Factors Affecting Students' Motivation Level to Learn English as a Second Language in the Pakistani University Context

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The purpose of the study is to explore the factors affecting the students' motivation level to learn English as a second language in a public university context of Pakistan. The study falls in interpretive paradigm as this research adopts mixed methods approach where quantitative mode of inquiry leads the qualitative. Quantitative data are collected, from a randomly selected sample of 50 out of a population of 400 undergraduate students, through a structured questionnaire; whereas the qualitative data are generated, from a conveniently selected group of five students, through utilising semi-structured telephonic interview. The quantitative data highlight that there are many factors which affect students' motivation towards English language learning. These factors include integrativeness, instrumentality (promotion), instrumentality (prevention), international posture, English anxiety, attitudes towards learning English, ideal L2 self, ought-to L2 self, interest in English language, travel orientation, linguistic self-confidence, criterion measures, family and teacher influence, and fear of assimilation. The qualitative data endorse these findings. The qualitative data also revealed a number of other factors including English as an official language, the respect and status associated with the English language, the importance of English for the Pakistani general public and professionals, globalization, international language, the language of international organisations, the media, and science and technology which affect the students' motivation for English language learning.

Keywords: *motivation, English as second language, Pakistani university context*

Introduction

Second language learning is a demanding task. Apart from other requirements, such as the investment of time and effort, and a proper learning environment with qualified teachers, learners need to possess a strong motivational force to ease and expedite learning. In a general sense motivation is an excellent driving force which creates an urge in humans to perform certain tasks (Dornyei, 2001). Globalization has now become a motivation for many individuals all over the world to learn the English language. The world has become a global village (Barnett and Lee, 2003), thus there is a basic need for the people around the world to learn English to meet their cultural, political and economic needs. In other words, the English language currently enjoys the standing of an international language (Crystal, 2003). English is the commonest foreign language that has been used as medium of communication and for exchanging ideas among different nations and societies of the world, and it also enjoys wide use among different societies and cultural/ethnic groups living within the same country, such as the UK; therefore, this language can be considered a lingua franca (McKay, 2002; Seidlhofer, 2001; Firth, 1996). This phenomenon is supported by the fact that the number of non-native English language speakers is three times that of native speakers (Crystal, 2003).

Moreover, a multitude of international organisations, for example the United Nations (UN) and its different institutions, use English as one of their official language. Similarly, different countries also use English at national level in different ways. Advancements in technology such as the Internet have helped individuals around the world to draw closer, which has aided English to obtain its current status (Barnett *et al*., 2000; Barnett and Lee, 2003). Because of this current status the English language is

being taught and learnt as a second language more than any other language around the world (Richards and Rodgers, 2001). However, there are many factors, such as cultural difference, mother tongue influence, identity, teaching/learning resources, and qualified teachers that might affect the learning process of English as a second language. Most importantly, the importance of learners' motivation cannot be underestimated, without which even ideal other circumstances of learning English as a second language may fail to produce a proper outcome; it is this which is the focus of the present study. Hence, 'motivation and second language learning' is defined as important specific research area within the broader research field of second language. The present study falls within this specific area.

Rationale and Significance of the Study: English is a language linked with power, honour and success for Pakistani students (Rahman, 2003). Pakistani students learn English as a compulsory subject from their first grade/class until first university degree (Jillani, 2009; Jalal, 2004). During the course of their entire education there are many factors that discourage them to learn English such as outdated syllabus and books, ineffective teaching/learning process and poor examination system. The important thing that encourages learners to study English as a second language is the instrumental motivation and student' own motivation. Indeed, understanding that learning English is inevitable for success at a local and global level is a key motivator. The reason behind this notion is that the English language has the status of an official language and is believed to be a second language in Pakistan (Warsi, 2004; Akram and Mahmood, 2007). English has dominated power circles, the higher tiers of business, military, judiciary, academia, and other government and private offices, for example banking, telecommunications and the media (Mansoor, 1993 and 2004: Ministry of Education, 2009; Shamim, 2008; Abbas, 1993). Therefore, in Pakistan the tag of success is attached with the learning of English, since without English language ability a person cannot get a job or survive in the above-mentioned circles which hold the majority of official and social power (Mansoor, 1993). Even in the presence of an ineffective teaching-learning process/environment students still consider the learning of the English language as an important life goal.

