

Motivation Towards Learning English as Second Language among Science Undergraduates' in Pakistan: A Case Study of QUEST Pakistan

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Abstract: The present research is a detailed enquiry to investigate the various socio-sociological orientations of Pakistani science undergraduates' motivation towards learning English as a second language. It intended to highlights different types of motivation of students at target site. Further, this study is designed to explore the role of English teacher and role of parents for motivating their student/children to learn English as a second language at university level, respectively. For this a group of eighty respondents who studied English as compulsory subject in their 1st year of 4 years undergraduate degree program at Quaid-e-Awam University of Engineering Science and Technology (QUEST) Nawabshah Pakistan has been properly surveyed by using Attitude Motivation Test Battery (AMTB) by Robert Gardner 1985. Though, the AMTB is consisted of 12 scales but it would be totally unfair to investigate and elaborate all scale in such a small scale study. Therefore, the current study domain is restricted to gauge only the type of motivation respondents possess, further their role of English teacher and their parents in learning English. The findings revealed that Pakistani students learning English fundamentally for both instrumental and integrative reasons. Moreover, it is learnt from the results that the role of English teacher and parents is motivating and encouraging in their learning process.

Key words: Motivation, instrumental, integrative, English learning, Attitude Motivation Test Battery (AMTB)

INTRODUCTION

Motivation is considered as pressing issue since two to three decades for learning language other than ones mother tongue. A plethora of research is documented on study of EFL (English as Foreign Language) suggesting that the degree of individual's success and failure totally depending on degree of motivation one possess. The most prominent scholar on learners motivation, Dornyei (1998) defined motivation as a inner source, desire, emotion, reason, impulse or purpose to move a person to a particular action. Top researcher on motivation has ranked motivation on top as psychological concept for purposeful and meaningful learning to occur (Cohen and Dornyei, 2002; Corder, 1973; Fukuda, 2008; Vallerand *et al.*, 1992). Moreover, study conducted by Oxfrord and Shaerin, it is identified that success and failure of an individual depends upon the degree of motivation one possesses. Dornyei argues that

“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” Therefore, motivation is considered as key factor for learning anything for every individual worldwide. Rost in his major principle of causality that states, motivation effects effort and effort effects results and positive results lead to increase ability. Additionally, enhanced motivation fuels ability as learner. Motivation provides the primary impetus to initiate second or foreign Language (L2) learning and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long-term and even short term goals. Similarly, appropriate and complete curricula and good teaching are not sufficient on their own to confirm student achievement (Dornyei, 2010). According to Brown *et al.* (2007), there are three school of thoughts who define motivation in three different perspective listed as follow:

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Behaviorist perspective: This school of thought strongly believes that motivation is regarded as anticipation of reward. It is solely positive and based on previous experiences and we tend to repeat our actions to get reward again and again. Further, it seems that it is based on external sources like (parents, teacher, syllabus and so on).

Cognitivist perspectives: This group of people believes that motivation is nothing but choice of an individual/people make and gearing forces behind that decision are needs or drives. Ausubel (1968) has identified six particular needs for motivation. The need for:

- Activity (both mental and physical)
- Exploration (searching for novelty)
- Knowledge (connecting, results of exploration, manipulation and activities to find the most suitable solutions of the problems)
- Stimulation (by using environment people and thoughts)
- Manipulation (making difference or bringing change)
- Ego enhancement (that refer to person's self-esteem)

Constructivist perspective: This school of thought firmly believes that every individual is motivated differently depending on once social context and individual personal choice. In this regard, students belong to the target site (QUEST) Nawabshah come from different backgrounds like rural and urban and having different school system (private and public as well) speaking different language on account of belonging different tribes and having different social context so this research is well suited for this purpose.

Motivation

Intrinsic and extrinsic motivation: Though, scientists on motivation have recorded many needs enlisting, affiliation, independency, aggression, order, self-esteem, endeavor, achievement, etc. It is quite clear that motivation may be regarded as universal or local (situational). In the learning of English as second language studies, there is worldwide recorded classifications for motivation are intrinsic/extrinsic and integrative and instrumental.

