

The Factor of Motivation in Learning the English Language Among Pakistani Learners

Tahreem Akhtar*¹, Harmi Izzuan Baharum ², Amara Aftab Soomro ³

^{1&2} Language Academy, Faculty of Social Sciences and Humanities,
Universiti Teknologi Malaysia, Jalan Sultan Yahya Petra, Kuala Lumpur

³ Senior Lecturer, Bahria University Karachi Campus

Corresponding Author Email: tahreem@graduate.utm.my

Received 10 November 2023, Accepted 16 November 2023, Available online 31 November 2023

ABSTRACT

English is the second and official language of Pakistan, taught in instructional settings with specific goals for learners. Motivation is crucial in this process, but challenges hinder its development, such as outdated syllabi, insufficient teacher training, educational policies, and a lack of student counseling programs. Despite these common issues across educational institutions, students don't consistently achieve the same level of proficiency in the foreign language. This poses challenges for both learners and teachers, especially in a multicultural society. This study, conducted in the Sindh region of Pakistan, examines the role and nature of motivation in foreign language learning. Sixteen English teachers from various educational levels were surveyed using Google Forms. The quantitative analysis of the data revealed that L2 teachers play a crucial role in influencing and sustaining students' motivation during the lengthy second language acquisition process. The study emphasizes that motivated learners not only desire to learn but also create a conducive learning environment for those around them. However, dissatisfaction with the assessment system can impede these positive outcomes, reducing second language learning to a short-term goal of achieving high marks. The findings suggest that teachers should carefully design learning programs to maintain and enhance students' interest, fostering an environment conducive to achieving language learning goals.

Keywords: *Motivation, Second language acquisition verses Second language learning, Elements of anxiety, learner's motivation*

How to Cite:

Surahio, T. A., & Harmi Izzuan Bin Baharum. (2023). The Factors of motivation in learning the English language among Pakistani learners. *Jurnal Evolusi* , 4(2). <https://doi.org/10.61688/jev.v4i2.83>

Copyright: © 2023 The Author(s)

Published by Universiti Poly-Tech Malaysia.

This article is published under the Creative Commons Attribution (CC BY 4.0) license.

<http://creativecommons.org/licenses/by/4.0/legalcode>

INTRODUCTION

The concept of motivation was initiated in educational psychology in the first half of the 20th century. Gardner and Lamberts (1959) social psychological approach pioneered the study of Second language learning motivation. "Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it" (Dornyei, 2000b). Motivation is a crucial factor that describes reasons for individual differences in second language learning. Language is taught to a group but it is learnt by individuals. This is the reason the whole group is taught one thing but everyone learns and predicts it in her/his way. The traits of environment, social, and academic, affect the personality of the learner, which in turn affects the learner's learning. Motivation involves the factors behind human actions; 'why people think and behave as they do' (Dornei, 2005). He further discussed and defined that motivation deals with the direction and magnitude of human action that is the choice of a particular action, the persistence with it, and the effort expended on it. In precise, it can be said that it arises from a purpose and then guides human actions. The concept of motivation seems to be a difficult and complex area to define because it involves not only the choice, direction, and continuation of human behavior but also multiple reasons behind these aspects. The multi-dimensional nature and wide range of motives for humans make it impossible to develop a comprehensive and integrative 'super-theory' of motivation. Therefore, researchers have to narrow down their focus on certain aspects while theorizing them (Dornyei and Uhioda, 2011). William and Burden maintain that motivation is a kind of cognitive stimulation, to achieve a goal. Motivation plays a key role in successful educational learning. Wiseman and Hunt explain young learners as an internal state that arouses students to action, directs them to certain behaviors, and assists them in maintaining that arousal and action about behaviors important and appropriate to the learning environment (2008).

Nature of Motivation

Motivation is one of the determinants of second language learning achievement. Lots of research has been done. It explores the nature and role of motivation in second language learning. Gardner and Lambert (1959;1972) suggest that an individual's motivation to learn an L2 is nurtured by both attitudes towards the L2 community and the goals, or orientations, sought through the acquisition of the L2. The researchers identified two types of motivation. First, integrative motivation refers to a desire to learn the L2 community. The orientation can be contrasted with the instrumental orientation, which refers to a desire to learn the L2 to achieve some practical goal, such as job advancement or course credit (Noels, Pelletier, Clement, and Vallerand, 2000). Ryan, Kuhl, and Deci (1997) introduced the Self Determination Theory (SDT). It is defined as an approach to human motivation and personality that utilizes traditional empirical methods while employing a met theory that highlights the importance of human's evolved inner resources for personality development and behavioural self-regulation. The approach examines people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes. Ryan and Deci (2000) further look into motivation in the light of the Self-determination theory. Because of the functional and experiential differences between self-motivation and external regulation, a major focus of self-determination theory has been to supply a more differentiated approach to motivation, by asking what kind of motivation is being exhibited at any given time.

