

THE EFFECTS OF MOTIVATION TYPES (INSTRUMENTAL AND INTEGRATIVE) ON WRITING PROFICIENCY AMONG IRANIAN IELTS CANDIDATES

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ABSTRACT

The present study aimed at making a comparison between integratively motivated IELTS candidates and their instrumentally motivated peers in terms of their writing achievement. Moreover, the above-mentioned groups were compared based on their proficiency score on IELTS Test. In order to carry out the study, the participants of the study were chosen as 245 Iranian IELTS candidates who had initially taken the actual IELTS test in Iran. In addition to that, the questionnaire which was utilized by Laine (1987), to determine the type of motivation each participant possessed, was used. The obtained data formed two groups of 86 integrative and 110 instrumental candidates. Using the results obtained from the proficiency test, a one-way ANOVA was run. The result indicated that there was no statistically significant difference between the two groups in so far as their proficiency was concerned and it therefore was concluded that the two groups were at the same level of proficiency. Moreover, the statistical analyses, using one-way ANOVA, revealed that there was no significant difference between the integratively oriented participants and instrumentally oriented ones as far as their writing was concerned.

Keywords: Instrumental Motivation; Integrative Motivation; Language Proficiency; Motivation; Writing Proficiency.

İRANLI IELTS ADAYLARININ YAZMA YETERLİLİĞİ ÜZERİNE MOTİVASYON (ARAÇSAL VE BÜTÜNLEYİCİ) ÇEŞİTLERİNİN ETKİLERİ ÖZET

Bu çalışma, bütünüyle motive olmuş IELTS adayları ile onların araçsal olarak motive olmuş emsaller arasında yazma başarısı açısından bir karşılaştırma yapmayı amaçladı. Bununla birlikte, yukarıda bahsi geçen gruplar IELTS ' ten aldıkları yeterlilik puanına göre karşılaştırılmışlardır. Bu çalışmayı yürütmek için, çalışmanın katılımcıları ilk başta asıl IELTS sınavına İran'da girmiş olan 245 İranlı IELTS adayı olarak seçildi. Buna ek olarak, Laine'in (1987) her bir aday üzerinde ne çeşit bir motivasyona sahip olduklarını belirlemek için uyguladığı anket kullanıldı. Elde edilen bilgi 86'sı bütünüyle motive olmuş, 110'u araçsal şekilde motive olmuş iki grup ortaya çıkardı. Yeterlilik sınavından elde edilen sonuçlarla tek yönlü bir ANOVA (analysis of variance = farklılık analizi) uygulandı. Sonuç bu iki grubun yeterlilikleri göz önüne alındığında istatistiksel olarak bu iki grubun arasında çok önemli bir farkın bulunmadığını gösterdi ve bu yüzden iki grubun da yeterliliklerinin eşit seviyede olduğu sonucu çıkarıldı. Bununla birlikte, tek yönlü ANOVA' yı kullanan istatistiksel analiz, yazma konusunda bütünüyle kendini bu yöne yöneltmiş ve araçsal şekilde motive olmuşlar arasında büyük bir farklılık olmadığını gösterdi.

Anahtar Kelimeler: Araçsal Motivasyon, Bütünüyle Motivasyon, Dil Yeterliliği, Motivasyon, Yazma Yeterliliği

1. INTRODUCTION

There is no doubt that motivation is of crucial importance in our lives. A closer look at our personal lives, careers, education, even religion and many other domains reveals the significance of motivation. Any person lacking motivation in his or her life is deemed listless, slothful or depressed and is bound to meet failure. Any sports team lacking motivation is unlikely to do well and succeed. Even infants and young children appear to have an intense desire to explore and make sense of their environment; what makes them do so is motivation.

In the world of pedagogy and education, there are many contributing factors in order for any kind of learning to take place. One of the determining factors recognized to be involved in learning is motivation. According to Chomsky (1988:181) “about 99 percent of teaching is making the students feel interested in the material”. There is one fact that all educators unanimously agree on and that is the very fact that motivation is needed for any sort of learning to take place.

