

EXPLORING MOTIVATIONAL FACTORS IN LEARNING ENGLISH AMONG URDU EFL LEARNERS IN PAKISTAN

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Abstract: *The study explored the motivational factors in learning English among the Urdu EFL learners. Target population of the study was all Urdu EFL learners at secondary level in Pakistan. The researchers used purposive sampling technique for the selection of sample. Data were collected through The English Learning Motivation Scale (ELMS) questionnaire adopted from Li, Chuang & Fu (2006). The sample of the study was comprised on 350 students studying at various government schools in District Vehari and Multan. The data were analyzed on SPSS 20 to obtain results in means score and standard deviation. The study revealed that Urdu EFL learners in Pakistan were highly motivated toward learning English through motivational factors of expectancy value, instrumental motivation, and interest of foreign cultures, self-efficacy, supereminence and passive motivation.*

Key Words: English learning, Motivational factors

INTRODUCTION

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning. Motivation provides the primary impetus to initiate learning English language and later the driving force to sustain the long and often tedious learning process.

To learn a language other than one's mother tongue is a challenging task, which requires persistence and effort (Kline, 2006). It often takes months and years for a foreign learner to attain proficiency in a foreign language. Three major factors influence whether learners achieve proficiency and accuracy in foreign language are anxiety, motivation and learning strategies.

Motivation alone cannot do without actual action and ability. In order to test motivation level among learners; there are many psychometric tools that should be employed so as to guarantee an accurate measurement for motivation.

Many researchers concerned with motivation have conducted several researches and studies. The current research is an attempt to study motivational factors and its importance in learning. The objectives of the study are as under;

1. To find out the motivation among Urdu EFL learners in learning English.
2. To explore the motivational factors among Urdu EFL learners in learning English.

LITERATURE REVIEW

MOTIVATION AND LANGUAGE LEARNING

According to a famous intellectual & linguist, “Life takes on meaning when you become motivated, set goals and charge after them in an unstoppable manner”. Motivation refers to the amalgamation of desire and effort made to achieve the goal; it associates the individual’s rationale for any activity such as language learning with the range of behaviors and degree of effort engaged in achieving goals. Motivation plays a significant role in the development of language proficiency, but incompetent and unskilled teachers hardly administer to understand what motivates the foreign learners. Motivation considerably determines the level of proficiency achieved by foreign language learners.

Motivation in learning a foreign language occurs where learners find a meaning in learning activity of the target language in the society they live in. In that particular language, they can express their thoughts, feelings, exchange opinions with each other, and as a result, they feel that they would like to learn the foreign language continuously and separately. As Wong (2012) describes that motivation is one of the dynamic and influencing factors that influence the rate of learning and success of foreign language learning in community.

Motivation is recognized significant in its active role in foreign language learning success. Along with this line of thoughts, students’ motivation toward English language learning to a certain degree, definitely influence their learning results. It is worth mentioning how students become successful or failed in learning English because it might affect their motivation and the way they learn the English as foreign language. Psychologists and language researchers stated that the learner’s persistence, enthusiasm and commitment are the key influencing factor of success or failure in the foreign language learning.

According to Dornyei (2003) student motivation is consistently linked to persistence and success in the classroom situation. Whereas Clement, Noels & MacIntyre (2007) have suggested that with a better perception of the social dynamics of foreign language learning motivation, it may be likely to strengthen learners’ bilingualism. That is an admitted fact, that motivation enhances the abilities to learn a foreign language in relation to the mother tongue.

It is a well-known fact that people would agree with the statement that motivation is mainly responsible for determining human behavior. Therefore, those who are motivated to learn a

foreign language will be able to become skillful to a certain degree despite of their intelligence or language aptitude in the language learning process.

According to Gardner and Lambert (1972) motivation is the driving force by which foreign language learners achieve their goals and objectives. Motivation is said to be intrinsic motivation or extrinsic motivation. The term motivation is generally used for human beings but it can also be used as well to express the causes for animal behavior. According to various theories of language learning, motivation may be deep-rooted in a basic need to minimize material pain and maximize enjoyment. It may include particular needs such as a desired object, goal, and state of being, eating and resting, ideal in the live situation. It may be accredited to less obvious reasons such as morality, selfishness, humanity, or avoiding mortality. Theoretically, motivation should not be confused with either decision making or hopefulness. Motivation is associated to, but different from the feeling of emotion.

INTEGRATIVE AND INSTRUMENTAL MOTIVATION

According to Gardner and Lambert (1972), there are two types of motivation: integrative motivation and instrumental motivation. The integrative motivation refers to learning the foreign language with the intention of participating in the culture of its native people. Moreover, instrumental motivation indicates and implies that a learner learns the foreign language in support of a function relating to occupation, profession or further useful motives. The above mentioned two types of motivation can affect and control the procedure and outcome of foreign language learning. A famous linguist further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning.

