

The Unfolded Roles of Instrumental Motivation Towards Fast English Progress in Multilingual Workplace: A Case Study of Japanese Worker in Palu IV Bridges Reconstruction Project

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Marningsih Sadik, S.S., M.Hum

Indonesia

Motivation



Types of motivation, Socio-educational theory by Gardner&Lambert (1982), Motivational Orientation

Integrative Motivation



Instrumental Motivation



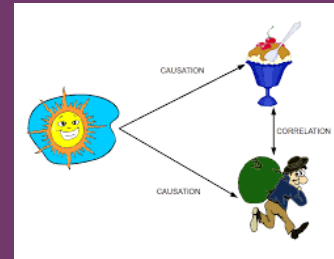
1. Studies by Rahman (2007), Sadik (2023), Liu (2007), Syafrizal (2020), and Clement (1994); **INT learners outperformed than INS**



2. Further studies by Sadik (2023), Ariel et al (2009), Baumeister et al (1986), Gardner and MacIntyre, P. D. (1991:57), Mart (2013), and Dulay et al (1982),



However,



3. Identified INS Motivated, but rapidly progressed in the foreign language after months of involvement

4. Unfold the expanded roles of Instrumental motivation in promoting the rapid progress towards the foreign language, English and Bahasa Indonesia, and explore the new insights that contradict the previous studies in perceiving the entity of INS.

METHOD

1. Qualitative Approach (Research Design)
2. Case study (Type of approach)
3. Interpretative Phenomenological Analysis (IPA) (Data Analysis)
4. Data Collection
 - 1) Primary Observation _ An intriguing case of the language's fast progress
 - 2) In-depth/Naturalistic Observation_ Interaction in formal and casual settings, information from work colleagues, 3 months
 - 3) In-depth Interview_ Extracted from the Gardner's AMBT



FINDING

1. Confirmed Instrumentally oriented due to the strong demands of his current job; East Asians, Oxford (1994); and Irie (2003), Kikuchi (2019)
2. However, the motivational intensity is different when working in Japan and Indonesia showing that Motivation indeed shapes one's perception following the situation and conditions; Dunning (2001, Pittman (1998), Balcetis & Dunning (2006)
3. In Japan Unimproved English despite being aware of the importance of English for his job, 6-month English course, Work exhaustion, lack of language exposure and English demands, experiencing no immediate triggers of enhancing the language, Kikuchi (2019), Ernila et al (2020), Seefa (2017), and Kakuchi & Sakai (2009)
4. In Indonesia, Strong work demands English competency; find no excuse but to speak the language; Roughly a month of intensive study and the rest is improved through daily interaction; Well-maintained through regular work accomplishment; Support of language environment, daily exposures with repetitive use of work-related words, either in casual or formal settings;

In the interview:

- "At that time, I was fully occupied with my jobs, I barely had enough time to spare for the English course. Using English for my regular work was also not that demanding; the people I interacted with were all Japanese, and we rarely talked in English. This most probably strengthened my excuse not to progress my English competency", said the Participant.
- "When I worked in Japan, I took an English course for 6 months, but my English did not improve; maybe it was because the language was not so demanding for my work and was not spoken daily. Also, I had no time to spare for the class; my time was fully occupied with my work", said the participant.
- "At first, I found so many difficulties; but having no other way to choose, but to master the language for my work demands, I could manage everything; now everything is adjustable".
- "My current work becomes the foremost factor to keep progressing my English mastery, but this time learning is different from the one I did in Japan. The daily task I accomplish drives me to learn more English, particularly related to my job,"

In detail despite the similar programmed motivational type, INS;

1. Strong work demands, Yulistianti (2016)
2. Daily Encouragement, Kikuchi (2019), Navarro et al (2013), Ellis and Freeman (2006), Oshioda (2019), Rubrecht & Ishikawa (2012)
3. Regular/Daily work accomplishment, Atlassian (2019) "dopamine", & Bomberg-Marthin (2011)
4. Language environment support and regular repetitive work-related word exposure, Al zoubi (2018), Agirdag & Vanlaar (2018) and Dulay et al (1998), language exposure leads to naturalistic language development, language acquisition; and Mart (2013), wu (2010), & Macwhinney (1997) behaviorists, language is a formation of habit, stimuli-response-reinforcement

Immediate and Eventual goals...


In the Interview:

1. "At first, I found so many difficulties; but having no other way to choose, but to master the language for my work demands, I could manage everything; now everything is adjustable".
2. "My current work becomes the foremost factor to keep progressing my English mastery, but this time learning is different from the one I did in Japan. The daily task I accomplish drives me to learn more English, particularly related to my job,"
3. "The majority of my works are quite similar; the language used for those works are the same as well which helped develop my language thorough understanding the context than the language itself; but as I got exposed to the same context regularly, by nature, I add more language features and happened to use it in my work-related conversation. So, I would say I no longer use the conventional method as I applied in Japan, my language learning now is more likely happening in nature", said the Participant,



Downside effect of INS Motivation



1. Limited English Language Mastery due to focusing on the work-related language as the main drive of job accomplishment
 2. Performs better in formal settings than in casual due to the high exposure to repeated words with the same context
 3. Rarely make contact with other people during off-work time
 4. Performance-goal-oriented, not mastery goal-oriented, Cavallo et al (2003), Elliot and Paul (2017) said performing the task out of a sense of urgency and are less likely to continue with the interest and enjoyment, Vanteenkiste et al (2004), unable to create a deep-level learning; Filsecker and Hickey (2014), focused on the conceptual basis and were less able to reach the broader scopes of achievement
 5. Slow/No improvement in Bahasa Indonesia despite the language environment; this occurred mainly due to the necessary work performed in English; (only some words such as "apa", "tolong", "ukur", dll)
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CONCLUSION



- Stronger demanding use of English in Indonesia than in Japan
- Eventual and Immediate goal despite the Instrumental Motivation
- Language exposure in a conducive language environment
- Restricted to the work-related language
- Less able to expand Bhs Indonesia despite living in the Bahasa Indonesia Language environment



TAKE-HOME NOTE!

Learning a new language is an accumulative process engaging many aspects both from the internals and externals; it happens to be a lifetime journey.

-The Researcher_



THANK YOU!

Find me on

marningsih_sadik

marningsihsadik00@gmail.com