A comparative study on motivation in foreign language learning in Brunei and Malaysian Universities

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Abstract

Universiti Brunei Darussalam has been fostering the study of foreign languages in Brunei to expand their undergraduates’ accessibility in the job market and overall give them equal opportunities to have a quality foreign language learning experience. This paper is a critical analysis of past studies by Ainol and Isarji’s (2009) on foreign language learners at Universiti Kebangsaan Malaysia (UKM), and Universiti Teknologi MARA (UiTM), and Farhana’s (2019) study on Universiti Brunei Darussalam’s (UBD) foreign language learners’ motivation. A focused investigation at how different motivation types, namely intrinsic, extrinsic, instrumental, and integrative, affect foreign language learners at the university level in Brunei Darussalam and Malaysia. A pattern observed in Brunei and Malaysian universities is that intrinsic motivation is the foundation of foreign language learning. Bruneian undergraduates are learning out of interest, and their Malaysian counterparts are learning because they enjoy the experience. While the university's language policy determines the number of students learning a foreign language each semester, the outcome is still highly dependent on the student's motivation to learn the foreign language.

Keywords: Motivation: intrinsic, extrinsic, integrative and instrumental, foreign language learning, Brunei, Malaysia

Introduction

In most Asian countries, children learn their second language when they enter primary education (Singmaster, 2013). For most of them, this would be English, depending on the country and the school. They understand that in the future, a foreign language is an economic commodity that will lead to an opportunity to participate in the global economy (Ainol & Isarji, 2009). This paper discusses the types of motivation undergraduates have when learning a foreign language at a university level. Taking Ainol and Isarji’s (2009) case study on Universiti Kebangsaan Malaysia (UKM), and Universiti Teknologi MARA (UiTM) to compare to Farhana’s (2019) study on motivation in the local university, Universiti Brunei Darussalam. Both studies look into the kinds of motivation that affect foreign languages' learning and the reasons they made their language

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choice. A similar category of both studies is the exploration of intrinsic and extrinsic motivation. In addition to those findings, Farhana (2019) also explores instrumental and integrative motivation. By comparing the universities, the study hopes to provide insight on the types of motivation that are prevalent among university students in the region. It also hopes to gain a better understanding as to why university students in Brunei and Malaysia learn foreign languages and compare the direction each country has for their undergraduates when they offer foreign languages at the university level.

Overview of Foreign Language Learning (FLL)

When communities or nations undertake to be multilingual, it raises concerns on identity, culture, and even self-determination (Meyerhoff, 2006). The country's decision in selecting language(s) to be officially or nationally recognized brings about many social effects within the community. For a majority of South-East Asian countries that hold a colonial history and are at the very least have a bilingual society, shifting to being a multilingual society through language policies contributes to a progressive national identity for the speakers. Qiang Liu and Turner (2018) define the term 'national identity as the historical and cultural traditions, values, ideals, beliefs, national sovereignty, and so on of a citizen of their own country. So a progressive national identity is a positive social development of the citizens, and this growth embraces the progress of the linguistic changes the country experiences. In a way, when a person is learning a language, the learner experiences the learning process through the target community's language and culture (Liddicoat and Kohler, 2012). This indirectly influences the identity of the learner because of the integration of the language in their daily life.

Nababan (1981) suggests that we need language in order to socialize and communicate with others. Socialization takes place at three different levels, and at each level, language plays a different function. The first level of the socialization process is the home upbringing; the second is the school education; and lastly, the apprenticeship of life and work. With that, learners are constantly learning the language systems and how they play a role in their socializing process. By categorizing language learning in these three different sections, Nababan (1981) explains that the home upbringing establishes anyone’s first language (L1), and the next stage is the school stage where communication is used to let the learner accumulate information in order for them to communicate in a language. The last stage is the post-school stage, where the individual’s immediate interaction is in the workplace and the society at large. Thus, when language changes its function, so will the motivation to learn a language. Thus, the type of socialization that is emphasized is the second level, the school education. This is to prepare the individual to adapt to the next level of socializing, which is life and work. Language learning has to adapt according to the speaker of the language to fit into the society they intend to belong to.
Dörnyei (1998) describes language as (a) a subject taught in school because it is a *communication coding system*, (b) an integral part of *an individual’s identity* because it involves their mental capacities, and (c) most importantly, the *channel of social organization* where it is rooted by culture in a functional society. Therefore, Dörnyei suggests that language involves nurturing a language within a set of social cues that initially occurs in school and transition over time. As this happens, language acquisition becomes more complex as the learner develops lexical competence. When learners are at the university level, we can assume that they make decisions autonomously and are aware of their language choice. Learning foreign languages at the university level is becoming common around the world, and it has become necessary for the world of academia to investigate what drives students to pursue foreign languages at higher levels. Exploring why older students are driven to learn a foreign language is important because, ideally, the act of learning is a means to an end. A student that is willing to commit their time and put in effort in acquiring a language should, at the end of a certain period, expect results. At the same time, an institution’s role would be to provide this skill at different levels, such as beginners to advanced levels. This, in return, would contribute to enhancing society’s communication skills. Knowing how to enrich the interest of the learner’s skill would benefit both the learner and the community as it could lead to better opportunities. Meyerhoff (2006) also suggests that institutional support promotes the vitality of a language and aids in its maintenance and use, through the extensive use of mass media, as a medium of instruction, and even in official government business. Hence, how the learner uses the foreign language is also significant. For this paper, the researcher will exclude the English language as Malaysia and Brunei perceive English as a second language.