However, despite the importance of English in Pakistani society, many students still fail to adequately learn English as their second language, as is evident from the fact that after spending 14 to 16 years learning English as a compulsory subject at various levels of education, a large majority of Pakistani students are not capable of speaking, writing, understanding nor reading English language skilfully (Warsi, 2004). Keeping in view the importance of English as a second language in Pakistan, students' failure to learn English as a second language in the Pakistani university context, and the critical relationship between second language learners' motivation and second language learning, the researcher decided to focus on this relationship. The present study attempts to investigate the factors which directly or indirectly affect ESL postgraduate students' motivation in a Pakistani university context.

This entails exploring the significant notion of motivation in second language learning in the Pakistani context which is a developing Asian country, since most of the earlier research with reference to these notions is mostly from the developed Western. Furthermore, this study responds to the scarcity of research in this specific area at university level in Pakistan, as previously there is not a single study, as for as the researcher knows, that has been conducted to address the issues under investigation. The study might be helpful for the management of a specific division/unit, where it is conducted, and university leadership in general to manage the motivation of English language learners to enhance their learning. Keeping in view the above discussion the following research question is phrased:

> What are the factors which affect the English language students' level of motivation to learn English as a second language in the Pakistani university context, as perceived by the students themselves?

Literature Review

In considering second language acquisition, various studies have pointed to factors that can be important in encouraging greater success. Some factors rest within the students themselves, in terms of their perceptions, attitudes and aspirations while

others relate to the more functional role of English, with some are very practical in relation to how English is taught and learned. This section summarises some of the main findings/concepts from the literature keeping in view the scope of the paper. *Integrated motivation* was postulated by Gardner and Lambert in 1972 as a result of their exploration regarding L2 attitudes and motivation. According to them second language motivation is an element which encourages intercultural communication between communities of different ethnic identities (Dornyei, 2003). Integrative motivation is defined as a positive attitude toward the second language in terms of strong likeliness for using this language for communication and adopting the culture of the speakers of that language (Gardner and Lambert, 1972). In earlier work Gardner (1974) claimed that integrativeness is regarded as the psychological interest and likeness of an individual to learn the other language in order to become closer to the culture of that language. But with the passage of time Gardner's (2010) definition of integrativeness has changed to become the willingness for adapting certain features and characteristics of other ethnic, cultural or language groups. This is not only a general likeness for the culture of the other language rather a more effective likeness for a specific culture.

New theories have emerged with the development of and research into L2 motivation. An individual's view about his/her own self is considered to be very important when interpreted with motivation. *Concept and theory of possible selves* was first presented in 1986 and is based on the idea of an individual's self image. Self image, self concept and self knowledge are elements of personal belief that a person holds based on value and worth determined by the individual themselves for their own self. "What they might to be, what they would like to become and what they are afraid of becoming" are the general terms used for defining the self concept of the individual (Markus and Nurius, 1986:954*). Markus and Nurius (1986) further added the new aspect of future self rather than present self, since they argue self concept is more related to an individual's expectations, desires and unused potential rather than past experiences which might be unpleasant. This future self is termed an *ideal-self* and the present self a *possible-self* by Dornyei (2003). This journey or

transformation of an individual's present self into their future self is not simple, but rather a complex interchange from an existing identity to a more imaginative identity (Yowell, 2002).

Attitude toward members of the L2 community is another important concept in this regard. According to Dornyei (2009), speakers of the L2 are the closest parallels to the idealised L2 speaking self. Thus, this argument proposes that our attitudes toward the L2 community individuals are linked with our self image of the ideal language. Our ideal L2 self would be more attractive if our temperament for the L2 speakers would be more positive. Taking this from another way, if we regard the L2-speaking community with contempt, then it is hard to have an attractive ideal L2 self. So, it is inferred that the self explanation of integrativeness is completely in accordance with the direct association of the notion with the attitudes for the L2 community individuals (Dornyei, 2009). Literature on psychology provides evidence for this relationship. For example, Herbest *et al.* (2003:1206) argue that "people are attracted to others who emulate the person they want to be rather than the person they actually are".

Similarly, *international posture* is an important concept that was developed by Yashima in the Japanese context (Yashima, 2002 and 2009; Yashima *et al.,* 2004) and no doubt represents the main contribution to our comprehension of motivation with reference to second language learning (Ryan, 2009). This notion explains how second language learners try to relate to the community of the second language speakers in those contexts where there is no significant direct contact with the target language speakers. Dornyei (1990) highlighted that English language learners do not have an obvious emotional reaction to a particular second language group if the learners have less contact with the local speakers of the English language on a daily basis. However, education and different kinds of media, such as electronic and press, perform an important role in developing attitudes towards English-speaking cultures, such as the British and American (Yashima, 2002).

