreign language context) has little effect on the relationship between integrative motivation and L2 achievement.

1.   THE NEED TO RE-CONCEPTUALIZE THE CONCEPT OF INTEGRATIVENESS IN GARDNER'S SOCIO-EDUCATIONAL MODEL: EMPIRICAL FINDINGS OF L2 MOTIVATION RESEARCH

For many decades, the socio-educational model proposed by Gardner(1985) has been the dominant theory in L2 motivation research and integrative motivation maintains the central position as the most influential factor of L2 achievement (MacIntyre et al., 2009; Ryan, 2009). However, over the past two decades motivation researchers have increasingly recognized that motivation is a complex, multi-faceted construct that cannot be defined adequately in terms of the instrumental/integrativedichotomy (Ushioda & Dörnyei, 2009).

2.1   Empirical Findings ofa Lack ofIntegrativenessin EFL Context

          The researchers argued that the concept of 'integrativeness' which is a central component of socio-psychological research representing the desire to identify and mix with English-speaking people and their culture Gardner(1985) became invalid in many languages learning environments outside of the Canadian context where it had originated(Crookes & Schmidt, 1991; Dörnyei, Csizér, & Németh, 2006; Dornyei, Csizér, & Németh, 2006).Furthermore, due to the spread of globalization, the rise of growing status of English asa global language (Crystal, 2003)and an international lingua franca(Jenkins, 2007) makes it difficult to explain motivation for learning English as aprocess of identification with a specific linguistic and cultural community.The lack of identification with native speakers of English was empirically demonstrated in a variety of contexts (Lamb, 2004; Warden & Lin, 2000; Yashima, 2000). In particular, those individuals tended to connect themselves to an imagined general global community, instead of a specific country (Lamb, 2004; Yashima, 2000).

          In China, Liu(2007) investigated Chinese university students'attitudes towards and motivation to learn English. The investigation was conducted from Social Psychological perspective to explore the aspects of integrative and instrumental orientation among the Chinese EFL learners. Three components of motivation were addressed in the survey: Integrative Orientation, Instrumental Orientation and Travel Orientation. The findings revealed that the students were more instrumentally than integratively motivated to learn English, and that the students' attitudes and motivation were positively correlated with their English proficiency. According to Liu (2007), most of the students were not integratively oriented because they had little contact with English native speakers in their daily life. In addition, the students' high scores on Travel Orientation indicated that they hold the view that English can facilitate their travel and life abroad.

          In China Taiwan, Warden and Lin (2000) findings indicated a lack of integrativemotivation among Taiwan EFL learners.'This preliminary study has discerned the existence of twomotivational groups and two temporal orientations in the Taiwanese EFL environment. An integrativemotivational group is notably absent'. (p. 544).Therefore, they argue that these students might intend to associate their English with career improvement or at least the potential for improving future careers. In other words, learning English for these Taiwanese students is not related to integrate with English native speakers. Chen, Warden, and Chang (2005) also discovered that the integrative motivation played no significant role in motivating language learning effort in the Chinese cultural environment.

          In the context of Japan, Yashima(2000) stated that "causal relations proposed in Gardner's model, although here integrativeness was replaced with two orientations instrumental and intercultural friendship orientations which had been operationally defined as most important in the Japanese English learning context"(p. 131). Furthermore, to extend the concept of integrativeness to a generalized international outlook, she proposed a new term "International Posture"---the concept postulated for EFL contexts as an alternative to concept of *integrativeness*, referring to "interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and [. . .] openness or a non-ethnocentric attitude toward different cultures" (Yashima, 2002, p. 57). Dörnyei (2005)pointed out that this variable appears to be similar to 'international orientation', which Nakata(1995) found to be an important individual difference variable among Japanese learners, involving a general cosmopolitan outlook. Irie(2003) also mentioned that the integrative-instrumental orientation dichotomy might not be compatible with Japanese students learning a foreign language in Japan and found the ambiguity of disposition toward integrative motivation. Irie(2003, p. 91) also points out, "One of the most noticeable recurring patterns found in Japanese EFL university contexts are a positive orientation to foreign travel without any apparent desire to integrate into the TL culture."

2.2 Empirical Findings ofBlurry Distinctionbetween Instrumental Motivation and Integrative Motivation

          Another criticism on the conceptual problem ofGardnerian construct of integrativenessis the blurry distinction between 'instrumental motivation' and 'integrative motivation'.In other words, it is very difficult to separatethe instrumental motivation from integrative motivation in Gardner's (1985)model.