**FLL: Malaysia**

Based on a study committee on the future direction of language education in Malaysia (2010), language and linguistics have fitted well in Malaysian universities but must also be understood from a national perspective and not just as a subject in academia. In Malaysia, language affects them in various aspects such as:

1. Contributing to the national economy
2. The development of science and technology in Malaysia
3. Malaysian identities and nationhood

Dr Maszlee Malik, Malaysia’s current Education Minister, has made efforts in the education system by getting students to learn foreign languages to make them capable of a third or a fourth language, including Arabic (Malay Mail, 2018). Also, the Malaysian Education Ministry has been collaborating at local and international levels to boost their efforts into getting the country to be
multilingual. Their projects involve participants from Indonesia, Brunei, Cambodia, Vietnam, and China.

There are many factors that contribute to successful foreign language learning, of which motivation is one. Learners of a foreign language do not necessarily know what exactly drives them to learn a language when it is for long periods of time. Most universities provide foreign languages with the purpose of giving students the opportunity to learn and expand their knowledge, but in some cases, this is achieved by giving the students a direction. Due to having no specific goals for the student after learning the target language, the universities produce graduates who are capable of communicating in multiple languages but with a skill that is underutilized and often overlooked by future prospects.

Vijaindren (2017) suggests that identity politics is also one of the issues raised when learning foreign languages in a country that favours their national language. In Malaysia, under the National Language Policy in Article 152 of the Malayan Constitution, Malay or Bahasa Malaysia is the national language of the country, but English is still used side by side in the government administration after the independence, especially in the Higher Court (Asmah Haji Omar, 1985). Today, English plays the ‘second most important language’ and to most Malaysians who referred to themselves as ESL (English as a Second Language) speakers (Asmah Haji Omar, 2007). However, Malaysians have anxiety even when it comes to the English language as speakers get shamed, or name-calling occurs for using English with others who do not share the same appreciation for the language (Vijaindren, 2017). Much support is needed from the Ministry of Education in enforcing English into the education system at different levels, which will help develop individuals in their future workplace. Considering that some Malaysians have a noticeable resistance to learn English as a Second Language, it would be expected that it would be harder for the government to insist on learning other foreign languages for their future. They need to realize that they need to increase their communication skills through English and foreign languages to compete globally.

FLL: Brunei Darussalam

Brunei, having experienced British intervention in the past, has a similar education system to Malaysia, and with that, English plays an instrumental role in connecting Brunei to the rest of the world (Asmah Haji Omar, 2007). Jones (2008) observes that in general, Bruneians want to learn Standard Malay and English for instrumental purposes and Brunei Malay as a means of communication. However, in the context of Brunei, the community has become more open towards foreign languages in recent years as the number of undergraduates in the university learning FL has been increasing. Dr Joyce Teo Siew Yean, the current Assistant Vice Chancellor for Global Affairs at Universiti Brunei Darussalam (UBD) mentions that employers perceive having an extra language as an asset as it
increases the marketability of applicants looking for jobs and that employers believe it enhances international communication skills (Chin, 2015). According to Dr Noor Azam, the Japanese language is one of the top languages students enrol and minor in at Universiti Brunei Darussalam’s Language Centre (Chin, 2015).