By considering the perceived forces that move a person to act, Self-determination theory has been able to identify several distinct types of motivation, each of which has specifiable consequences for learning, performance, personal experience, and well-being. Moreover, by articulating a set of principles concerning how each type of motivation is developed and sustained, or forestalled and undermined, SDT at once recognizes a positive thrust to human nature and provides an account of passivity, alienation, and psychopathology. Perhaps due to these conceptual impasses, there has been much discussion about the nature of language learning motivation and a shift among some of the scholars to consider alternative models. These models are not meant to replace the integrative-instrumental motivation paradigm but rather to complement it. One alternative that has been introduced is the distinction between intrinsic and extrinsic motivation.

The Rationale of the Study

Several researchers have explained motivation (Dornyei, 2001, Gardner, 198, Masgoret, 2003, Ellis, 1997, Salvin, 2001, Lambert, 1959), etc. However, little work has been done on motivation in Sindh province.

As a language researcher, the main motivating factor for conducting this study is to show that motivation in L2 learning is useful for obtaining desired results in the English language. English is the language of domination and a language of privileged status in Pakistan. The English language is taught as a compulsory subject from grade one to all levels. It is also used in higher studies and requires achieving higher privilege positions. However, the massive input into the teaching of English fails to provide desired results (Shameem, 1993). So, this study enhances learners' motivation that what motivates them to learn

English, elements of anxiety, the target situation of colleges, motivating environment are discussed in this study. This study is a contribution to the existing work in this paradigm.

Research Questions

Following are the research questions of the study Q1.

What motivates learners to learn English?

Q 2. How far does motivation play a role in learning the English language? .

LITERATURE REVIEW

Motivation can be elaborated as some kind of stimulus, desire, or impulse that directs the behavior of a person. In SLA, motivation involves four aspects those are, a goal, effortful behavior, a desire to attain the goal, and favorable attitudes to the activity in question. It has a positive influence on any educational learning process especially in SLL (Second language learning). Different people propose different views about motivation. Motivation is the key to learning (Dornyei, 2001). It refers to the inner source, desire, emotion, reason, need, impulse, or purpose that moves an individual towards a particular action. Gardner (1985) defines second language acquisition (L2) motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p.10).

Woolfolk defines “Motivation as an internal state that arouses, directs and maintains behavior” (1998). Salvin defines “Motivation as an internal process that activates guides and maintains behavior over time” (2001). According to the abovequoted definitions, motivation can be best elaborated as a process that influences the success of second language learning. Mower was the initiator who focused on first language acquisition. He asserts that a child learns his first language to fulfill his desire to interact with his family and society at large. Robert Gardner (1982) was largely influenced by Mower’s idea. He presents Mover’s idea as the basis for his research. His model depicts four main features of second language learning. Those are discussed below:

- Social and cultural environment
- Learners’ differences
- Linguistics outcomes
- The settings in which learning takes place

Motivation best works in three levels that elaborate above quoted model, these three levels are: effect (it refers to the drive of the learner), desire (it refers to the wants of the learner), and affect (it refers to the learner’s emotional reaction). Various kinds of motivation have been identified: instrumental, interrogative, resultative, and intrinsic (Ellis, 1997).

Instrumental Motivation

In instrumental motivation learners may make efforts to learn a second language for some functional reason, to pass the examination, to get a better job, to get a place at university, etc. The settings in which learning takes place. Learners with instrumental motivation want to learn a language because of practical reasons. Gardner and Lambert considered instrumental as a means to get social and economic rewards through L2 learning. (1992).