The tense climate of the second language environment causes *anxiety* among second language learners, and this anxiety factor negatively affects

the learning of and motivation towards the second language (Young, 1999). The environment of the language classroom is generally considered to be threatening, as it is where students are required to communicate using a specific language code. Because of this, different kinds of language inaccuracies abound in students' communications, and language is frequently below the level of learners' scholarly development (Dornyei, 2008). Gardner (2010) also holds a similar view, that the experience of using the second language could cause the learners of the second language to face increased anxiety, as language has social implications. These experiences might raise questions regarding the students' capability to use the particular language, and this in turn might interfere with the further development of language competency (Gardner, 2010). Two general types of language anxiety are mentioned by Gardner (2010), these are language class anxiety which is created in the environment of the language learning, and language use anxiety which is created outside the language learning environment, in social settings. General nervousness related to the marks/grades system and discomfort because of the public nature of the relationship between the teacher and students further add to this. Hence, it is obvious that language anxiety emerges as a main factor that causes a decrease in the achievement and motivation of learners (MacIntyre, 1999).

The English language has achieved the privilege of being a lingua franca in the contemporary globalised world (Firth, 1996). In the case of Pakistan, the English language enjoys the status of an official language (Akram and Mahmood, 2007). The political, economical, social and cultural interests linked with the English language means that in many countries of the world, especially with reference to the Pakistani context, this language is being spread, adopted and used as a daily language and means of communication within offices, social gatherings and in government power sectors very rapidly. In the Pakistani context the English language is considered a symbol of success, respect and status (Rahman, 2003; Mansoor, 2004). Therefore, the issue arises of the maintenance of the identity of the Pakistani people with reference to their culture and language, as local languages are being diminished and in turn local culture is being affected negatively. This has created a fear of assimilation among Pakistani people, in terms of language and culture, into the English language and culture – as English has attained a hegemony over the national language (Urdu) and other local languages of Pakistan (Akram and Mahmood, 2007). This issue has also been highlighted by many other researchers from other countries (Phillipson, 1992; Tonkin, 2003). There are many other relevant and important concepts debated in literature, such as Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience, instrumentality, attitude towards learning English and milieu, that are not discussed here.

Methodology

Mixed methods approach was employed to gain a picture of the current situation. A sample of 50, out of a population of 400 postgraduate students learning English as a second language in one unit of a public university of Pakistan, was randomly selected. A questionnaire following the Likert format was employed and the data were analysed using SPSS. A sample of 5 students was then interviewed by telephone, following a semi-structured interview protocol. The interviews were transcribed and the main messages of the qualitative data were concluded through using thematic analysis.

Data Presentation and Findings

In total fourteen factors have been measured through a structured questionnaire, which affect the students' motivation towards learning the English language. The quantitative data on different items of the questionnaire which measure a specific factor are presented in a single table in the form of frequencies and percentages. Thereafter, a brief interpretation of the quantitative data is given. This is followed by the relevant qualitative data supporting the findings revealed by the quantitative data. The new factors affecting the students' motivation for English language learning that emerged from the qualitative data are presented separately at the end of this section.