Intrinsic/extrinsic motivation refers whether motivation is from more inside or outside of the learner. Intrinsic motivation basically originated from inside of the person and reward is activity itself because learner enjoys the activity and having the sense of self-actualization and gives the sense of learner's autonomy so there is no

reward than the activity itself. On other hand the extrinsic motivation, the learner is out sourced and motivated from the external or outside sources rather than the self.

Instrumental and integrative motivation: In field of second language learning the seminal model by Gardner and Lambert (1972) which draw a comprehensive line between instrumental and integrative motivation. The learner is instrumentally motivated when she/he learns language as she/he prime objective to pass an examination to get job or to full fill his academic requirement. Other hand the person is integrative motivated when she/he learns language for the purpose to be part of native society. So, the learner may learn EFL for any of these reasons.

A great number of researchers believe that integrative orientation is effective and successful while learning the second language. As Graham (1984) made a clear line of demarcation between integrative and assimilation motivation. Integrative motivation is defined as keen wish and desire to learn second language only to be member of target language society just to get know how of their culture where on other hand assimilation motivation learners completely become indispensable part of the second language community. As whole some learners learn well when they are integrative motivated and while other are quite successful learners when they are instrumentally motivated even few learners take advantage of both orientations. As a whole motivation is regarded as driving force that makes person to move or act moreover presence of motivation is responsible for increasing the learning process and learning behavior. Though, Pakistan is a multicultural and multilingual country having different ethnic groups but English is held at high position being the official language of Pakistan since its birth. Though, Urdu is national language of Pakistan but English is language of media, science and technology and instruct. It is taught as compulsory subject at undergraduste level in all the university of Pakistan and it is mendatory for every student to pass in English course, fail in English course means fail in entire examination (Rahman, 2002).

Scope of study: In general, the study is designed to investigate the science undergraduates' motivation towards learning English at target site (QUEST) Pakistan. In particular, the types of motivation towards English language and the role of English teacher and parents in their language learning process.

Research questions: In order to attain the aim of study following research questions are formulated for present study:

- Either Pakistani students are integratively motivated or instrumentally?
- What is the role of English teacher in motivating students to learn English?
- What is the role of parents for learning English as a second language?

MATERIALS AND METHODS

This section of study discuss participants, research method applied to collect data from the target site and how over all procedure of research is undertaken. Due to the certain limitations the researchers only used questionnaire among the science undergraduates who study English as a compulsory subject in the 1st year of 4 years undergraduate degree program at (QUEST) Nawabshah Pakistan. A convenient sampling method was selected for current study, a complete cohort of Computer Science Department was selected from science faculty.

Respondent of research: Out of 80 students, 15 were identified as female students and rest were male respondents and the respondents were asked to respond the items on AMTB the characteristic of respondents their demographic information are given in Table 1 along with diagram.

Procedure: For the purpose of data collection, researchers administered modified questionnaire based on AMTB, the modification is only made in the wording and rephrasing of the sentence keeping the context of the study in mind without affecting the content. The five point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The survey questionnaire comprised of 96 items and is broken in twelve factors detail is given below: 1 instrumental orientations contain four items, 2 integrative orientations three items, 3 English teacher evaluation contains ten items, 4 English course evaluation contains nine items, 5 English language use anxiety contains ten items, 6 parental encouragement contains eight items, 7 attitude towards learning English contains eight items, 8 attitude towards English speaking people contains eight items, 9 desire to learn English contains seven items, 10 motivational intensity contains ten items, 11 interest in foreign languages contains ten items and last 12 English class anxiety contains nine items. All the respondents were requested to complete the given questionnaire in 50 min and were also informed to

read the all instructions carefully to avoid any problem, researchers in very friendly manner allow them to ask any question regarding the understanding of any of items in questionnaire. It is assured by researchers to the respondents that all the information collected will be kept secret and confidential and only will be used for research purpose without disclosing the names of respondents. The AMTB is made of 12 scale. However, the domain of current study only covers the different types of motivation instrumental/integrative motivation, the attitude of students towards English language and the role of teacher and role of parents in learning English language.