Integrative Motivation

Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix it up in their culture. Integrative motivation refers to “an openness to identify at least in part with another language community” (Gardner and Masgoret, 2003, p.126). Learners learn the target language to fulfill the desire to mix up the people and culture of the target language (Ellis, 1997). The notion of Imperativeness was proposed by Gardner in 1985 and manifests not only a learner’s positive attitude toward the L2 community but also his/ or her desire to participate in and identify with that L2 community and culture (Yashima 2009). This concept of Integrative Ness has been criticized severely by many researchers (Ryan 2009, Yashime (2009), they considered that the Gardnerian concept of Integrative Ness may not be a suitable construct to pursue a complete and clear picture of L2 motivation in many EFL context. Ryan states that learners may have a positive attitude towards the L2 community but it has been found not to have a particular desire to identify with the specific target language community and its culture. This seems to be against the basic argument of Integrative Ness that places the desire to seek some kind of strong or weak integration or assimilation with the L2 community as the most important factor for successful L2 learning. It makes the traditional notion of Integrative Ness culture-specific, which is applicable in those, Canada-like, EFL settings where L2 learners have opportunities to interact with the L2 community directly. Dornyei doubts the suitability of this notion in other EFL contexts where L2 learners have no or very limited opportunity of

direct interaction with the target language community. It may be pertinent to mention here that Gardner has been constantly extending arguments to define his socio-educational model of L2 motivation, especially the notion of Integrative Ness during the last decade. He argues that the idea of Integrative Ness has been misperceived by researchers in the field of L2 motivation. He states that the concept of Integrative Ness does not suggest that individuals want to integrate or become members of another cultural community; rather it may be seen as a complex of affective variables that reflect an individual's openness to other cultures and languages (Garner 2005).

Resultative Motivation

Resultative motivation is the motivation that results from learning. Learners may become more motivated to learn.

Intrinsic Motivation

The motivation stems from inside the learners themselves. The learner wishes to learn a second language for personal growth. Woolfolk defines intrinsic motivation as, "Motivation that stems from factors such as interest or curiosity" (1998, p.374). The distinction between intrinsic and extrinsic motivation is also useful to understand why behavior is directed towards a certain goal (Deci and Ryan 1985). Intrinsic motivation is related to the personal drive to learn something for the pleasure of learning it. There is an internal reward of feeling enjoyment and a sense of competence while trying to achieve the goal once one has achieved it. On the other hand, extrinsic motivation has to do with an external reward as the possibility of getting better grades. Both types of motivation are needed to sustain motivation for language learning.

Motivating Environment

A motivating environment is required for successful learning and this, the integrity between the learning environment, the content of the course, and the needs of the learner is needed for a highly motivating environment for learning. Language teaching can only be workable and successful when the objectives of teaching match the demands of the learners (Corder 1973). In state-run colleges and Universities, students are enrolled in bulk, which sometimes creates obstacles in creating a motivating environment but the method used for teaching can be altered according to the needs, whereas the same method can be successful with one and a complete failure with another. Therefore, a teacher is the most important factor in language learning and in arousing the motivation of the learners. We used old and outdated syllabus in state-run schools and colleges, the same GTM (Grammar teaching method) is being focused that do not help to create a motivating environment so teachers require a great deal of understanding, they/ must know more teaching strategies and methodologies that help to create a motivating environment.

The Influence of the Teachers on Learners' Motivation

The researchers concluded that teachers are one of the most determinant factors of L2 learner's motivation (Dornyei 1998). Other studies set out to investigate how teachers positively affect learner's motivation (Dornyei 1994). These studies proposed that L2 teachers play one of the most influential roles in helping students engage and persist in the long process of second language acquisition. Among the roles that teachers play in L2 classes are initiator, facilitator, motivator, ideal model of target language speakers, mentor, consultant, and mental supporter. These roles are assumed to influence each learner's motivation. Ramage (1990) suggested that teachers should attempt to enhance learner motivation so that learners are positively and actively engaged in their learning until they reach their common target in L2 learning. However, the impact of teaching strategies on motivating students should rely on students' perceptions of the strategies as Dornyei (2001) has proposed. Many empirical studies have been conducted to identify how teachers influence learner's motivation.

Dornyei and Csizer (1998) have studied the use of teaching strategies to motivate learners among teachers of English. The researchers assigned fifty-one motivational strategies and studied the significance attributed to each strategy by the teachers and how often teachers employ each strategy in their classes. This led to the ten commandments for teachers to motivate language learners: teacher should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present task properly to the learners, have good teacher-student relationships, work on increasing learners self-confidence, ensure that the language class is interesting to the students, promote as much as possible learners autonomy, personalize the learning process, increase learners goal and make sure that learners are familiar with the target language culture. Other studies proposed that teachers are an important influence on learner's motivation (Dornyei 1994). He claimed that teacher-associated components that influence learners are language learners' affiliation (i.e., learners' desire to please teachers), teachers' style of teaching, and the use of particular teaching strategies, including modeling task presentation and feedback. L2 learners' interaction with teachers, including learning experiences, feedback, rewards, praise, and punishments are claimed to be relevant factors that may impact L2 learners' motivation (Williams and Burden