The study of motivation in second language acquisition has become an important research topic with the development of the socio-educational model on second language motivation (Gardner & Lambert, 1972; Gardner, 1985; Tremblay & Gardner, 1995). Gardner (1972) defined motivation in his social-psychological model as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language. He goes on to write that motivation is an inner state or condition that powers up behavior and gives it direction, a desire that energizes and directs goal-oriented behavior, an influence of needs and desires on the intensity and direction of behavior, and the arousal, direction, and persistence of behavior.

The most dominant work in Second Language Learning has been carried out by Gardner and his associates. They believe that motivation to learn a second language is influenced by group related and context related attitudes, integrativeness and attitudes toward the learning situation respectively. Gardner and Lambert (1972) differentiate between two kinds of motivation: instrumental and integrative. Integrative orientation occurs once a learner tries to identify himself with the culture of L2 group; it characterizes students who study a second language because they are interested in the cultural values of the target language group. An instrumental motive occurs when a learner wishes to attain a goal by means of L2 and refers to language situations where the student has a utilitarian goal for instance employment, professional advancement, or exam purposes. Gardner and Lambert (1972) suggest that integrative motivation is more effective for second language acquisition. It is believed that students who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used are most successful (Falk, 1978).

Globally, language learners attempt to attain certain goals, one of the most significant of which is writing achievement. Academic writing ability has been particularly recognized as one of the most crucial aspects of language ability for successful academic achievement. Writing is a mode of learning, a facility which gives students the power to create meaning and to affect those with whom they share their

writing. Writing, then, is far more than merely the act of transferring thought to paper; the act of writing helps to shape and refine our thinking. It seems, however, that teaching and learning this skill can be the most demanding task for both teachers and students. Throughout the history of education, language researchers have been at pains to find effective ways to help students achieve writing as a major skill. It goes without saying that motivation has a leading role in gaining writing proficiency. What the present research focuses on is the instrumental/integrative dichotomy proposed by Gardner and Lambert (1972), which has been delved into by quite a few researchers in a number of settings. It has not, however; been worked upon duly in the Iranian context as yet, in particular in the context of writing modules of IELTS tests. The present study aimed to investigate the role motivation played with its sub-types, instrumental and integrative, in writing proficiency among IELTS candidates in Chabehar.

In this connection, the following research questions were proposed:

1. Is there any significant difference between the instrumentally motivated and integratively motivated candidates in their writing proficiency?
2. Is there a relationship between the writing proficiency of the instrumentally motivated candidates with their language proficiency?
3. Is there a relationship between the writing proficiency of the integratively motivated candidates with their language proficiency?

On the basis of the above-mentioned research questions, the following hypotheses are raised:

1. There is not a significant difference between the instrumentally motivated and integratively motivated candidates in their writing proficiency.
2. There is not any relationship between the writing proficiency of the instrumentally motivated candidates with their language proficiency.
3. There is not any relationship between the writing proficiency of the integratively motivated candidates with their language proficiency.

2. LITERATURE REVIEW

2.1. Research on Motivation

Research in the area of students' motivation for learning has been conducted by numerous educators all over the world. In fact, motivation is an important aspect of students' academic performance in the classroom, especially for the college student. Many researches have conducted studies based on different motivational models.

One of the most extensive studies on motivation in SLA was conducted by Gardner and his associates (Gardner and Lambert, 1959 & 1972; Gardner and Smythe *et al.*, 1976; Gardner, 1968, 1979 & 1985). They draw a distinction between integrative and instrumental orientation to second language learning. The former means that the learner wishes to identify him/herself as part of the community where the target language is spoken. The latter occurs when the learner finds the utilitarian value in learning a language, such as a future career perspective. Gardner and his associates conclude that it is integrative motivation which promotes second/foreign language

acquisition more successfully. Spolsky (1969) supports this conclusion from the result of his study on foreign students learning English at American universities.

