

## **MOTIVATIONAL ORIENTATIONS AND THE MOTIVATION OF PAKISTANI ESL LEARNERS: A REVIEW**

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### **ABSTRACT**

The aim of this paper is to review the literature and exemplify the manifestation of integrative and instrumental motivational orientations in Pakistan's ESL learners with reference to Gardner's Socio-Educational model. It delineates issues that impede the motivational process and contextual elements with motivational factors that could provide new insights to help practitioners plus policy makers to determine and address contemporary concerns in the holistic learning of English. The study principally sheds light on the current state of motivation in Pakistani ESL students, projecting a need to revise the English language curricula to more inclusive ones at all academic tiers; construct collegial classrooms; modify the practiced didactic approaches and focus on development of contextually suitable contents as some of the initiatives that need to be taken into consideration for nurturing students' and teachers' motivation in alignment with the model. The present study majorly proposes the need to utilize the Attitude/Motivation Test Battery (AMTB) for comprehensive analysis of students' motivation and it provides an adapted simplified version of AMTB that can be used to examine Pakistani ESL students' motivation, and further tested in other similar contexts.

**Key Words:** ESL, instrumental, motivational orientations, integrative, language learning.

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## **1.0 INTRODUCTION**

In the present era of globalization, the language learning process became an essential pathway for foreigners to tread on in order to interact with global partners for effective communications and successful negotiations. The people and nations became more interdependent as they acted as strategic and economic partners, political allies, adversaries, or just a part of the large global community. The need to study and master the different languages emerged as a dynamic concept that gave an initial impetus to the field of second language acquisition. Language learners began to explore this fascinating spectrum of human development and over the last few decades, there has been a plethora of studies in the field. One of the key concepts of the language learning process, motivation as a part of learners' individual differences, is considered as a determinant of the acquisition. It is an intricate and multifaceted construct. In the learning of a foreign language, motivation is believed to be an important factor, which provides the major incentive for the process and then acts to continue and sustain the process for the achievement of second language (L2). Dornyei and Otto (1998) define motivation as the, "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out" (p. 64).

Although multitudes of theories have come up and numerous research studies have been carried out on the importance and role of motivation as a affective factor in the language learning process, there is still a need for comprehensive examination and discussion on motivation concerning the ESL learners of Pakistan mainly due to the reason that these learners, even though having studied in the medium of English language since young children, still lack in language competency. The paper will reflect on the studies carried out on the motivational aspect of language learning in Pakistan; it fundamentally aims to review the literature and reflect upon the Pakistani students' integrative and instrumental motivation towards learning English as a second language with reference to Gardner's Socio-Educational model and to evaluate how these affect the learning and teaching of the L2.

## **2.0 CONCEPTUALISING MOTIVATION IN SECOND LANGUAGE LEARNING**

The paradoxical nature of motivation has generated a plethora of research over the last three decades. However, the extensive research on the topic has been divided into three distinct phases; period from 1950s to 1980s; in the 1990s and late 90s to 2009, and more effectively further categorized into two significant approaches; the social psychological approach and the motivational psychological approach. Gardner and Lambert (1972) gave the major conceptual perspective based on the social-psychological approach with regards to the construct of motivation. They conducted a series of studies (1959; 1972; 1979; 1985) on the English and French communities for the investigation of the role and effect of affective variables like attitudes and motivation in the language learning process. Gardner and Lambert (1972) considered second languages to play the role of mediators between the different ethnolinguistic communities in multicultural settings and the motivation to learn the language of the other community as the key dynamic force that was responsible for elevating and strengthening or obstructing of the interactive communication and cultural integration in the society (Dornyei, 2001). The works of Gardner and his associates dominantly characterized this period of L2 motivation (1959-1990). On the other hand, the motivational psychologists who focused on the individual and the internal factors that motivated the learners, gave a number of theories and concepts in the cognitive-situated period during the 1990s. Some of the most prominent were the goal theories; the intrinsic and extrinsic motivational notions and expectancy-value theories in L2 motivation research (Noels, Clément, & Pelletier, 1999; Gardner & Tremblay, 1995; Ushioda, 1996). With the ever-changing world, the evolution of the motivational paradigm continued and the past decade saw a process-oriented conceptualization of motivation with the most significant works of Dornyei (2001). Dornyei's work has led to one of the most influential and renowned approaches in L2 motivation, the 'L2 Motivational Self System' which attempts to promote students' motivation by raising awareness in them about their 'ideal self' (Gardner, 1985; Ushioda, 1996; Dornyei, 2001).