1997) proposed five

Implications for the role of the teacher in understanding motivation, suggest that teachers should (a) figure out learners' real reasons for learning the L2; (b), help students build challenging but achievable goals (c), show students the benefits of learning L2; (d) Create a safe, welcoming and non-intimidating teaching environment and (e) motivate students to develop high but realistic intrinsic motivation. These studies show that teacher-related factors can be categorized into three main components:

- teaching materials and methodology
- teacher personality
- teacher's way of interacting with the learners

Teachers play a significant role in affecting learner's motivation, teacher's actions and behaviors in the classroom have a motivational influence on students. Teachers can promote such respect and trust by interacting with students on a personal level and showing that they care about their student's issues or challenges that they face in the classroom or even outside. Another factor is enthusiasm which can impact a learner's motivation. If students recognize their teacher's enthusiasm for the task, they too will be enthusiastic (Dornyei 2011). The classroom atmosphere is also a motivational factor. In such an environment, students are appreciated and encouraged to express their views, opinions, and perspectives on different issues because they feel safe and protected from embarrassment and sarcasm. It's up to teachers how they show their behavior if they show more politeness and a friendly atmosphere then students come up with new ideas and issues. The lenient way of teachers interacting affects a lot of students and it becomes the cause of dealing with the anxiety of the students. A good teacher must have an element of tolerance then he/ or she can create a cooperative learning atmosphere.

METHODOLOGY

Researchers have chosen 16 English teachers from different institutes in Pakistan for the data collection. The teachers belong to different institutes and regions of Sindh Province Pakistan. Figure 1 represents the affiliation of the participants.

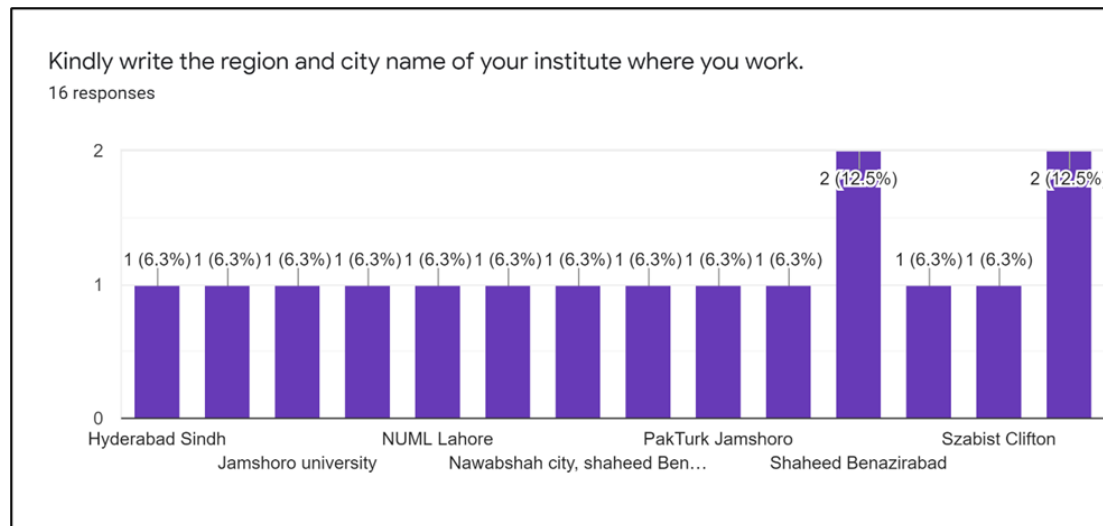


Figure 1: Participants' Institutes/ Workplace and City

Participants were asked to fill out the survey form online. There were close-ended questions designed to determine their teaching knowledge related to the methodology and approaches they follow in class. There was a separate question entitled with the category of the institute they are teaching as represented in Figure 2. There was a twofold reason for asking the question as mentioned in figure 2. Firstly, In Pakistan, private and government sectors have entirely different policies of teaching. Their curriculums are different and the nature of students is also different. The private sector has mainly eliteclass students; their needs and motivation depend on the nature of the class they belong to. The government institutes have students of middle or students from rural/unprivileged areas. These students are either highly motivated and easy to tackle in any environment or wish to be tackled by teachers of strong backgrounds along with surplus educational facilities. It may be because they are been deprived of even a basic understanding of the subject knowledge. Therefore, it is important to know the participants' institutes separately. There is no participant from government schools of primary, secondary, and government college.