Table 1

Tendency of factors affecting student's motivation

Factors and Items Measuring Them	Strongly Disagree Frequency (Percentage)	Disagree Frequency (Percentage)	Slightly Disagree Frequency (Percentage)	Slightly Agree Frequency (Percentage)	Agree Frequency (Percentage)	Strongly Agree Frequency (Percentage)
1: Integrativeness I think knowing about the culture of English-speaking people is important for learning English	4 (8.3)	5 (10.4)	5 (10.4)	9 (18.8)	16 (33.3)	9 (18.8)
Studying English will help me to understand people from all over the world, not just from English-speaking countries	1 (2.1)	1 (2.1)	3 (6.3)	4 (8.3)	13 (27.1)	26 (54.2)
I would like to become similar to the people of English-speaking countries by adopting their culture	11 (22.9)	6 (12.5)	9 (18.8)	8 (16.7)	11 (22.9)	3 (6.3)
2: Instrumentality (Promotion) Studying English can be important to me because I think it will someday be useful in getting a good job	1 (2.1)	0 (0)	0 (0)	2 (4.2)	9 (18.8)	36 (75)
Studying English is important to me because I am planning to study abroad	5 (10.4)	2 (4.2)	4 (8.3)	8 (16.7)	14 (29.2)	15 (31.3)
Studying English is important to me because English proficiency is necessary for promotion in the future	1 (2.1)	1 (2.1)	1 (2.1)	5 (10.4)	21 (43.8)	19 (39.6)
The job I imagine having in future requires that I speak English well	1 (2.1)	1 (2.1)	3 (6.3)	4 (8.3)	20 (41.7)	19 (39.6)
3: Instrumentality (Prevention) I have to study English because I don't want bad marks in it	3 (6.3)	5 (10.4)	4 (8.3)	10 (20.8)	18 (37.5)	8 (16.7)
I have to learn English because without passing the English subject I cannot get my degree	1 (2.1)	2 (4.2)	6 (12.5)	10 (20.8)	12 (25)	17 (35.4%
Studying English can be important to me because I think I'll need it for further studies	1 (2.1)	0 (0)	0 (0)	5 (10.4)	17 (35.4)	25 (52.1)
4: International Posture I study English in order to keep up to date and informed of recent world news	2 (4.2)	2 (4.2)	3 (6.3)	5 (10.4)	23 (47.9)	13 (27.1)
If an opportunity comes, I would like to make friends from other countries	3 (6.3)	3 (6.3)	5 (10.4)	9 (18.8)	19 (39.6)	9 (18.8)
I think that English will help me to meet more people	2 (4.2)	1 (2.1)	1 (2.1)	9 (18.8)	17 (35.4)	18 (37.5)
5: English Anxiety I get nervous and confused when I am speaking English in class	6 (12.5)	8 (16.7)	4 (8.3)	15 (31.3)	7 (14.6)	8 (16.7)
I worry that the other students will laugh at me when I speak English	4 (8.3)	14 (29.2)	10 (20.8)	11 (22.9)	5 (10.4)	4 (8.3)
I always feel that my classmates speak English better than I do	3 (6.3)	14 (29.2)	6 (12.5)	10 (20.8)	10 (20.8)	5 (10.4)
If I met an English native speaker, I would feel nervous	4 (8.3)	12 (25)	9 (18.8)	6 (12.5)	13 (27.1)	4 (8.3)
I get nervous and confused when I am speaking in my English class	3 (6.3)	12 (25)	9 (18.8)	10 (20.8)	9 (18.8)	5 (10.4)
6: Attitudes towards Learning English I like studying English even though I am a science student	2 (4.2)	0 (0)	0 (0)	5 (10.4)	15 (31.3)	26 (54.2)
I like the atmosphere of my English classes	5 (10.4)	1 (2.1)	4 (8.3)	12 (25)	21 (43.8)	5 (10.4)
I am interested in the way English is used in conversation	2 (4.2)	0 (0)	4 (8.3)	6 (12.5)	25 (52.1)	11 (22.9)
I really enjoy learning English	2 (4.2)	1 (2.1)	3 (6.3)	14 (29.2)	16 (33.3)	12 (25)
7: Ideal L2 Self I can imagine the situation where I am speaking English with foreigners	2 (4.2)	1 (2.1)	3 (6.3)	10 (20.8)	19 (39.6)	13 (27.1)
Whenever I think about my future career, I imagine myself using English	2 (4.2)	0 (0)	2 (4.2)	6 (12.5)	22 (45.8)	16 (33.3)
If my dreams come true, I will use English effectively in the future	2 (4.2)	0 (0)	1 (2.1)	4 (8.3)	26 (54.2)	15 (31.3)
I can imagine speaking English with international friends	3 (6.3)	2 (4.2%)	2 (4.2%)	15 (31.3)	15 (31.3)	11 (22.9)
I can imagine myself writing English e-mails fluently	3 (6.3)	2 (4.2)	7 (14.6%)	7 (14.6)	14 (29.2)	15 (31.3)
8: Ought-to L2 Self	4	10	1	4	14	15