Findings based demographical profile

Gender: The ratio of female students is only 32.5% which less than ratio male student comparatively which is 67.5% as shown in the Fig. 1. The ration of female students is less because the research is Engineering and Science University that is why the ratio of female respondent is less as compare to male respondents.

Mother tongue: As it is mentioned in the beginning of this research paper that Pakistan is a multicultural country having English its official language and Urdu its national language a part of it Pakistani population speak >70 language having six to seven its major languages which are highlighted in the current research paper. The higher number of respondents based on their mother tongue is Sindhi which is mother tongue of the local population close to the research site that is followed by Urdu which is national language of Pakistan. The third number ratio of students based on language is Baloch which is suppose to be local language of the research site along with

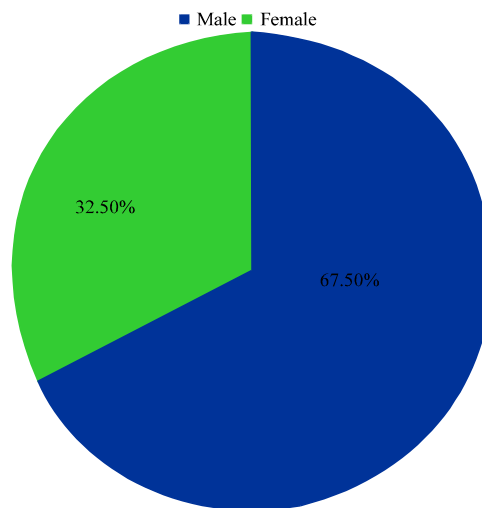


Fig. 1: Gender

Table 1: Liddell mean level

Groups	Range	Level
1	1.00-2.33	Low
2	2.34-3.67	Moderate
3	3.68-5.00	High

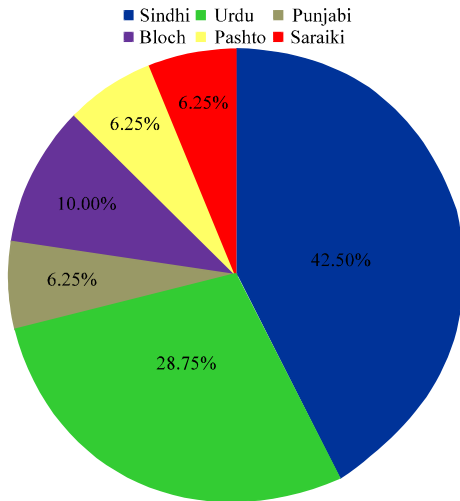


Fig. 2: Based on mother tongue

Sindhi. The Pashto and Saraiki seems to be equal in number and have less number of students because the research site has particular quota for each province and district on the basis of that students are selected to join Engineering and Science University and that allocation of seats is based on the number of university in country and in particular province that is the major reason the respondents identified as Punjabi is comparatively less being bigger province of Pakistan as described in Fig. 2.

Origin: In Pakistan, there is dual system of education on the one hand there are private schools which are preferred by elite class having high fee structure that common average income person can not afford to teach his children in these schools even being interested, one other hand are the government run schools which provide education at cheap and reasonable rates and the research site is belong to remote area of the country that is why the percentage of rural respondent is 83.75% as compare to the urban that is 16.25% it means the respondents belong to rural area in greater in number as shown in Fig. 3.

Institute: The students who come to join the target site are more in number this 82.5% from public run schools and colleges as compare to private schools and colleges which comparatively very low just equal to 17.5% as shown in Fig. 4, the any reason for that is the less number of private schools around the research site and more number of state run schools on basis of this ground reality the students come from public schools and colleges are greater in number. For the appropriate mean range is adopted from Liddell *et al.* (1977).