However, Gardner and his associates' research has been criticized and considered not to apply universally to language learning. For example, Lukmani's (1972) study of Indian students learning English in Bombay supports instrumental motivation. Strong (1984) did not find any significant correlation between integrative motivation and high achievement in language learning. Also, other studies pointed to a lack of direct evidence for integrative motivation, especially in the contexts of English as a foreign language (EFL). Au (1988) and Dornyei (1990) leveled some criticism against Gardnerian approach. They based their argument on the difference between second and foreign language in terms of the motivation the students in each context may have. They are of the opinion that integrative motivation is probably less relevant for foreign language learners than for those learning a second language. Dornyei came to the conclusion that in case of foreign language learners, the motivation they have is mainly instrumental. On the other hand, Kaylani's (1996) result neither accepts nor rejects Gardner and his associates' socio-psychological explanation.

A plethora of studies have been extensively done on motivation by Gardner and Smythe (1975), Gardner, Smythe, Clément and Glikman (1976), Abu-Rabia (1995), Tremblay, Gardner (1995), Tamada (1996), Ramazanian (1998), Sedaghat (2001), Roohani (2001), Hassani (2005) some of the most relevant ones are referred to this study, the focus being mostly on the instrumental/integrative dichotomy proposed by Gardner and Lambert. Educators unanimously agree that motivation has a pivotal and vital role in enhancement of any given educational context. What is under focus in the present study is the relationship between instrumental and integrative motivation and writing proficiency among IELTS candidates, which has been delved into by quite a few researchers in a number of settings.

2.2. Research on writing

The last two decades have witnessed a steady growth in research on academic writing. Candlin and Hyland (1999:2) state that "research into the nature of academic, workplace and professional writing and its underpinning process has over the last twenty years become something of a cottage industry."

One finding in recent decades was illustrated by Zhu (2004) who identified two views on academic writing and writing instruction. The first view holds that academic writing entails the transfer of a set of generalizable writing skills across contexts, and its development would be most effectively addressed by the writing/English instructors. This view reflects an "autonomous" view of literacy. The second view holds that academic writing involves particular disciplinary thought and communication processes, but that basic/general writing skills served as foundation for the development of discipline-specific processes. The accompanying view of writing instruction held that content and writing instructors ought to be both involved in developing student academic writing skill, but each would play a different role: the writing/language instructors would be charged with the task of teaching basic general writing skills, and the content course professors would assume responsibility for teaching those aspects of writing related to a specific discipline.

An important aspect that has a significant role in writing is social and affective factors (such as students' attitudes and motivation). According to Silva and Matusda (2001) social and affective factors seem to strongly influence the writing development of second language writers who have to learn a new language within a variety of social contexts. Moreover, Bronson (2005) who followed four ESL graduate students through their academic careers for a period of 1-3 years found that ESL student development in writing would be hindered without social and moral supports. Ehrman (1996) focused on challenges such as cognitive learning style, biographical backgrounds, and emotions faced by second language learners as they learn to acquire new linguistic forms. Also, some researchers in L₁ compositions have demonstrated that the writing process is extremely complex (Flower & Hayes, 1981) and involves social as well as cognitive factors (Bizzell, 1992). Rubin, Katznelson and Perpignan (2005) argue that students' affective and social domains are to be acknowledged and encouraged as part of their educational development along with the cognitive.

The field of educational psychology has long recognized that the personal growth and social development of the learner play a vital role in learning (Lewin, 1964; Rogers, 1969), particularly in a world where learning is conceived as a continuous process rather than a set of fixed outcomes (Kolb., 1984). Academic writing ability has been particularly recognized as one of the most crucial aspects of language ability for successful academic achievement. Although many researches have been conducted concerning this ability, no study thus far has examined the motivational factors on students L₂ writing development. The present study aimed to investigate the role motivation played with its sub-types, instrumental and integrative, in writing proficiency among IELTS students in Chabehar.