### **2.1 Gardner's Socio-Educational Model**

The term motivation may be taken as an innate urge or the drive of an individual to achieve a goal. According to Gardner (1985), "motivation refers to the effort, want (desire) and affect associated with learning a second language is seen as important in determining how actively the individual works to acquire language material" (p. 47). For Gardner (1985), motivation encompasses four

aspects; a goal, the effort on the individual's part, a desire to attain the goal and a positive attitude towards learning the language.

One of the key concepts of socio-educational model was the identification of the distinction between instrumental motivation and integrative motivation. These notions of motivation are elaborated upon in the following sections, explicitly 2.2, 2.3 & 2.4, of this paper. Gardner (1985) uses the term orientations for the distinction and believes that "orientation refers to a class of reasons for learning a second language" (p. 54). The model has its roots in the idea that L2 acquisition takes place in a particular cultural context with the focus on variables like social beliefs of the community towards the language, the individual differences in the learning process, the learning acquisition contexts and the linguistic and non-linguistic outcomes of the learning. Gardner also touches on the issue of bilingualism. He contends that bilingualism and attitudes towards the target language and the community form the basis for the attitudes towards language learning. The model also led to the development of Attitude/Motivation Test Battery (AMTB), the most recognized testing device for measuring attitudinal and motivational variables in learning L2. Gardner's (1985) multi-component, Likert scale AMTB test assesses two classes of variables that are known to influence motivation. The first, 'integrativeness' variable is assessed by three measures from the AMTB: the Attitudes toward the Target Language group, the Interest in Foreign Language and the Integrative Orientation. The second class of variables, known as the Attitudes toward the Learning Situation is assessed by two AMTB measures: the Attitudes toward the Language Course and the Attitude toward the Language Teacher (Gardner & Tremblay, 1995). In addition to this, the test includes language anxiety measures, the constituents of instrumental orientation and motivation, motivational intensity as well as an index of parental encouragement. Dornyei (2001) states that, "at the moment it is still the only published standardised test of L2 motivation" (p. 52).

The socio-educational model given by Gardner with its operational formulation as shown in Figures 1.1 and 1.2 respectively have been of tremendous significance in the field of SLA; however, it has also been scrutinized and criticized by many as a theoretical model that lays too much emphasis on the integrative and instrumental distinction. Researchers like Crookes and Schmidt (1991) and Oxford and Shearin (1994) argued that motivation should be studied from different perspectives with the major focus on affective motivational elements in the learners; consequently, numerous theories evolved (MacIntyre, 2007). Gardner and Tremblay (1995)

extended Gardner's socio-educational construct of L2 motivation by the inclusion of three new elements; the goal salience, valence and self-efficacy. These motivational antecedents were found to have a profound effect in the L2 learners' motivation. Thus, Gardner's socio-educational model of L2 learning was revised to encompass the recent significant motivational variables in order to give a more comprehensive view of the motivational process in language learning.