**Overview of motivation**

Throughout the years, there has been several researchers defining motivation from different approaches. Dörnyei (1998, p.118) defines motivation as a “process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action or until the planned outcome has been reached”. He suggests that when motivation is initiated, it continues as long as there are no external forces that can interrupt the process. Another concept of motivation introduced by Pintrich and Schunk (1996) is that it is no longer just a mirror of forces such as instincts, volition, will and physical energy; neither is it caused by behaviour which is triggered by stimuli and reinforcement. From a cognitive approach, motivation is bounded by an individual’s thoughts and beliefs (including emotions) that results in actions (Pintrich and Schunk, 1996).

Furthermore, motivation is also defined by patterns of thinking and belief which directs students’ participation in the learning process (Ushioda, 2001). An example given that explains this is when students may have different learning goals; some may understand that learning in itself is an ability gained, while others see it as an opportunity to demonstrate their ability. Another example is how students evaluate their achievements; students may feel satisfied when achieving better than their peers, while others experience a sense of accomplishment by gaining knowledge or understanding. It would also be idealistic to say that motivation alone contributed to the success of the learning, but it is definitely an important aspect. Motivation does not equal achievement, which implies that motivation should not be deduced from a student’s achievement test scores (Ames, 2001). Likewise, Bernaus, Wilson and Gardner (2009) define motivation as an individual’s characteristics reflected on how motivated they are to learn the language. They suggested that motivation varies from an individual’s goals, effort, emotional reactions towards their actions, perseverance and attentiveness.

**Motivation: Intrinsic and Extrinsic**

This paper looks into four orientations of motivation. The first is **intrinsic** motivation which is defined by an individual’s inherent pleasure and interest in the task (Noels, 2001). For example, when a student is learning a foreign language because it is fun, it gives them spontaneous satisfaction. The response felt by the student is what provides the student with the drive to learn a foreign language. Noels (2001) also defines **extrinsic** motivation as instrumental reasoning apart from personal interest, such as situations where students understand a foreign
language to exhibit their ability to do tasks and activities in a foreign language. The goal set by the learner is to impress others, so the involvement of an external factor is an extrinsic variable. These types of motivation are explored in both studies.

**Motivation: Integrative and Instrumental**

*Integrative* motivation is defined as having an interest in learning a language to get closer to the target language community; being open to others’ cultural groups and way of life (Gardner, 2001). Gardner also suggests that integrative motivation involves a student's emotional connection towards the cultural group, and at extreme levels, learners may completely identify with the target community and possibly withdraw from their original community. Dörnyei (1994) explains that *instrumental* motivation is actually ‘well-internalized extrinsic motives’ that revolve around the individual's goals in terms of employability. This is investigated in Farhana's (2019) study in order to examine further the manifestation of intrinsic and extrinsic motivations of foreign language learners.

**Objectives**

The initial objective of Ainol and Isarji’s (2009) study is to investigate the Malaysian students’ motivation in learning foreign languages at Universiti Kebangsaan Malaysia (UKM) and Universiti Teknologi MARA (UiTM). Their research questions are:

1. **What is the motivation of Malaysian students at UKM and UiTM to learn a foreign language?**
2. **Is there a difference between the motivation of Malaysian students at UKM and UiTM to learn a foreign language?**

In the case of the study on UBD’s foreign language learning, the research questions from Farhana’s (2019) are:

1. **What types of motivation do students learning a foreign language at Universiti Brunei Darussalam have?**
2. **What are the types of motivation that affect attractiveness, difficulties, and employability (motivational factors)?**

However, for the purpose of this analysis, it will explore the question stated below.

1. **What are the types of motivation (intrinsic, extrinsic, instrumental, and integrative) that affect foreign language learning in UBD, UKM and UiTM?**

**Methodology**

**Participants**

Ainol and Isarji (2009) sampled more than 500 Malaysian undergraduates who are enrolled in foreign language classes and 18 staff members who are teaching at UKM and UiTM. In UKM, foreign language modules are offered as an option for students and are most likely taken by students who want to improve their grades.
In contrast, UiTM has a different language policy because it is a graduation requirement for all undergraduates. The students have to select one FL for three levels, and each FL is offered two hours a week for 14 weeks which means, the entire 3-level of FLL is completed within 84 hours.

For the case of UBD, the sample students are from the Language Centre and are made up of students that are from various faculties within the university but also from a partnered university called Universiti Teknologi Brunei (UTB). This arrangement allows UTB students to take only language classes from UBD as part of their program electives. Language modules are offered as optional modules outside the students’ faculty, and some languages are offered as a minor after 6 modules/levels have been completed. The majority of the students registering for these classes are students who have to take modules outside of their faculty.