3. METHODOLOGY

3.1. Participants

The participants of the study were initially 245 Iranian IELTS candidates who had taken the actual IELTS test in Iran (academic module). All the participants sat for the actual IELTS test held in IELTS Center of International University of Chabehar in Tehran, on 26th May 2009. All participants, both males and females, were from Iran and spoke Farsi as their first language. To minimize the effect of age on the study, the range of 18 to 27 was chosen, as a result, 29 candidates whose ages were above or below the range were excluded from the study. The type of motivation each participant possessed was then determined. The participants of the study selected one of the five choices which were given for each item and their responses were scored on the basis of the Likert-scale. To avoid any confusion and enhance validity, the Persian version of the questionnaire was utilized. The choices were given numerical values from 5 to 1 that manifested the degree of the preference or tendency of the participants to the items of the questionnaire. It was found that 86 candidates were integratively motivated, 110 instrumentally motivated and 20 stood in borderline. The twenty borderline candidates were left out and the remaining 196 candidates (110 instrumental candidates, and 86 integrative candidates) were selected for the purposes of the study. To make sure that the two groups did not differ in terms of their language proficiency, a one-way ANOVA was run on the scores of the candidates on the IELTS Test and the computed

significance ($0.051 > 0.05$) showed that there was not a significant difference between the two groups.

3.2. Instrument

IELTS Test

IELTS, the International English Language Testing System, is designed to assess the language ability of candidates who need to study or work where English is the language of communication. IELTS conforms to the highest international standards of language assessment (UCLES, 2005). It covers the four language skills – listening, reading, writing and speaking. One of the steps of the present study was to assess the subjects' level of proficiency. A further problem was that the subjects' "writing proficiency" ability was in the focus of the study. In other words, the job of the investigator was to identify the subjects' level of proficiency and their writing proficiency ability. Moreover, practical considerations (like the subjects' unwillingness to cooperate) made it even more urgent to hit the two goals with one shot. The justification for this choice lies in the "reliability and validity" claims for the IELTS made by the University of Cambridge Local Examinations Syndicate (UCLES).

A Motivation Questionnaire

The second data collection instrument was the motivation questionnaire (Appendix A). It was used to collect data on the students' instrumental and integrative motivation. The motivation questionnaire designed by Laine (1987) and validated by Salimi (2000). The reliability of the questionnaire was further tested through test-retest method of estimating reliability by Fazel (2002). The reliability index for the questionnaire obtained through this method was 0.80. To avoid any confusion and enhance validity, the Persian version of the questionnaire was utilized. The questionnaire is made up of 20 questions, questions 1 to 4 measure the students' direction of motivation, questions 5 to 8 attempt to measure the students' intensity (strength) of motivation, items 9 to 12 measure the students' instrumental motivation and questions 13 to 16 measure the students' integrative motivation and finally items 17 to 20 measure the students' cognitive motivation. The format of the questionnaire items was likert. The respondents were asked to indicate their motivation by choosing one of the five alternatives, strongly agree, agree, Undecided, Disagree, and Strongly disagree. The participants of the study selected one of the five choices which were given for each item. The choices were given numerical values from 5 to 1 that manifested the degree of the preference or tendency of the participants to the items of the questionnaire. The scores for the items are summed up and averaged to yield a questionnaire score and interpreted the differences between shades of opinion from 'strongly agree' to 'strongly disagree'. Accordingly, the participants, based on their scores divided into instrumental and integrative motivation groups.