Gardner (2010) also introduces the above mentioned types of motivation; the integrative motivation occurs when the student likes to join or be a member of the certain crowd and the culture. The instrumental motivation crops up when the learner be hopeful of several benefits that he proposes to have while learning some particular language. Comparing the above mentioned types of motivation with each other, it is simply believe that the best and the perfect motivation is the integrative motivation. Further, he asserts that integrative motivation is more proficient and well-organized.

The learners who donot have integrative or instrumental motivation, in fact, they will face with problems and difficulties to learn and gain knowledge of a second language in the classroom. In general, learning the language would be difficult for the foreign learners.

THE ENGLISH LEARNING MOTIVATION SCALE

The English Learning Motivation Scale developed by Li et al. (2006) an instrument to check the motivation of learners in learning a foreign/second language i.e English. The factors of motivation are described below:

Expectancy-value

According to the expectancy value theory, a learner's motivation is determined by how much they value the goal and whether they expect to succeed or not. Mainly in expectancy value

theory, the learner makes significant efforts toward his goals. The learner makes better expectations about the success rate of learning foreign language.

Instrumental motivation

Instrumental motivation refers to learn a language for obtaining some concrete and specific goals such as graduation, job, or the ability to read academic materials.

Foreign cultures

The world has become a global village. In this village, interactions among the people are significant. An interest in foreign cultures is a good thing. Learning English because of being interested in the people and things from English speaking countries.

Self-efficacy

Peoples make efforts to get perfection in their personality. Therefore, people have strong beliefs about their capabilities to produce selected levels of routine that exercise influence over actions that affect their lives in the society. Self-efficacy attitude determine how people think, feel, motivate themselves and behave in a congruent way.

Supereminence

Supereminence refers to the quality of being eminent, superior eminence, dignity, rank, and distinguished, worthy or conspicuous of note above others.

Passive motivation

Passive motivation indicates to more of an extrinsic motivational quality. A foreign language learner with passive motivation usually learns because of external factors, such as social environment and thinks it is not simple for them to change something, such as aptitude or intelligence.

RESEARCH METHODOLOGY

The present study was a descriptive survey design. The study examined the possible factors of motivation in learning English language. The population of the study was consisted of all the Urdu EFL (government secondary school students) in Pakistan. The researchers used purposive sampling technique for the selection of sample. The data was collected from 350 secondary school students.

As the study was descriptive in nature therefore a questionnaire for students were used to collect data. Hartas (2010, p. 261) has written that questionnaires are the most extensively used method for data-gathering in survey research. The English Learning Motivation Scale (ELMS) designed by Li, Chuang & Fu (2006) for motivation in learning English used for the present study. The questionnaire has been well validated and widely used in language learning literature.

Essential data collection is most suitable for descriptive survey study (Mawoli, Babandako, 2011). In order to get data from the respondents through the above mentioned research tool, the

researchers visited the target sample personally and administered the questionnaire to the sample students. They were thoroughly briefed about the procedure of filling the questionnaire.

The frequently used statistical techniques of mean score and standard deviation were used through the software of SPSS 20 (Statistical Package for Social Sciences) for data analysis.

DATA ANALYSIS AND INTERPRETATION

The study was aimed to find the motivational factors in learning English among the secondary school students. The data collected through questionnaire was tabulated, analyzed and interpreted in the light of the objectives of the study. The analysis and interpretation of the data is given below:

Table: 1

Analysis of Expectancy Value in Learning English

Item No	Statement	Mean	SD
1	I believe if I make efforts, my English is sure to be good.	4.28	.96
2	I think learning English increases my self-confidence.	4.12	1.01
3	I think learning English makes me happy.	3.82	1.35
4	I think having good English is an honor.	3.68	1.47

Table 1 shows the expectancy value among the Urdu EFL learners regarding learning English. The mean score and standard deviation goes from (3.68 to 4.28) and (.96 to 1.47) respectively show Urdu EFL learners having the opinion that good English is an honor for them. Majority of the learners believe that they can make their English good through effort. Learning English increases the confidence among learners and make them happy.

Table: 2

Analysis of Instrumental Motivation in Learning English

Item No	Statement	Mean	SD
5	I learn English because it is beneficial to job-hunting in the future.	4.32	.82
6	I learn English because it is useful for studies and tests.	3.88	1.28
7	I learn English because I can make friends with English speakers.	3.88	1.18
8	I learn English because it is convenient for me to travel overseas.	4.00	1.15
9	I learn English because English is a global language.	3.55	1.28

10	I learn English because it is useful for reading Englishbooks, newspapers, magazines, and comic books.	4.02	.94
11	I think learning English can help me learn differentkinds of knowledge.	3.70	1.20

Table 2 refers to instrumental motivation in learning English among Urdu EFL learners. The mean score and standard deviation goes from (3.55 to 4.32) and (.82 to 1.28) respectively that show English learning is beneficial for learners in seeking a good job. Majority of the learners have the opinion that English is a global language and also useful for their studies and tests.