**Sampling strategy**

There were over 500 students from UKM and UiTM; 52% from UKM, and 48% studied at UiTM. 77% of the participants were female, and 23% were male students. 71.7% of the students who participated were in their 2nd year.

The total number of participants in Farhana’s (2019) study is 157 students from the Language Centre. Out of the 157 students, 12 participated in a follow-up interview. Given that there were 596 students in the UBD pool, the study only selected 157 participants to represent an equal number of students per group within each level. Since some of the foreign languages, such as French and Filipino, only had Level 1 and Level 2, while other subjects were until Level 3, Level 4, Level 5, or Level 6, which created inconsistencies in the number of participants. Since Levels 1 and 2 had higher populations, the participants were randomly selected. For Level 3 to Level 6, all that participated were taken into account because of the limited number of students registered in those classes. Therefore, there is a big difference in a number of participants between the UBD study and the one on Malaysian universities, but this may also be due to each university's total population, with UBD having a much smaller number. However, even with the smaller number of participants, it would not have made much difference on the findings because the study looks at different stages of their learning. By doing so, the study can look at the trends among students who are taking foreign languages for short periods and those who are completing the levels available.

**Instruments and Procedures**

The instruments used for UKM were replicated with the participants from UiTM. Similar to the methods used to collect data from learners at UBD, Ainol and Isarji (2009) used a survey based on a six-point Likert scale, document analysis, and focus group discussions. Ainol and Isarji (2009) analysis method for their 16-item
questionnaire is through the Rasch instrument model using WINSTEPS version 3.48. Further analysis was done through SPSS software to provide descriptive statistical results of the different motives of learning foreign languages. The written documents that were reviewed by them relating to the course outline, programme policies, and course structure were acquired and analyzed appropriately.

The methods used by Farhana (2019) to examine the types of motivation among the undergraduates are through questionnaires and follow-up interviews. The participants were given a maximum of 20 minutes to complete the questionnaire to minimize intrusion because it was carried out in the participants’ language classrooms, while the follow-up interviews were carried out separately. The participants were interviewed in spaces that were convenient for them, and the researcher targeted at least a 15-minute interview for each participant who volunteered. They were briefed each time before the data was collected, and during the interview, they were given the opportunity to look through the interview questions to help them prepare their answers better.

The questionnaire was designed specifically for the Language Centre as the items are directed towards the norms among Bruneian undergraduates. Items such as the students' language choices, the number of semesters they are in (duration), and the methods used to learn foreign languages. The questionnaire was structured into three sections: Section A was demographics, Section B consisted of multiple-choice questions, and Section C consisted of Likert-scales to test motivation factors and types of motivation. Section B's focus areas are in identifying the present FL and past learned FL, time factors, language use, types of motivation, motivation and functionality, and motivation and difficulties. Then, Section C is divided into two sub-sections; the first consists of I-statements to test the four types of motivation: intrinsic, extrinsic, instrumental, and integrative. The second sub-section contained socio-cultural statements and therefore excluded intrinsic motivation as it targets the external factors of oneself. The interview questions were structured as open-ended questions to allow the participants to express their opinions on FL learning in the Language Centre. It was made up of 9 questions; each question represents a focus area triangulating the questionnaire. These nine focus areas identified language choice, motivation and time consumption, the extent of motivation through learning methods, types of motivation, motivation and employability, motivation and difficulties, and suggestions for the improvement of FLL in UBD.

The data collected was tabulated on Microsoft Excel and analyzed through the program. All the interviews were recorded on a personal device and were analyzed by the researcher, and transcripts were provided where appropriate. The data from the interview were selected based on the themes of the study, which are the types of motivation and the motivational factors: attractiveness, difficulties, and employability.
Results

Demographics

There were over 500 students from UKM and UiTM; 52% from UKM, and 48% studied at UiTM. 77% of the participants were female, and 23% were male students. 71.7% of the students who participated were in their 2nd year. In comparison, there were only 157 participants to represent the students in Language Centre, UBD. That makes up 26.3% of the total population of foreign language learners at the university. 58.6% of the participants are female, 41.4% are male participants. Only 6% of the survey participants participated in the follow-up interviews.

The foreign languages that are selected to be taught in the universities may be influenced by the functionality of the language. Thus, Table 1 demonstrates the languages taught in each university. UKM provides eight languages, UiTM has 9, and UBD offers 7 languages. There are four foreign languages that are particularly not common among the universities. They are Thai, Spanish, Italian, and Filipino, with Italian being offered only in UiTM; Filipino only in UBD; while both Thai and Spanish are offered in both UiTM and UKM. This may indicate the demand for those languages in the Malaysian region. Malaysians learning Thai could be due to the geographic location as Thailand is at the North of the Malaysian peninsula.