3.3. Procedure

The required data were collected in two places in International Chabahar University and in IELTS Center of International University of Chabahar in Tehran. To gather the data, the motivation questionnaire was distributed among the candidates who took part in IELTS preparation course held in Chabahar International University. To

avoid any confusion and enhance validity, the Persian version of the questionnaire was utilized (Appendix A). Before administrating the questionnaire the researcher explained the nature of the questionnaire and the participants were requested to complete the questionnaires patiently and with utmost attention and asked them to provide identifying information such as name, level and age. Then, instructed the students to read each statement carefully, chose the appropriate responses and put a tick on the answer sheet. It went without saying that, items 9 to 12 and 13 to 16 were needed for the purpose of this study.

The candidates sat for the actual IELTS test held in IELTS Center of International University of Chabahar in Tehran, on 26th May 2009, and their IELTS scores (reported to/ made available to the investigator by Chabahar International University) are utilized as data obtained from language and writing proficiency tests necessary for this thesis.

4. RESULT

4.1. Descriptive Statistics

Table 1 shows descriptive statistics for the scores of the subjects on the IELTS proficiency test. The table provides a summary of minimum, maximum and mean scores, as well as standard deviations in listening, reading, writing, speaking and overall IELTS scores.

Table 1. Descriptive Statistics for the Scores of the Subjects on the IELTS proficiency test.

Group motivation		L	R	W	S	IELTS Proficiency Scores
Integrative motivation	Mean	5.5767	6.5349	6.8140	6.1233	6.2622
	Std. Deviation	.79523	.81454	.71145	.97228	.40784
	Minimum	3.00	5.00	5.50	4.50	5.12
	Maximum	6.60	8.00	8.00	8.00	6.90
Instrumental motivation	Mean	6.5455	5.7600	6.6473	6.5273	6.3700
	Std. Deviation	.83651	.92282	1.02998	.87482	.35901
	Minimum	5.00	3.00	5.00	5.00	5.75
	Maximum	8.50	8.50	8.50	8.50	7.25
Total	Mean	6.1204	6.1000	6.7204	6.3500	6.3227
	Std. Deviation	.94819	.95595	.90582	.93822	.38396
	Minimum	3.00	3.00	5.00	4.50	5.12
	Maximum	8.50	8.50	8.50	8.50	7.25

As the table demonstrates, minimum scores for the participants in integrative-group and instrumental-group are recorded as '5.12' and '5.75' respectively. The maximum scores are '6.90' for integrative-group and '7.25' for instrumental-group. The resulting data demonstrate more or less the same characteristics of the subjects in the two groups.

As can be understood from the table above, there is a slight difference between the mean scores of the two groups ('6.26' and '6.37' for integrative-group and instrumental-group respectively). This can be an evidence of more or less the same level of proficiency of the participants in each group.

The standard deviation measures how widely spread the values in a data set are. Then the obtained results for integrative-candidates (0.40) and instrument-candidates (0.35) indicate how far from the mean the data points tend to be. Since the standard deviations are small, the data set are said to be close to the mean. The small standard deviation indicates more or less homogeneous groups.

Table 2. Participants' motivation types and their proficiency levels

Motivation	Instrumental	Integrative
Number	110	86
Proficiency Mean	6.37	6.26
Proficiency SD	.35	.40
Writing Perf. Mean	6.64	6.81
Writing Perf. SD	1.02	.71

In the table 2 the participants are characterized with respect to their motivation type and their scores on the proficiency test as well as theirs on the writing performance test.

4.2. Inferential Statistics

In order to provide answers to the posed questions, the researcher has taken the following data analysis into consideration.

The first research question:

Is there any significant difference between the instrumentally motivated and integratively motivated candidates in their writing proficiency?

In order for the study to find out which group (instrumental or integrative) of the candidates was better in terms of their writing performance, one-way Analysis Of Variance (ANOVA) was made use of. One-way ANOVA demonstrates the significant differences in the mean scores on the dependent variable (Pallant, 2005). In Table 3, the means of instrumental and integrative groups are compared, based on the mean of the scores obtained from the writing scores so as to determine which group (integrative or instrumental) scored higher on each test.