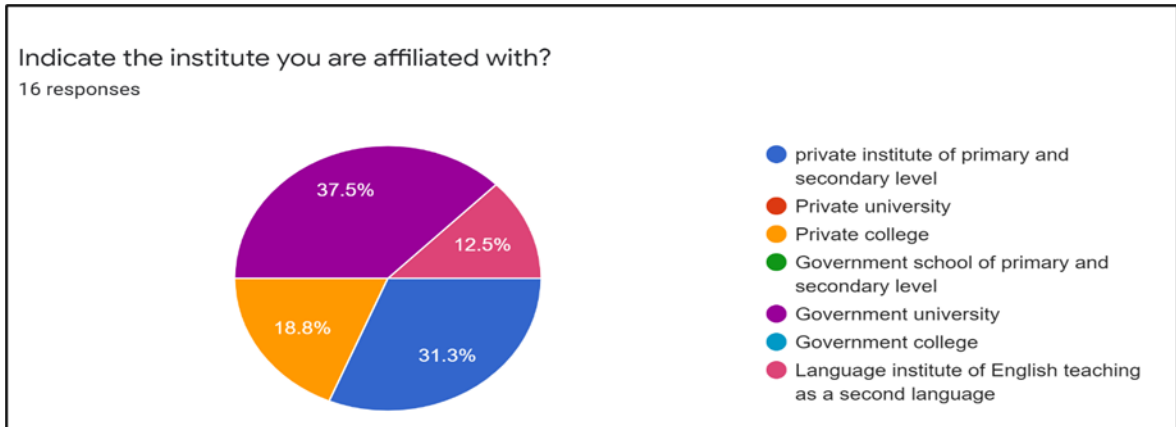


Figure 2: Teachers' Institute segregated into private and government sectors.

Participants were asked several questions related to their teaching knowledge as well as students' needs and incentives to motivate them. The motive was to seek answers to the research questions what motivates learners to learn English? Are teachers' techniques ample for motivating learners? If yes then How far it plays the role? Figure 3 represents the age group of the learners.

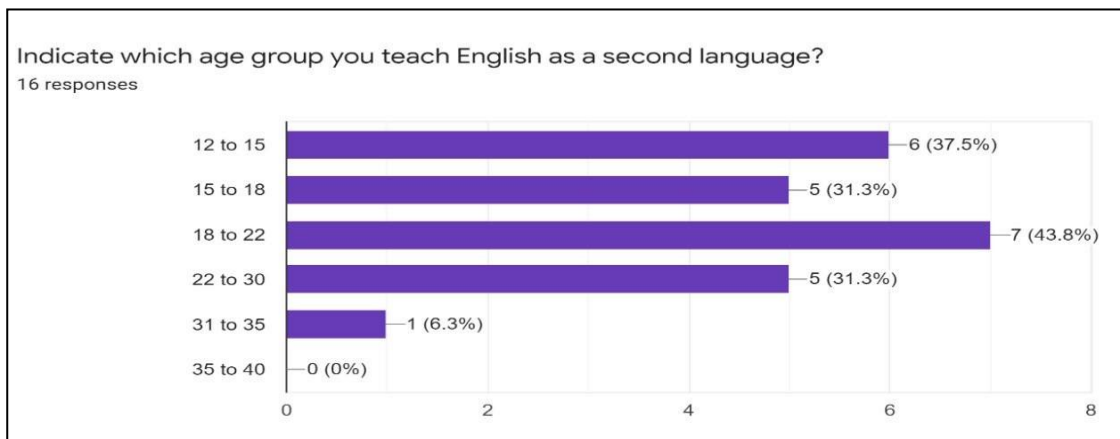


Figure 3: Learners' Age Group Taught by 16 Participants

DATA ANALYSIS

The data is analyzed through the quantitative method. The figures and tables represent the analysis.

Question 1: When creating a lesson plan for SLA, the teacher needs to consider the unique context of the class, including any three factors of the following on the top.

Table 1: Data Analysis of Question 1

Responses of the Participants in numbers and %	Options Given to the 16 Participants
13 (81.3%)	1. Learners' motivation including intrinsic feelings should be catered by teaching methods.
7 (43.8%)	2. Learner age, first language, and other factors like students' background

0 (0%)	3. Outer environments like season and heat stroke.
7 (43.8%)	4. Classroom environment like small classroom large classroom.
11(68.8%)	5. Learners' styles and their strategies

QUESTION 2: Being a teacher of English as a Second Language, which method do you feel incentive approach for teaching writing skills?