<table>
<thead>
<tr>
<th>LANGUAGES</th>
<th>UKM</th>
<th>UiTM</th>
<th>UBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARABIC</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FRENCH</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>MANDARIN</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>GERMAN</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>KOREAN</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>THAI</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>SPANISH</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>FILIPINO</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
</tbody>
</table>

Key Findings
What are the types of motivation (intrinsic, extrinsic, instrumental, and integrative) that affect foreign language learning in UBD, UKM and UiTM?

**UiTM: Intrinsic motivation**

According to Ainol and Isarji’s (2009) findings, the undergraduates from UiTM showed that they are significantly more intrinsically motivated to learn a foreign language compared to UKM students. Their reasons are as follows:

- I would really like to learn many foreign languages.
- Learning a foreign language is an enjoyable experience.
- I want to read the literature of another culture in the original language.
- It is important for everyone to learn a foreign language.
- If I were visiting a foreign country, I would like to speak the language of the people.

**UKM: Extrinsic motivation**

In contrast to UiTM, the UKM students scored higher in extrinsic motivation such as follows:

- Other people will respect me more if I have knowledge of a foreign language.
- My friend(s) encouraged me to learn a foreign language.
- My lecturer(s) encouraged me to learn a foreign language.
- I need to complete a foreign language requirement to graduate.

UKM students are motivated in order to fulfil their graduation requirements. The university has programs such as science politics and international business, which require them to learn FL. Although for the majority of the programs, the university policy does not require them to do so. The students are usually encouraged by their friends and lecturers to take up language classes because it is considered an easy course to score, especially at beginner levels, therefore getting higher CGPA.

Table 2 Intrinsic and Extrinsic items only from UKM and UiTM questionnaire

<table>
<thead>
<tr>
<th>Item no</th>
<th>I learn a foreign language because (Extrinsic reasons)</th>
<th>UKM %</th>
<th>UiTM %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think it will make me a more knowledgeable person</td>
<td>100</td>
<td>96.8</td>
</tr>
<tr>
<td>2</td>
<td>I think it will someday be useful in getting a job</td>
<td>99.6</td>
<td>96.8</td>
</tr>
<tr>
<td>3</td>
<td>My lecturer(s) encouraged me to learn a foreign language</td>
<td>98.9</td>
<td>87.0</td>
</tr>
<tr>
<td>4</td>
<td>My friends encouraged me to learn a foreign language</td>
<td>97.8</td>
<td>82.7</td>
</tr>
<tr>
<td></td>
<td>I learn a foreign language because (Intrinsic reasons)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I enjoy meeting and listening to people who speak other languages 97.5 93.7
Learning a foreign language is an enjoyable experience 95.3 95.6
It is important for everyone to learn a foreign language 70.3 95.2

*Percentage of agreement

Table 2 is a list of statements that are only in the UKM and UiTM questionnaire that explore extrinsic and intrinsic motivation. UKM shows a high percentage of its participants agreeing with the statement, at above 95%, and only 70.3% believes 'it is important for everyone to learn a foreign language'. UiTM participants show they are more consistent with their intrinsic reasons, scoring above 90%. Their extrinsic reason is influenced once 'lecturers' (87%) and 'friends' (82.7%) are introduced as an influence to them learning a foreign language.

Table 3 Similar intrinsic items for motivation to learn a foreign language

<table>
<thead>
<tr>
<th>Item no</th>
<th>I learn a foreign language because (Intrinsic reasons)</th>
<th>UKM %</th>
<th>UiTM %</th>
<th>UBD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It will allow me to meet and converse with a variety of people</td>
<td>100</td>
<td>97.6</td>
<td>84.7</td>
</tr>
<tr>
<td>2</td>
<td>I will be able to participate in the activities of other cultural groups</td>
<td>100</td>
<td>96.0</td>
<td>50.3</td>
</tr>
<tr>
<td>3</td>
<td>If I were visiting a foreign country, I would like to be able to speak the language of the people</td>
<td>87.2</td>
<td>95.7</td>
<td>86</td>
</tr>
<tr>
<td>4</td>
<td>I want to read the literature of another culture in the original language</td>
<td>69.7</td>
<td>86.9</td>
<td>74.5</td>
</tr>
<tr>
<td>5</td>
<td>I would really like to learn many foreign languages</td>
<td>53.6</td>
<td>97.2</td>
<td>94.3</td>
</tr>
</tbody>
</table>