Table 3. One-way ANOVA for instrumental and integrative groups in terms of their writing performance

		Sum of Squares	Df	Mean Square	F	Sig.
Writing Proficiency Scores	Between Groups	1.341	1	1.341	1.640	.202
	Within Groups	158.657	194	.818		
	Total	159.998	195			

As shown in Table 3, the existing significance value (.202) is larger than the significance level ($p > 0.05$). In other words, there are no significant differences between

the two groups of learners (instrumental vs. integrative groups) in terms of their writing performance.

The second research question:

Is there a relationship between the writing proficiency of the instrumentally motivated candidates with their language proficiency?

Table 4.6 provides the actual value of the Pearson Correlation Coefficient between the variables along with the p-value demonstrating the existing relationship between writing proficiency of the instrumentally motivated candidates with their language proficiency.

To find out whether there was any significant relationship between the writing proficiency of the instrumentally motivated candidates with their language proficiency, Pearson Product Moment Correlation was run between writing proficiency of the instrumentally motivated candidates scores and language proficiency scores. The results are summarized in Table 4.

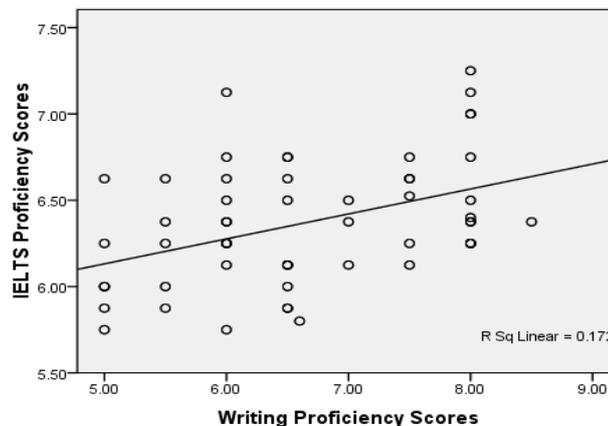
Table 4. Pearson Correlation Coefficient between writing proficiency of the instrumentally motivated candidates with their language proficiency

		IELTS Proficiency Scores
Writing Proficiency Scores	Pearson Correlation	.415**
	Sig. (2-tailed)	.000
	N	110

As the Table 4 shows, the correlation is ‘.415’ and p-value is ‘.000’. Thus, it can be concluded that the correlation coefficient is significant. On the other words, there is a significant correlation between writing proficiency of the instrumentally motivated candidates with their language proficiency.

The following figure shows how the relationship between the variables is manifested. Figure 1 shows a positive linear correlation between the variables.

Figure1. Bar graph based on writing proficiency of the instrumentally motivated candidates with their language proficiency



The correlation shown in Figure 1 stretches from lower left toward the upright, the correlation is said to be positive; that is, a significant and direct relationship between writing proficiency and IELTS proficiency score in instrumental-group exists.

The third research question:

Is there a relationship between the writing proficiency of the integratively motivated candidates with their language proficiency?

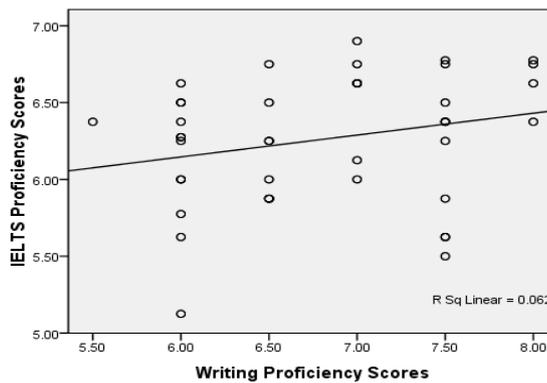
Table 5 gives the actual value of the Pearson Correlation Coefficient along with the p-value demonstrating the existing relationship between writing proficiency of the integratively motivated candidates with their language proficiency.