I study English because my friends and family think it is important	(8.3)	(20.8)	(2.1)	(8.3)	(29.2)	(31.3)
I consider learning English important because the people I respect think that I should do it	2 (4.2)	0 (0)	6 (12.5)	17 (35.4)	16 (33.3)	7 (14.6)
Studying English is important to me because an educated person is supposed to be able to speak English	0 (0)	2 (4.2)	0 (0)	3 (6.3)	21 (43.8)	22 (45.8)
It is extremely important for me to learn English	1 (2.1)	1 (2.1)	1 (2.1)	6 (12.5)	25 (52.1)	14 (29.2)
9: Interest in English Language I feel exited when hearing English spoken	3 (6.3)	5 (10.4)	11 (22.9)	9 (18.8)	16 (33.3)	4 (8.3)
It is important for me to learn English	1 (2.1)	0 (0)	1 (2.1)	2 (4.2)	22 (45.8)	22 (45.8)
10: Travel Orientation Learning English is important to me because I would like to travel abroad	5 (10.4)	0 (0)	2 (4.2)	9 (18.8)	19 (39.6)	13 (27.1)
Studying English is important to me because without English I won't be able to travel a lot	1 (2.1)	4 (8.3)	4 (8.3)	12 (25)	17 (35.4)	10 (20.8)
11: Linguistic Self-Confidence I believe that I will be capable of reading and understanding most texts in English if I keep studying it	1 (2.1)	0 (0)	1 (2.1)	8 (16.7)	17 (35.4)	21 (43.8)
I am sure I have a good ability to learn English	2 (4.2)	0 (0)	2 (4.2)	6 (12.5)	23 (47.9)	15 (31.3)
I am sure I will be able to write in English comfortably if I continue studying	0 (0)	1 (2.1)	3 (6.3)	5 (10.4)	20 (41.7)	19 (39.6)
12: Criterion Measures If an English course will be offered in the future, I would like to take it	2 (4.2%)	0 (0%)	2 (4.2%)	7 (14.6%)	14 (29.2%)	23 (47.9)
I would like to spend lot of time studying English	2 (4.2)	3 (6.3)	8 (16.7)	18 (37.5)	12 (25)	5 (10.4)
I am the kind of person who is prepared to make great efforts to learn English	5 (10.4)	6 (12.5)	7 (14.6)	10 (20.8)	13 (27.1)	7 (14.6)
I am working hard to learn English	3 (6.3)	1 (2.1)	10 (20.8)	18 (37.5)	13 (27.1)	3 (6.3)
13: Family and Teacher Influence My parents /family believe(s) that I must study English to be an educated person	2 (4.2)	2 (4.2)	1 (2.1)	5 (10.4)	21 (43.8)	17 (35.4)
I am often told by my parents and teachers that English is important for my future	1 (2.1)	0 (0)	0 (0)	10 (20.8)	21 (43.8)	16 (33.3)
Studying English is important to me in order to bring honour to my family	4 (8.3)	5 (10.4)	5 (10.4)	13 (27.1)	13 (27.1)	8 (16.7)
14: Fear of Assimilation I think that there is a danger that Pakistani people may forget the importance of Pakistani cultures, as a result of globalization	3 (6.3)	4 (8.3)	2 (4.2)	8 (16.7)	17 (35.4)	14 (29.2)
People of Pakistan should preserve their culture	3 (6.3)	0 (0)	1 (2.1)	5 (10.4)	9 (18.8)	30 (62.5)

The data presented in above table, when taken as a whole, clearly indicate that integrativeness, instrumentality (promotion), instrumentality (prevention), international posture, English anxiety, attitudes towards learning English, ideal L2 self, Ought-to L2, interest in English language, travel orientation, linguistic self-confidence, criterion measures, family and teacher influence, and fear of assimilation (negative factor) are significant factors that affect the students' motivation towards learning English as a second language.

The qualitative data support these finding as is evidenced from the below responses of various participants:

> *It is the age of globalization and world is becoming a global village now and therefore... the people of different countries want to communicate to each other [and] this is the one language which is being spoken by the people from many countries and this language helps to understand the point of view of other people. (R(respondent)1-integrativeness) I think English is an... important international language. I think in our context in Pakistan if a person knows English and speaks English well then he can get*

a good job, otherwise it is difficult for him to get a good job..., and I think it is also important... if I want to go out for my study. (R1&3-instrumentality (promotion)) I think English is... important for the students because now in Pakistan from the first grade or first class English language is a compulsory subject and a student cannot go in the next class if a student cannot pass English language as a subject, I... learn English because I want to... pass the subject to clear my semester and go in the next semester and get my degree (R1&3), from grade tenth onward English is a medium of instruction... [and] exam [also]. (R4-instrumentality (prevention))*