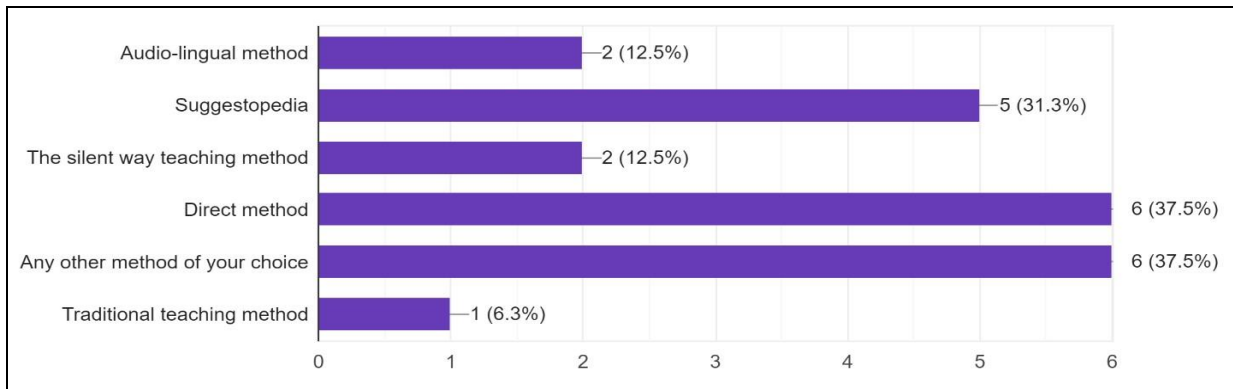


Figure 4: Data Analysis of Question 2

QUESTION 3: Being a teacher of English as a Second Language, which method do you find an incentive approach for teaching listening skills?

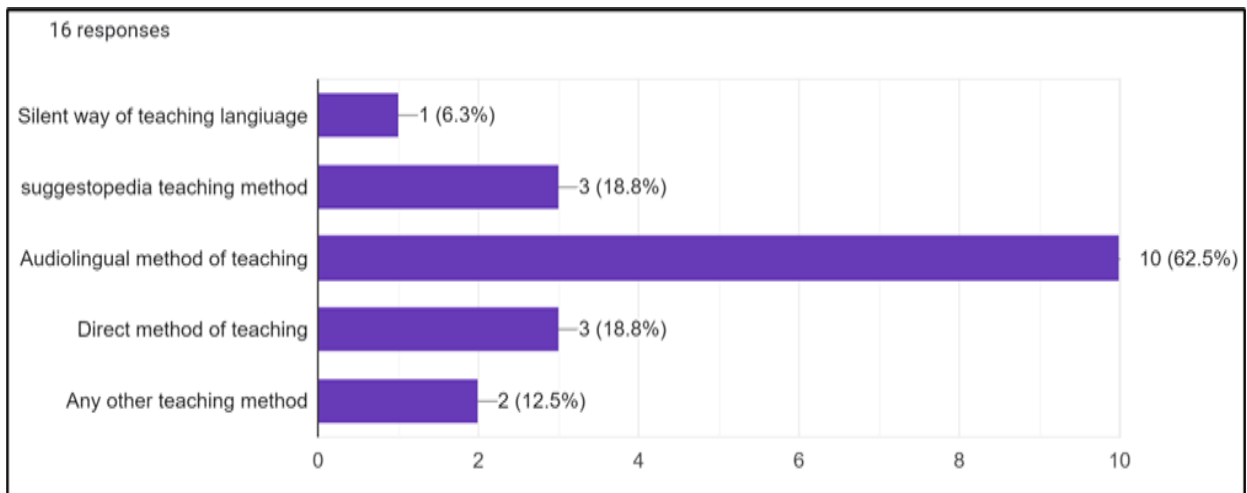


Figure 5: Data Analysis of Question 3

QUESTION 4: Being a teacher of English as a Second Language, which method do you find an incentive approach for teaching reading skills?