Table 5. Pearson Correlation Coefficient between writing proficiency of the integratively motivated candidates with their language proficiency

		IELTS Proficiency Scores
Writing Proficiency Scores	Pearson Correlation	.248*
	Sig. (2-tailed)	.021
	N	86

As could be inferred from the table, the direction of the relationship between the existing variables is positive. It implies, the correlation is ‘.248’ and the p-value is ‘.021’. It means that there is a linear correlation between the writing proficiency of the integratively motivated candidates with their language proficiency. Figure 2 shows a positive linear correlation between the variables in integrative-group.

Figure 2. Bar graph based on writing proficiency of the integratively motivated candidates with their language proficiency



The correlation shown in Figure 2 implies a line drawn from lower left toward the upper right of the plot. In this case, the correlation is said to be positive; that is, increasing writing proficiency is associated with increasing the IELTS proficiency and vice versa.

5. DISCUSSION

The results obtained from the data collected through the motivation questionnaire and IELTS can be discussed as the following.

Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated". There are many contributing factors in order for any kind of learning to take place. One of the determining factors recognized to be involved in learning is motivation. Teachers' biggest concern is always whether students are well-motivated and willing to learn what they teach. There is no doubt that motivation is of crucial importance in our lives. A closer look at our personal lives, careers, education, even religion and many other domains reveals the significance of motivation.

On the other hand, writing as one of the four language skills, and most often as the last one, plays an important role in the processes of language learning. Chastain (1988) states that writing skill is viewed as a basic communication skill and a unique asset in the process of learning a second language. Writing is considered as a wing of literacy and plays a very important role in today's world. As a case in point, much of the information exchange around the world takes place through written texts. Besides, the rapid development in every field is due to the ability of the researchers to write their findings and actually record them. Nowadays writing is thought of as a skill in whose teaching all language skills are involved. In other words, it is a whole-language teaching skill since its teaching involves practicing all language skills (i.e., speaking, reading, listening, and writing). Writing proficiency seems to be necessary in both academic environments (e.g., writing papers, theses, etc.) and non-academic situations (e.g., writing letters, invitation, etc.). Finally, it increases language retention as well as ensuring availability for later use and reference. It seems, thus, that teaching and learning this skill can be the most demanding task for both teachers and students. This means that writing requires a good command of language knowledge as well as the orchestration of several processes. Therefore, it may be reasonable to survey different views concerning this skill as well as the methods writing has been taught in different periods of time.

Globally, language learners attempt to attain certain goals, one of the most significant of which is writing achievement. Throughout the history of education, language researchers have been at pains to find effective ways to help students achieve writing as a major skill. It goes without saying that motivation has a leading role in gaining writing proficiency. The point at issue is what type of motivation can be more conducive to writing achievement. Finding ways around to enhance writing as a major skill has always been of great interest to educators in the field of language teaching. Numerous studies have been conducted on the influence of motivation and motivational factors; nonetheless, as yet there has not been a comprehensive study on the study of relationship between integrative and instrumental motivation of students and their relationship with writing proficiency among Iranian IELTS candidates. To this end, this study investigates the role motivation plays in improving writing and gaining writing proficiency, the results of which can serve to help the board of education at universities as well as institutes nationwide to take measures so as to instill stronger motivation

among the students and consequently deal with the existing problems which students across the country experience in writing.

In addition to the afore-mentioned objective, the classification of motivation into integrative and instrumental by Gardner and Lambert (1972) and the effect each can have on writing as well as on proficiency is studied for the first time ever in an Iranian context, the results and implications of which can serve to give teachers an in-depth understanding of motivation as one of the factors which can optimize learning.

This finding accords with Gardner and Lambert (1972) who carried out empirical studies in different contexts showing the effect of two different types of integrative and instrumental motivation on L₂ learning. Results in Quebec and Ontario indicated that the kind of motivation and attitude towards speakers of the target language (L₂) played a key part in the process of L₂ acquisition. Students with integrative orientation were found to be more successful as compared with those with instrumental motivation.