Table: 3

Analysis of Interest of Foreign Cultures in Learning English

Item No	Statement	Mean	SD
12	I learn English because I am interested in English speaking countries.	3.48	1.41
13	I learn English because I am interested in the peopleand things in English-speaking countries.	3.30	1.45
14	I learn English because English is a special language.	3.60	1.25
15	I learn English because English is melodious.	2.78	1.34
16	I learn English because English is beautiful.	2.68	1.49

Table 3 makes us to known about the interest of students in foreign cultures. The mean score and standard deviation increases from (2.68 to 3.60) and (1.25 to 1.49) respectively that show majority of the learners have the opinion that English is a special language and also a beautiful language. Urdu EFL learners are also interested in the English speaking countries, people as well as the things in the English speaking countries.

Table: 4

Analysis of Self-efficacy in Learning English

Item No	Statement	Mean	SD
17	I learn English because I may move to English-speaking countries someday.	3.80	1.20
18	I learn English because I may work in English-speaking countries someday.	4.05	1.01
19	I think learn English can make me get a lot of praise, compliments, and encouragements.	3.20	1.40
20	I think having good English can make more friends	3.72	1.21

Table 4 shows the self-efficacy of the Urdu EFL learners in English learning. The mean score and standard deviation increases from (3.20 to 3.80) and (1.01 to 1.40) respectively that show learners have the desire to work in English speaking country through the learning of English. Majority of the learners learn English for the sake of praise, compliments and encouragements. Good English helps them in finding more friends.

Table: 5**Analysis of Supereminence in Learning English**

Item No	Statement	Mean	SD
21	I learn English because English-speaking countries are powerful nations now a day.	3.42	1.29
22	I learn English because many successful people can speak English.	3.78	1.27
23	I think a leader should be able to speak English.	4.00	1.24
24	I think it is behind the times if someone does not learn English.	3.30	1.40

Table 5 tells us the supereminence in learning English among EFL learners. The mean score and standard deviation increases from (3.30 to 4.00) and (1.24 to 1.40) respectively show that leader should have the ability to speak English because English is the language of powerful nation. Presently, English is the language of science and technology if someone does not learn English; he will be left behind in this fast and technological age.

Table: 6

Analysis of Passive Motivation in Learning English

Item No	Statement	Mean	SD
25	I learn English because it makes me understand English movies, programs, and cartoons.	3.65	1.31
26	I learn English because everyone learns English.	3.58	1.29
27	I think learning English is related to intelligence.	3.72	1.39

Table 6 shows the passive motivation in learning English among Urdu EFL learners. The mean score and standard deviation increases from (3.58 to 3.72) and (1.29 to 1.39) respectively that show learners learn English because they think that everyone is learning English and English language is percept as the symbol of intelligence for the person who knows it.

DISCUSSION

The current study revealed that Urdu EFL learners were very much interested in learning English. It was because motivational factors like making efforts, self-confidence and learning English for self-pleasure and honor plays a pivotal role in enhancing the interest of the students. The similar results were found in a study made by Vaezi (2008) who also found out students positive attitude toward learning English. It was also found out that Urdu EFL learners tend to improve their English because they wish to get a good job and social prestige in the society. Vaezi (2008) also explored that through motivational factors students were instrumentally moved to learn English language. Moreover, teachers have to make learners engaged in enhancing the students' intrinsic motivation in fostering learners' autonomy because they get better achievements in their social and practical life as they have higher autonomous learning ability (Pan, Zang, & Wu, 2010).

In addition to that utility of English for job haunting, exploring knowledge and attempting tests and to make inter-cultural and inter-continental communication is very much effective. That is why students are highly motivated by dint of such motivational factors which could facilitate them in achieving their goals in real life situations. English is a dominating language which is universally recognized by the international community. Urdu EFL students as inspired by the commonwealth, Fulbright and other scholarships wish to travel abroad. To fulfill this purpose students are motivated toward learning English.

Urdu EFL learners are very much aware of the facts that without learning English they will not be able to cope with the nations' which are making progress by leaps and bounds. This motivational factor also reinforces them to learn English with keen interest and determination.

Above all movies, TV programs and cartoons (animated movies) are convincing motivational factor which increase the interest of the students because they not only entertain themselves but also use them as a source of improving English and to get the cultural and social knowledge of the other nations.

CONCLUSION

The study showed that the Urdu learners are highly motivated in their English learning. They feel confidence, honor and happiness in learning English. The study concluded that Urdu EFL learners are well aware by the importance of English in the current world; they also know that English is a global language. They want to learn English for the purpose of getting good job. The study showed that Urdu EFL learners are highly motivated for learning English because they want to go to the English speaking countries, want to work there and want to get a lot of praise and encouragements. They also want to make more friends through English speaking. It was concluded that Urdu EFL learners want to learn English because they have the perception that English is the language of powerful nations and successful people. Most of the students have the perception that English is a sign of intelligence for the people who make the use of it.

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