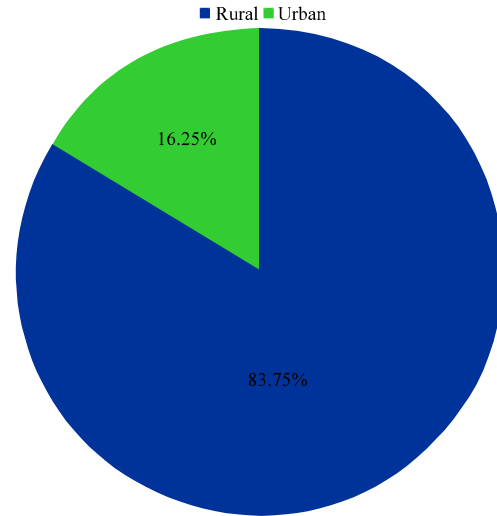


Fig. 3: Origin of respondents

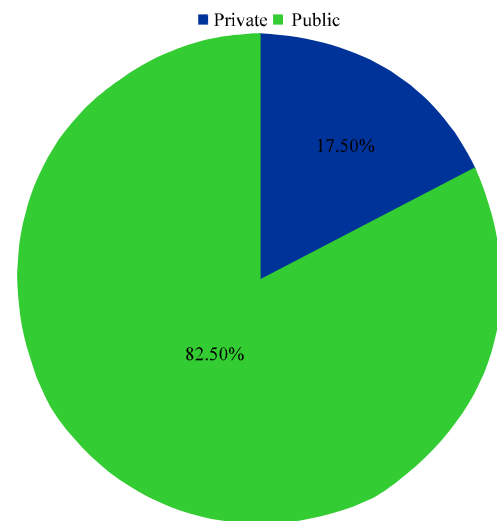


Fig. 4: Baesd on previous institution of respondents

RESULTS AND DISCUSSION

The results generated from the data are very interesting and surprising the respondents from the target site are highly motivated for learning English language. They both instrumentally and integratively motivated, they are instrumentally motivated to gain short term goals like passing the exams, getting the good job, avoid from the punishment or to please the teacher, on the other hand they are integratively motivated to get long term goal like learning for pleasure and adding some thing to the proper knowledge if we analyse and compare mean of instrumental and integrative mean value of student only find slight difference that is shown in Table 2.

Table 2: Detailed description of standard deviation and mean

Factors	N	Minimum	Maximum	Sum	Mean	SD
Instrumental-orientation	80	1.0	5.0	330.25	4.1281	0.76099
Intigrative orientation	80	1.0	5.0	325.00	4.0625	0.69374
English teacher evaluation	80	1.2	4.3	272.70	3.4088	0.47499
Parental encouragements	80	1.0	5.0	326.50	4.0813	0.65395

However, the role of teacher seems to be positive and moderate but not highly positive so teacher need to be more active for teaching the language at target site because the role of teacher is considered very important for increasing the motivation of students towards learning English. It is strongly recommended teacher should make class more inter active and students centre and utilize his capabilities to enhance the learners motivation.

As for as the role of parents is investigated, it is found very positive and encouraging as compare to all other factors as shown in Table 2, this is very encouraging to see that parents providing all facilities and making all possible efforts to make their children learn this English language which is the language of the science and technology, media, courts and language of instruct in Pakistan.

CONCLUSION

Comprehensive investigation was conducted to highlights the types of motivation, students' attitudes towards learning English language, the role of teacher and role of parents for learning English. The results are very interesting to report that Pakistani students' at QUEST Nawabshah are both instrumentally and integrative motivated but the ratio of instrumentally students is greater than integrative. In response to the second research question, their attitude towards learn English language is highly positive the every student has shown she/he keen importance to learn English language due to its global importance. In response to the third question, the role of English teacher is reported as motivating. It is learnt that there is good connection between givers and doers. However, teacher still needs to make class more interactive and creative to attain the learners' attention. In the response to the last question, the role of parents is highly motivated for learners' to learn English language. To sum up, the last point is worthy to mention here that results of this study are limited to the target site so would be unfair to generalize these results without any further investigation in this area.

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