*Percentage of agreement

Based on the items used in the instruments to explore the types of motivation in UBD, UKM, and UiTM, the first comparison of results is indicated with similar items tested. By looking at Table 3, it is clear that UKM has a high level of participants agreeing to the intrinsic motivation items. Statements such as 'It will allow me to meet and converse with a variety of people (100%), and 'I will be able to participate in the activities of other cultural groups (100%) shows how they intend to be communicative or have active roles once they are able to speak the language with others. While UiTM has a higher interest in conversing with a variety of people (97.6%) and because they 'would really like to learn many foreign languages (97.2%). For UBD, on the other hand, participants 'would really like to learn many foreign languages (94.3%), and 'if I were visiting a foreign country, I would like to be able to speak the language of the people (86%),
indicating the functionality of the language and their intentions of learning a foreign language.

### Table 4: Similar extrinsic items for motivations to learn a foreign language

<table>
<thead>
<tr>
<th>Item no</th>
<th>I learn a foreign language because (Extrinsic reasons)</th>
<th>UKM %</th>
<th>UiTM %</th>
<th>UBD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I will need it for my future career</td>
<td>100</td>
<td>96.4</td>
<td>22.3</td>
</tr>
<tr>
<td>2</td>
<td>Other people will respect me more if I have knowledge of a foreign language</td>
<td>99.6</td>
<td>92.9</td>
<td>30.6</td>
</tr>
<tr>
<td>3</td>
<td>I need to complete a foreign language requirement to graduate</td>
<td>98.9</td>
<td>94.0</td>
<td>61.1</td>
</tr>
<tr>
<td>4</td>
<td>People will think highly of me</td>
<td>78.8</td>
<td>85.3</td>
<td>30.6</td>
</tr>
</tbody>
</table>

*Percentage of agreement*

Extrinsic motivation is the other type of motivation that is examined in UKM and UiTM. Only four statements were comparable from both surveys. In Table 4, the statement ‘I will need it for my future career’ is agreed 100% by UKM, 96.4% by UiTM, and only 22.3% by UBD. This could indicate how foreign languages in valued in different universities and countries. Other statements such as ‘I need to complete a foreign language requirement to graduate’ are 98.9% in UKM, 94% in UiTM, and 61.1% in UBD. Again, this may be influenced by the universities' language policies and graduation requirements. The statements ‘other people will respect me more if I have knowledge of a foreign language’ have similar results for UKM and UiTM, which could indicate how knowledge of a foreign language is a stereotype of how other people perceive people who are multilingual. Then ‘people will think highly of me’ reflected how participants feel that it adds to their value when they are capable of learning a foreign language. Both Malaysian universities indicated that more than half of the participants agreed, while the Bruneians only 30.6% agreeing. Perhaps this difference is due to their perception of FL in their respective countries, as learning of foreign language could signal a certain level of superiority and be privileged in the society.

### Table 5: Intrinsic and Extrinsic items only from the UBD questionnaire

<table>
<thead>
<tr>
<th>Item no</th>
<th>I learn a foreign language because (Extrinsic reasons)</th>
<th>UBD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I want to impress my teacher and peers</td>
<td>22.3</td>
</tr>
<tr>
<td>2</td>
<td>It gives me a sense of success/achievement</td>
<td>68.9</td>
</tr>
<tr>
<td>3</td>
<td>The language sounds beautiful to me</td>
<td>64.3</td>
</tr>
</tbody>
</table>

*Percentage of agreement*

In contrast to Table 4, Table 5 are intrinsic and extrinsic items that are from the UBD questionnaire. The extrinsic statement ‘I want to impress my teachers and peers (22.3%) indicates how low foreign language learning is influenced externally at UBD. The two intrinsic statements 'gives me a sense of
success/achievement' (68.9%) and 'the language sounds beautiful to me' (64.3%) are two of the low-scoring statements categorized under the questionnaire's intrinsic statements.