The findings of the study also stand in contrast with Strong (1984) who studied the relationship between integrative motivation and acquired second language proficiency among a group of Spanish-speaking kindergarteners in America. He found no positive relationship between integrative motivation and acquired English proficiency.

To wrap up, Findings of the current study indicated that There is a significant relationship between both instrumental and interagative motivation and writing proficiency among Iranian IELTS candidates. However, There is no significant difference between the instrumentally motivated and integratively motivated candidates in their writing proficiency. On the other hand, There is a significant relationship between the writing proficiency of the instrumentally and integratively motivated candidates with their language proficiency.

6. CONCLUSIONS

The whole study was an attempt to probe the relationship between instrumentally/integratively motivated students and writing proficiency among Iranian IELTS candidates. The findings of the study are summarized as follows based on the proposed research questions.

The first and main research question aimed at investigating the differences between the instrumentally motivated and integratively motivated candidates in their writing proficiency, the obtained findings through one-way ANOVA revealed that the instrumentally motivated participants did not show any statistically significant difference from their integratively motivated peers in terms of their writing performance. The second research question dealt with studying the relationship between the writing proficiency of the instrumentally motivated candidates with their language proficiency. It was revealed that there was a positive correlation between writing proficiency and language proficiency level in instrumental-group. With Regard to the third research question, and by looking at the correlation coefficients; and that the correlation between the writing proficiency of the integratively motivated candidates with their language proficiency we conclude that there was a significant relationship between these two variables. On the basis of the obtained results, the, second, third

hypotheses proposed at the beginning of the study were confirmed, whereas the first one was rejected.

The findings can be accounted for in different ways. One plausible explanation is what Au (1988) and Dornyei (1990) have put forth. They contend that the concept of integrative motivation is less relevant for EFL contexts learners than for those in an ESL setting. In addition, Dornyei concluded that in case of foreign language learners the motivation they have is mainly instrumental. The findings of this study seem to corroborate the conclusions of Dornyei (1990) and Au (1988); there is not much desire among the Iranian people with a world famous historical background to assimilate to or identify themselves with another culture.

Besides, as Dornyei (1990) has stated, the majority of people in an EFL setting possess instrumental motivation; in corroboration of his argument it turned out that the integratively oriented participants were outnumbered by their instrumentally oriented counterparts. This can be accounted for by the very fact that Iranian people mostly learn English for utilitarian purposes rather than for the sake of English culture. Also, it may be partly due to the mounting anti-American and anti-British sentiments which are running high in our country. And the people who wish to be identified with the American or British culture are not in the majority, which can be in part accounted for by patriotism and nationalism of the Iranian setting. Furthermore, in the context of Iran one of the biggest and in actual fact the main concern of the young people is success in the entrance examination and matriculation; subsidiary to that, those who are high school students need to do well on their high school tests.

Likewise, those language learners who are university students, for the most part, need English for academic purposes. Similarly, those who belong to none of the aforementioned groups may need English for career advancement and promotion as in the case of company staff. They also may learn English in the hope of finding a better job as in the case of unemployed graduates.

In addition, contrary to the general conception that integratively oriented candidates are better writer, the findings pointed out that the integratively motivated ones did not show any perceptible difference in terms of writing from their instrumentally motivated counterparts.

Despite the fact that, in the Iranian setting, learning English, for a number of people from different walks of life and social strata, has turned to a means for achieving many different goals and is therefore regarded as an instrument for success, it still appeals to at least a portion of the population because of charisma the English culture has. The number of people, who learn English on the account of their immense interest in the English culture and are said to have integrative motivation, though ostensibly smaller than instrumentally motivated learners, is not that small. There are many people who intend to emigrate to, or study in foreign countries and might be intrigued by the English culture.

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