The student's in-depth responses support on some more factors:

I think... English is very important as an international language and... For example if I go to Middle East, then English is the only language in which I can talk, I can express my ideas to those people who cannot speak my mother language/tongue. (R4&5-international posture) I am learning English from seven to ten years but still I am not confident [that] I can speak English well/fluently with the native speakers because of fear of mistakes. (R2,3,4&5-English anxiety) We try our best to learn this language because it is useful for us, when I speak English, I feel I am doing something great. (R3-attitudes towards learning English) The tests for professional job... are in English, if I am good in English I can easily pass in exams and can get a job easily. (R4-ideal L2 self) In Pakistan if I can talk in English... very fluently then people perceive that he is a knowledgeable [educated] person..., he has a very good... knowledge about certain things. (R4-ought-to L2)

Qualitative data support on some other factors:

English is very important language for me... [because] it plays very important role in Pakistani society [as] it is an official language of Pakistan,(R2&3-interest in English language) If I will get a chance for tourism in other countries then I think it is important for me to learn English..., because of this [English language] I will be able to speak with other people of those countries (R1&3-travel orientation) I am confident to speak in English, and I have confidence upon my abilities [regarding English learning]. (R3-linguistic self-confidence) Of course I spend effort, because being a second language I have to put extra effort... [and] some extra time to learn English (R4-criterion measures)

Students revealed that the family and teacher influence factor has influenced their motivation with regards to their learning of the English language:

Of course my father, my mother and my elder brother... says [sic] that English is very important if you want to get success in life, because if I will not [be] good in English I will not get a good job, and if I will not [get] a good job then I will not be successful in my life..., my teachers... my friends and my family... give examples that you know the person... who now is studying in this country in that country, he is studying there because he was proficient in English..., they wish that I could be able to speak English and they will send me... maybe in England for higher study, therefore they motivate me to learn English. (R1&3)

The qualitative data endorse the quantitative result with regard to 'fear of assimilation' (a negative factor) as is evidenced from a participant's response:

By learning English language Pakistani people have started... neglecting... their local language, and in this [way] culture is also neglected, and loss of language is loss of culture. (R2&3)

Other Factors of Students' Motivation towards English Learning

There are several further factors that emerged from the qualitative investigation that affect students' motivation towards learning English as a second language. English as an official language and the respect and status associated with it have been highlighted as significant factors which motivate the students to learn English, as indicated from the below responses:

English... is [an] official language in Pakistan and the status and respect is linked with the English language... if a person knows English and speaks English then other people get impress..., therefore I think in our society English is important language. (R1&2)

The English language has also been revealed as significant for the Pakistani general public and professionals:

English is very important language... because most of the books of the world have been translated and written in this language and it is the language of technology... and it is spoken in many countries of the world..., it plays very important role in Pakistani society... [as] it is widely spoken in higher government offices..., parliament, high-court, bureaucratic [offices] and many other higher offices. There are many kinds of benefits that Pakistani people can get by learning English language, these benefits are... inter-religious understanding and to consider others [international community] point of view... about us. English is a[n] [important] language for Pakistani professional because they are exposed to English language very much and if they do not understand English language, they cannot perform their duties in a proficient manner. (R2)

Three interviewees also highlighted globalization as another factor which has increased the need to learn English, as a participant commented:

I think it is important for the Pakistani society because it is the age of globalization where all countries are linked with each other and because of internet there is easy access for the people of Pakistani society to communicate with the people of other societies and Pakistan cannot live in isolation. If Pakistani society will not speak English, will not learn English then I think it will be a negative aspect of Pakistani society because then internationally Pakistan cannot progress, and I think for other countries it is also important. (R1,4&5)

The English language was also acknowledged as being an international language and the language of international organisations, media, science and technology:

Of course English is an important international language because we can find people those who can speak English all over the world, English is also the language of... international media... trade and science..., majority of the electronically stored information around the world are also in English (R5), English language is used in the international organisations for example in United Nations and in other international conferences. And now we use English at internet to get information and knowledge, therefore in Pakistan we should promote it. (R3)

The interviewed students also brought attention to several other factors which negatively affect their motivation towards English language learning. These factors are associated with the institution, teacher and teaching or learning environment, as the students argued:

I think in... my university English is not taught in good way, because our teacher comes in class, he gives us lecture and he then goes out. We cannot ask questions... [and] discuss with each other...[because] teacher feel [sic] bad. We cannot communicate and if we will not communicate and... discuss in the class then I think it is difficult to listen only.. and then to understand the real meaning of what our teacher has said... [and it is] difficult to learn the English language which is a difficult language... Books are not according to the requirements of the present global world..., and then there are 45-50 students - sometimes 60 students in one class, and there is no good environment in the class, sometimes there is no electricity... sometimes in summer it is too hot and in winter it is too cold, this also creates a problem to learn... I am not satisfied the way English is being taught because it is not helping me... [and] my class fellows to get proficiency in English... Teacher do [sic] not use audio visual aids to teach the

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lesson... and there is no activity method. (R1&5)

While further respondents commented:

We just follow certain books and we just... learn by heart [rote memorization] what are the specific rules of grammar and like that (R4), spoken English is totally neglected, Grammar Translation Method is widely used in our classes (R2), we cannot use internet frequently to prepare our lesson... and in the library, books regarding English are not too much and there are some old books only. (R3)

Discussion

The findings revealed from both the quantitative and qualitative sets of data are presented first in summary form before discussing them. The discussion is informed by the researcher's personal experience as a member of Pakistani society, as a student of Pakistani public universities and as a lecturer (teacher) in a Pakistani public university, along with several local and international studies.

The quantitative data highlight that there are many factors which affect the students' motivation towards English language learning. These factors include integrativeness, instrumentality (promotion), instrumentality (prevention), international posture, English anxiety, attitudes towards learning English, ideal L2 self, ought-to L2 self, interest in English language, travel orientation, linguistic self-confidence, criterion measures, family and teacher influence, and fear of assimilation. The qualitative data endorse these findings. The qualitative data also revealed a number of other factors which affect the students' motivation for English language learning. These factors include English as an official language, the respect and status associated with the English language, the importance of English for the Pakistani general public and professionals, globalization, international language, the language of international organisations, the media, and science and technology. The qualitative data revealed several other factors negatively affecting the students' motivation towards learning the English language. These factors are linked with the teacher, institution, and teaching or learning environment. These factors include improper English teaching methods, the non-availability of proper library and IT laboratory facilities, an inappropriate English language syllabus, a non-conducive teaching or learning environment and the use of out-dated English books.

The factors that feature attitudes towards learning English, interest in the English language, linguistic self-confidence and criterion measures are related to the students themselves and affect their motivation towards learning the English language. There are many recent studies which endorse these findings, for example Dornyei and Taguchi (2010), Narayanan *et al*. (2008) and Islam (2009). The reason behind students' interest, willingness to spend extra time and effort, positive attitude towards learning English, and their confidence in their abilities to learn English as a second language might be associated with the attractions attached to the English language in Pakistani society. For example, social respect and status is associated with the English language in the context of Pakistan (Rahman, 2003); this was also evidenced by the qualitative data. A person who speaks English in the Pakistani context is perceived as being honourable, knowledgeable and elite. This is because the elite social class, including politicians, higher bureaucrats, the military, and judiciary officers speak in English, and therefore English has become a symbol of status in the Pakistani societal context.

The above reasons also explain why the students have indicated that ought-to L2 self and family and teacher influence (milieu) are significant factors that affect their motivation for English language learning. Moreover, these factors have also been highlighted as playing a significant role in student motivation towards English learning in a recent study, from a Pakistani university context, by Islam (2009), and also by other researchers such as Dornyei and Taguchi (2010). The reason of these factors revealed as important for students' English language motivation in the present study is that in Pakistani society there are strong bonds between family members, relatives, friends and teachers. These bonds can be explained by the more collective nature of Pakistani society in comparison to some Western societies, such as the American and British, which are more individualistic in nature (Hofstede, 2001). Due to this cultural difference and pattern of societal behaviour there are close and strong relationships among social groups in Pakistan that motivate individuals to care for their children,

friends, relatives and students (House *et al*., 2004; House and Javidan, 2004). Moreover, in the Pakistani context, the family system is strong; because of this parents and other elder members of the family understand their responsibility to guide, help and direct younger family members in their study and related decisions (Shah, 2009). Therefore, it can be said that Pakistani families take it as their responsibility to groom their children to become successful in study and in other aspects of life. Furthermore, in Pakistani society teachers enjoy the status of spiritual fathers because of the Islamic religion of society; therefore the teacher and institutional head in the Pakistani society are seen as having responsibility to guide and support their students, especially in study decisions (Shah, 2009).