**UBD: Instrumental and Integrative motivation**

Table 6 Instrumental and Integrative motivation items only from the UBD questionnaire

<table>
<thead>
<tr>
<th>Item no</th>
<th>I learn a foreign language because (Instrumental reasons)</th>
<th>UBD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>So I can get good grades because the language is easy to learn</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>I would like to work in the country of the language I'm speaking one day.</td>
<td>49.7</td>
</tr>
<tr>
<td>3</td>
<td>I learn a foreign language because (Integrative reasons)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I want to understand the culture of the language(s).</td>
<td>66.9</td>
</tr>
<tr>
<td>5</td>
<td>I want to share the same language with a person I idolize</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>I feel more comfortable with foreigners if I can speak a different language.</td>
<td>49.7</td>
</tr>
</tbody>
</table>

*Percentage of agreement*

Table 6 points out two types of motivation that are not explored by Ainol and Isarji (2009), which are integrative and instrumental motivation. The instrumental reasons that are asked are 'so I can get good grades because the language is easy to learn' (35%) and 'I would like to work in the country of the language I'm speaking one day' (49%). Taking language courses in UBD is not a requirement for students, and this is reflected in the findings, as students would usually take just the first level. 49% for working abroad is an indication of work expectations and opportunities students have when they acquire a foreign language.

The additional types of motivation, integrative and instrumental motivation, create a better and clearer categorization of identifying motivation. By doing this, extrinsic motivation can be seen to a deeper degree – extrinsic is an umbrella term that is associated with anything external to the individual, but by defining it as instrumental motivation, motivation is then understood as a tool used by the learner.

Below are two extracts of interviews carried out in Farhana’s (2019) study to show how they are motivated to use foreign languages.

**Sample 1:**

36  T1: What motivates to belajar bahasa Arab? (What motivates me to learn Arabic?)
    R: Yeah.

37  T1: I think for me its like...1...it's actually from social media.
R: ah..?
T1: Cam.. like on twitter, I follow some people yang tweets in Arabic then ada on Instagram they ada post videos yang speaking in Arabic then from there Macam ada interest to actually understand lah. It's just more of the same Macam T2 jua. Cam sendiri atu mau lah. Like the interest. (Like on twitter, I follow some people who tweet in Arabic and on Instagram, they post videos where they speak in Arabic. From there I started to have an interest to understand. It's just more of the same with T2. I personally want to. Like the interest.)

In Sample 1, the participant shows intrinsic motivation towards learning Arabic due to the exposure and use of social media platforms that is not in their first language. Identifying that foreign language is the key to accessing information pushes the participant to improve their skills.

Sample 7:
25 T4: umm...maybe like most realistically at most maybe going for like multi-national companies that are German or something.
R: Not exactly use the language as a whole right?
26 T4: Cause like...Yeah not use the whole language per se. But then like from a work culture point of view. Maybe working with people from German speaking countries.
27 R: So at least you get to communicate right?
28 T4: Like for example Total one of the oil and gas...yeah they're French. And all of them can kinda speak French and yeah.

Farhana (2019) suggests that participants are likely to use their foreign language in work environments where people of the target language are present. Giving themselves the opportunity to expose and communicate with foreigners ensures that the language they learned is beneficial for them.

Discussions

Intrinsic motivation plays a crucial role in learning foreign languages at the university level. It is usually the driving force of participants to perform consistently throughout their undergraduate years. By depending on just having an interest in learning a foreign language, participants can actually maintain their ability to acquire language even when faced with difficulties such as failure. UBD students are very dependent on this statement alone, as agreed by 94.3% of participants, and it outweighs even incentives of earning better or having better job opportunities. Participants match this intrinsic drive with integrative motivation by adopting cultural norms of the language. With that, they can practise the way the target language is used among the community and indirectly feeds their curiosity about the language. By being able to learn the language, they create access to the society they want to be a part of.
UiTM also displays high intrinsic motivation towards foreign language learning. Participants are driven by their interest in culture and being able to speak to people with the same language. Furthermore, learning foreign languages is a graduation requirement for all undergraduates under the university policy. Therefore when they pick a language they want to learn throughout their programme, they ensure that it is fun for them so that they maintain their interest in learning. For UKM participants, however, their extrinsic motivation is higher than their intrinsic motivation. Learning a foreign language is not a requirement for them to graduate. Most participants are influenced by the lecturers and their friends to learn a foreign language. Also, foreign language is known to be easy to score and raise their overall grades, making it appealing for them. Perhaps pushing undergraduates towards integrative motivation and instrumental motivation would encourage deep-rooted and long-lasting foreign language learning.