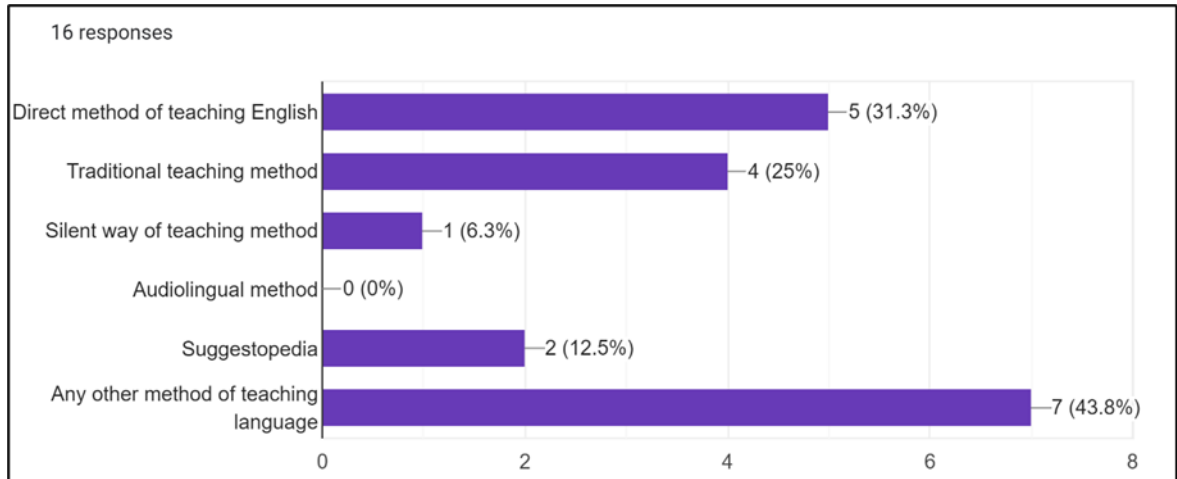


Figure 6: Data analysis of Question 4

QUESTION 5: Being a teacher of English as a Second Language, which method do you find incentive for teaching speaking skills?

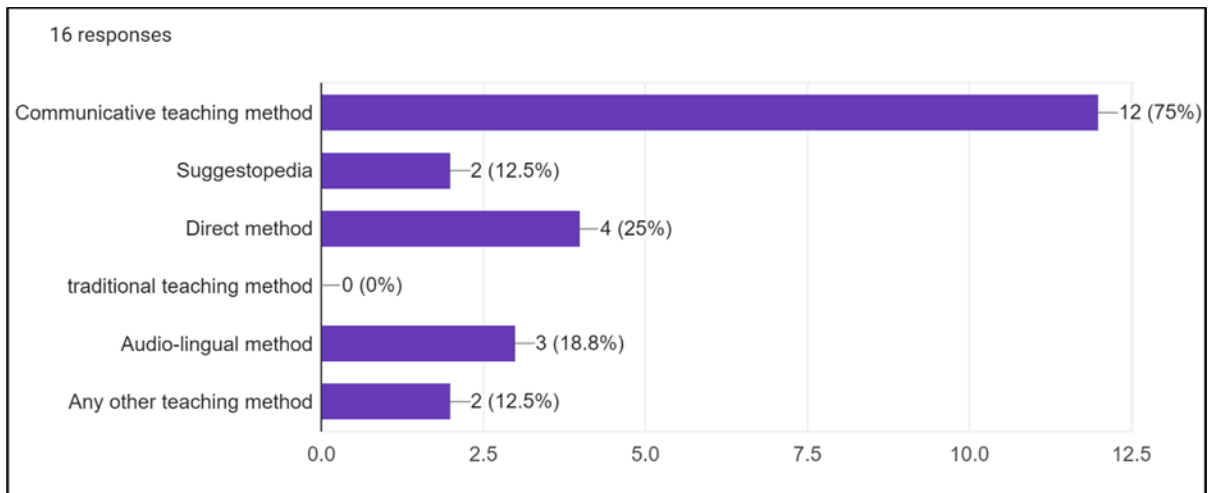


Figure 7: Data Analysis of Question 5

Question 6: Mark which of the following is considered the effective reinforcement for teaching English as Second language.