          In a study investigating the motivation types of English learning among Chineseundergraduates, Gao*et al.*(2004)suggest that"the classical instrumental-integrative division has not precisely accommodated the subtle and multi-folded motivations of the Chinese learners"(p60). In Japan, Kimura, Nakata, and Okumura(2001)'studyindicated that the largest motivational factor in English language learning among Japanese languagelearners is complex, combiningwith intrinsic, integrative and instrumental motivations. Based on a study in Indonesia, Lamb(2004) also drew a similar conclusion that it is difficult to distinguish integrative and instrumental orientations as separate concepts and are actually associated with each other.As Lamb (2004)

argued, "meeting with westerners, using pop-songs, studying and traveling abroad, pursuing a desirable career—all these aspirations are associated with each other" (p. 15).

To summarize, Gardner's Socio-Educational Model has been under attack in two terms. Firstly, the traditional concept of integrativeness involves integration with theL2 speaking community. However, in the current global world in which English is used as an international language, there is the lack of the L2 community to integrate with in the case of English. Especially, for learners in foreign language contexts, integration with English native speakers is irrelevant with learning motivation. Secondly, as the emergence of English using as lingua franca, the pragmatic advantages of speaking English and the attitudes towards L2 community have become intricately blended so that distinction of integrativeness and instrumentality becomes blurry.

3. NEW THEORY OF L2 MOTIVATION IN GLOBALCONTEXT: L2 MOTIVATIONAL SELF SYSTEM

3.1 Components of L2 Motivational Self System

Given the drawback in the traditional framework of Gardner(1985), Dörnyei et al., (2005, 2009) drew on and summarized well-known paradigms from L2 motivation research (Noels, 2003; Ushioda, 2001), and motivational psychology: self-discrepancy theory (Higgins, 1987) and theory of possible selves (Markus & Nurius, 1986), and proposed the L2 Motivational Self System as a model which is comprised by three main dimensions, namely, the ideal L2 self, the ought-to L2 self, and English learning experience. *Ideal L2 Self*, which is the L2-specific facet of one's 'ideal self '. If the person we wouldlike to become speaks an L2, the 'ideal L2 self' is a powerful motivator to learn the language.*Ought-to L2 Self*, which concerns the attributes that one believes one ought to possessto meet expectations and to avoid possible negative outcomes.*L2 Learning Experience*, which concerns situated motives related to the immediatelearning environment and experience (e.g. the impact of the teacher, the curriculum,the peer group, the experience of success).

According to Dörnyei(2009),motivationis the result of someone's wish to reduce the discrepancy between one's idealself (i.e., one's image of what one would like to become) and one's actual self(i.e., one's actual self-state). From the self-perspective, the concept'ofintegrativeness' could be interpretedas the L2-specific facet of one'sideal self.Dörnyei(2009) also argued that if theL2 learner's ideal self is connected with the mastery of an L2, this could be conceived as an integrative motivationin Gardner's(1985) model. The essence of the new theory is to validatethe equationof thetraditional 'integrativeness' and the IdealL2 Self.

3.2 Research into Validation of L2 Motivational Self System

According to Dornyei(2011), during the last few years, L2 Motivational Self System been empirically tested and validated in a variety of contexts including Japan, China and Iran(Papi, 2010; Ryan, 2009; Taguchi, Magid, & Papi, 2009), Hungary (K. Csizér & Kormos, 2009; Kata Csizér & Lukács, 2010),, Chile (Kormos, Kiddle, & Csizér, 2011),Ukraine (Henkel, 2010) and Indonesia (Lamb, 2011).. Most studies focused on validation or examination the relationship among the components of the ideal L2 self and integrativeness. While some studies inquired the correlation among the three components of L2 Motivational Self System and other constructs such as anxiety and intended effort to learn English. The main finding of the researchare (i) correlations between traditional Integrativeness and the Ideal L2 Self can indeed be equated; (ii) compared with integrativeness, theIdeal L2 Self servesa better job understanding motivated behaviour; (iii) traditional instrumentality can indeed be dividedinto two distinct types-instrumentality-promotion andinstrumentality- prevention.

CONCLUSION

In this paper, the authorfirstly arguedthe necessarily of re-conceptualization of the'integrativeness' inGardner's model.AsEnglish is increasingly used as an international language of communication,learning English is no longer associated with the process of identification with native speakers of English which is used to be the significant motivating factor. Consequently, the author proved the argument by revisiting resent empirical research on L2 motivation. Finally, a major theoretical shift taken place within thefield of L2 motivation research wasdiscussed. It is argued that 'integrativeness' of L2 motivation should be re-conceptualized fromtheself-perspective as in newly proposedDörnyei'sL2 Motivational Self System in current global context.

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