The universities’ language policy – indirectly the society’s role

One out of the three universities imposes foreign language learning as part of its undergraduate programme, and it does imply the role of foreign language within the system. Not only does it reflect the university’s vision, but it also reflects the acceptance and importance of the roles of foreign languages among the locals. Even when Malaysia imposes most of their public universities to provide foreign languages for their students, it is not necessarily a requirement for them. Most students would initially enrol for a class out of obligation. In Brunei, although the foreign language is offered to students in the university, students are not expected to graduate with a completed minor in a language for cases where all levels of the foreign language are available for enrolling. For students who are able to reach the maximum level of 2 and 3 for their language, they would have been considered as completing the FL they selected. It is also not pushed by the government to obtain a foreign language as Brunei prioritizes the national language; Bahasa Melayu through the country’s Malay Islamic Monarchy philosophy also known as Melayu Islam Beraja (MIB), and Malay is the language of the government alongside the English language (MABBIM, 2017).

Intrinsic motivation as the foundation of FLL

Based on the findings in this study and comparing both countries, the common finding further emphasizes the importance of intrinsic motivation in learning a foreign language and how there is an opportunity for academia to mould their students into ensuring that they learn a foreign language. Intrinsic motivation is the ideal type of motivation, even when extrinsic motivation can drive an individual to proceed further because extrinsic motivation is dependent on external variables. Thus, when intrinsic motivation is paired with or is progressing towards integrative motivation, the possibility of the learner being competent in a foreign language, in the long run, is higher. This is because learners are not only investing their time to learn a language but also incorporating the target language's
culture and way of life into theirs. Therefore, doing so, it puts the learner in a more firm position to maintain the target language. Even with institutional support given to the learners, the demographics of the speakers still affect the vitality of the language (Meyerhoff, 2006). She mentions that even when a language has a very little social and economic role in a community, but the speakers of that language outnumber or grow in a concentrated area where another language is present; in the long-term, the language is maintained and improved. This is a possibility for foreign languages to be maintained among the learners, especially when learners are able to find communities of the target language. Referring to the interviews extracted from Farhana (2019), it shows to what lengths students are able to immerse themselves in their target language. Not only through classes but sources such as the internet, social media platforms, networking sites, and even minimal social interactions with foreigners would maintain their interest.

Challenges and strengths

One major limitation is the number of universities that represent FL in Malaysia versus UBD as the only university in Brunei that offers a range of foreign languages to students. Although Brunei has another university that offers foreign language as part of their curriculum and university policy, they only practice Arabic due to the university being an Islamic university. The presence of UTB students in the Language Centre also meant that UTB could have participated as part of the research study that was carried out by Farhana (2019). Even if the students are learning under UBD, the data would have given a better understanding of why undergraduates learn foreign languages as it would be inclusive of another institution. In terms of the analysis of Ainol and Isarji’s (2009) case study, the study is limited because they only target intrinsic and extrinsic motivation. Not investigating both instrumental and integrative motivation restricts the data by not categorizing the items more rigorously because some statements would sound vague. In addition, the sample population from Ainol and Isarji (2009) is unclear because their levels were not specified; therefore, the parameters of the sample may not be easily compared because students were only categorized by the year they were in.

The comparison on Brunei and Malaysia provides an outlook on how foreign language learning is affected by the language policy established by the university while the government implements a separate set of policies that may not necessarily coincide with each other. However, since students are governed by the rules of the university as it affects them directly during their studies, it is easier for students to be run by this set of rules, enforcing FL learning as a requirement or as an option in their program. The methodology used by Ainol and Isarji (2009) to collect data on the Malaysian students was triangulated therefore giving both quantitative and qualitative data. The data collected from the interviews allowed a better understanding from the lecturers’ point of view when it comes to FL learning in their respective universities. In comparison to Brunei, interviews were
a follow-up of the participants where they could reason out their answers when asked questions about their opinions in learning FL in UBD. Clarification of answers was achieved, and participants were also able to give their suggestions on how to improve foreign language learning among the Brunei undergraduates.

**Perspectives for future work**

It would be interesting to delve into (a) the motivation of the Malay communities to learning foreign languages; that would give an interesting view of how the community is affected by foreign language in an area where Malay is the language of communication. Countries similar to Brunei and Malaysia can study how FL affects university students and can therefore estimate how it would also affect their education system because South East Asia is known for being multi-cultural and absorbs a diversity of languages in the society; (b) The impact of motivation when learning foreign languages at an earlier stage of education; this would help determine if by increasing the number of years learning a foreign language in school will help learners be more competent and prepare them for learning foreign languages at an advanced level at university.

**References**


and second language acquisition (pp. 93-125). Honolulu: University of Hawai‘i, Second Language Teaching and Curriculum Center.