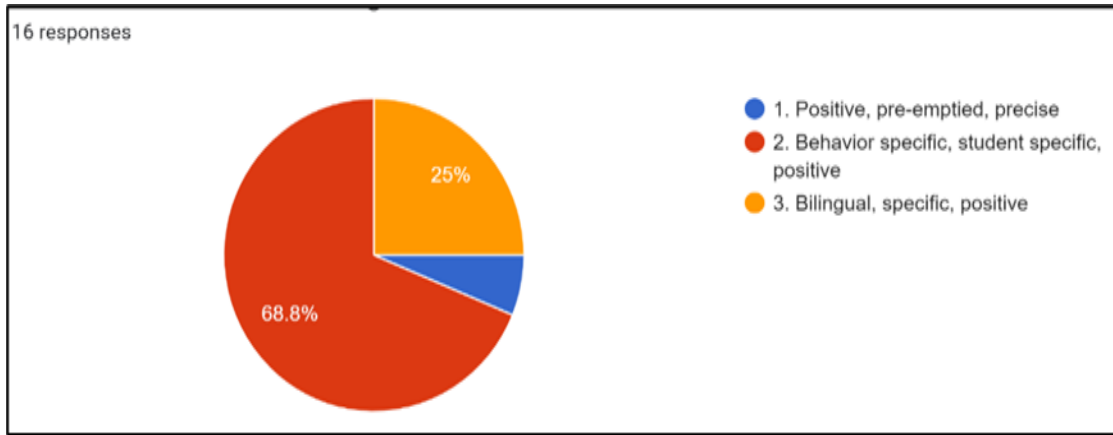


Figure 8: Data Analysis of Question 6

DISCUSSION

Pakistan is a multilingual country where more than 72 languages are spoken but more privilege is given to the English and Urdu languages. It is a non-English speaking country English language is taught from primary to graduate classes even it goes further to the university level. Language learning has a short-term goal of achieving good marks at the end of the completion of their studies at colleges and future planning for getting good jobs that is their long-term goal but they initiate their goals from the academic record. Learners learn English for different purposes such as to be able to further their studies, to get a good job, to get confidence, to upgrade their social prestige because they attach English with success, etc. Students learn English subject as a compulsory subject but they fail to provide good results. Why it happens? What are the reasons behind it? The data analysis discusses various aspects of factors i.e., large classrooms, teachers' use of approaches in teaching classrooms including lesson planning. These are some other reasons, In some, government sectors, the changes do not occur in the syllabus, the same way of conducting exams means that only promotes cramming habit, many English teachers do follow audio-lingual methods for teaching writing skills and in the results, students copy in the exams because of lack of understanding. Teachers should be trained to apply appropriate approaches for teaching curriculum based on behavior and needs analysis so that students' motivation can be highly maintained. Teachers mostly follow lecture methods, direct methods, or audiolingual methods abruptly which makes them less motivated and less critical, another important issue that language teachers and learners face testing and assessment system is not updated creates a hindrance in the student's learning process. In a large class where more than a hundred students are enrolled and no proper mike system is available language teachers have to put in more and more effort but at the same time they cannot deal with a great number of students. The more important thing is teachers are syllabus-bound they have to complete their course within a provided schedule. Mansoor (2005) mentions that the curricula are outdated and therefore, do not interest the learner, and also testing system is no longer reliable.

Element of Anxiety

Students sometimes show negation or decline towards learning English as their second mother. Some of them openly express their views that they get worried if they make mistakes during English class. They often feel afraid that classmates will laugh when they speak English. It is anxiety in them. Anxiety is a state of fear that can be found in the learning classroom. Many scholars have dealt with it in language classroom (Horwitz in 1991, Gardner 1994). Language anxiety is a situation-specific fear associated with the effort of trying to learn a second language and to communicate in it, but it may disappear when the learner feels more confident and motivated to learn the language. Motivation is a key instrument that can reduce elements of anxiety because when learners get enough confidence, and have the desired goal to learn it. "Anxiety can arise as a response to a particular performance situation, but it can remain, it can have repeated occurrences and evolve into a lasting trait" (Oxford 1999).

There is a huge debate and controversy over the origin of language anxiety. Sparks argues that poor performance produces anxiety. Gardener states that it is anxiety that causes poor performance. Language anxiety is regarded as a factor that affects motivation as well as a variable that is shaped by motivation. Language learning anxiety language becomes a source for

secondary school students as their language competence is not strong enough for them to understand what the teachers want them to do not to express their ideas in the target language.

SUGGESTIONS

To make the L2 learning process a motivating experience, teachers need to put a great deal of thought into learning programs that sustain and boost students' interest and help them achieve their goals. Instructors need to plan and create interesting lessons in which students become fully attentive. The use of interesting text along with activities can help students. It is suggested that Pakistani teachers should acquire strategies that help students learn English to benefit them in their future careers.

REFERENCES

- Bernard, Jaclyn 2010. Motivation in foreign language learning: the relationship between classroom activities, motivational outcomes in a university language learning environment.
- Gardner, R.C. and Lambert, W.E. 1972. Attitudes and motivation in second language learning. Rowley: Mass, Newbury House.
- Gardner, R.C. and Lambert, E.E. 1959. "Motivational Variables in Second Language Acquisition". Canadian Journal of Psychology 13, 266-72.
- Gardner, R.C. 1985. Social psychology and second language learning: The role of Attitudes and Motivation. London: Edward Arnold.
- Schmidt 1993. Foreign language motivation: Internal structure and External connection.
- Schnapp Elling College, London, (1991), Cambridge University press, Article on individual differences in second language learning.