There are several more factors, including instrumentality (promotion), instrumentality (prevention) and ideal L2 self, that affect the students' motivation towards English language learning. Learning English as a way to be successful, through achieving higher degrees from world-class universities in developed countries, such as the UK and America (where the native language is English), through obtaining good jobs and maintaining a successful career, and through avoiding failure by getting good grades/marks in English language tests, have also been revealed as critical factors in this regard by previous studies (Dornyei, 2005 and 2009). There are two different reasons that explain why these factors are important for students' English learning motivation. Firstly, in Pakistan, English is a compulsory subject for students beginning in their first year of education, and students cannot progress into the next year if they fail in the English examinations (Jillani, 2009; Jalal, 2004); also, from grade 10 onward, except in some social science subjects, the medium of instruction is English. Secondly, as mentioned in the first chapter, English is an official language in Pakistan (Warsi, 2004; Akram and Mahmood, 2007); English is the language used in all of the higher government offices such as the parliament, presidential and prime minister's secretariats, the higher military, judiciary and bureaucratic offices, universities, the media and similarly in international private organisations such as the telecommunications industries and banking sector (Abbas, 1993; Shamim, 2008; Mansoor, 1993 and 2004; Ministry of Education, 2009). This makes the learning of

English language important for the Pakistani general public and professionals. Because of these reasons students are motivated to be successful in their study, to get a good job and then to maintain their carrier. Indeed, job candidates are believed to be unqualified for employment if they are not proficient in English. In other words, English is seen as an inevitable requirement for the students' educational and carrier success.

Integrativeness, international posture and travel orientation are yet more factors which affect the students' motivation for learning English. These findings are also supported by Dornyei and Taguchi (2010); however with reference to integrativeness, the findings from Islam's (2009) study are in disagreement with the current study's findings. Islam (2009:45) found that the "notion of integrative motivation does not exist in Pakistani undergraduate students of an EFL classroom because they have shown no desire to integrate with native speakers and their culture"; whereas the quantitative and qualitative data produced by the present study have evidenced that students showed a desire to integrate with the native English speakers' culture and traditions. However, the data has also indicated that students showed fear of assimilation. The participants want to learn the English language and its associated culture but at the same time they also want to preserve their own local and national language and culture. Students indicated very clearly that international posture and travel orientation motivate them to learn the English language. Regarding the findings related to international posture, the present study concurs with Yashima (2002 and 2009). These findings are also endorsed by Islam (2009) who argued that "they [students] have shown a great inclination to participate in the world community by travelling to foreign countries for higher education, future career and tourism" (p.46). The current study has indicated that English anxiety is also a significant factor that affects the students' motivation towards English language learning. This is in agreement with Narayanan *et al*.'s (2008:505-506) finding, as they revealed that "language anxiety... have a great impact or affecting students' English learning".

Globalization, English as an international language, English as the language of international organisations, media, science and technology have also been highlighted as important factors that affect

the students' English learning motivation. These findings are in agreement with the findings highlighted by several previous studies (Crystal, 2003; Barnett and Lee, 2003; McKay, 2002; Barnett *et al.*, 2000). The specific factors that negatively influence motivation include using an improper method of teaching English, the non-availability of proper library and IT laboratory facilities, an inappropriate English language syllabus, a non-conducive teaching or learning environment and out-dated English books. These factors are linked with the institution, teacher and the teaching or learning environment, and have been pointed out by several other Pakistani and international researchers as negative factors in student motivation towards English language learning (Jillani, 2009; Inamullah, 2005; Winston, 2002; Hafeez, 2004). Warsi (2004) has highlighted several of these factors in his study in a Pakistani context, including "shortcomings in the curriculum, inefficient teacher, [inappropriate methods of teaching], inappropriate textbooks, inadequate material facility, an erroneous examination system and lack of supervision" (p.1). The emergence of these negative factors might be explained by inadequate implementation of educational policies in Pakistan, and a situation which is considerably worsened by Pakistan being one of the lowest spenders of gross domestic product (GDP) on education.

It is essential to point out that the factors and issues which affect the students' motivation for learning the English language might vary from university to university to certain degree. This variation is informed by the semi-autonomous nature of the Pakistani universities and their organizational and local societal culture (Shah, 2009). Furthermore, the difference in the curriculum, examination, and teaching/learning facilities and processes among universities may inform the factors that affect the English language learners' motivation.

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