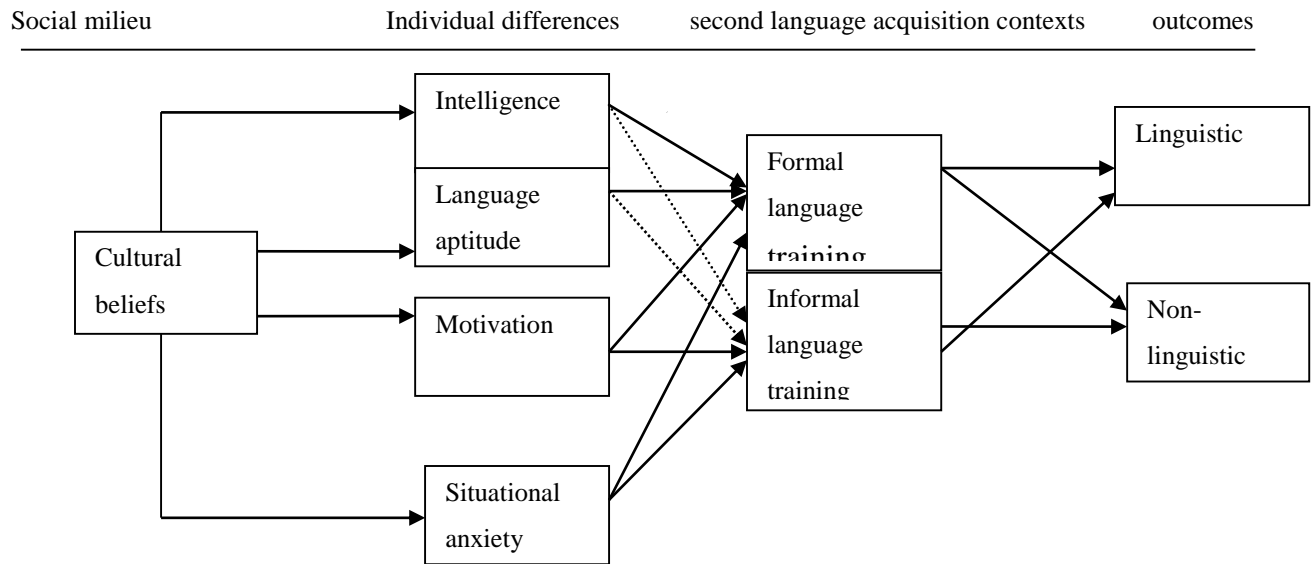


Figure 1.1: The Gardner Educational Model  
(Source: Gardner, 1985)

Social milieu                      Individual differences                      Second language acquisition contexts                      Outcomes

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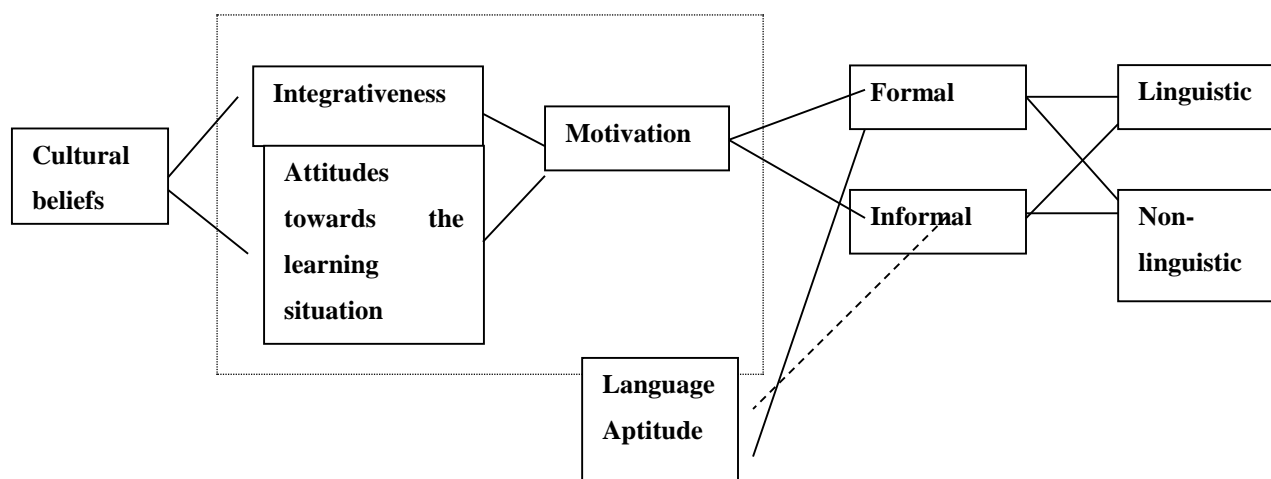


Figure 1.2: Operational Formulation of the Socio-Educational Model

(Source: Gardner, 1985)

## 2.2 Integrative Motivation

The integrative side of Gardner and Lamberts' (1972) dichotomy describes the learners' motivation to integrate themselves into the target language community, with an interest in their language as well as culture. A positive attitude towards the L2 group and the desire to socially interact with them or to be like them are the characteristics of this motivational orientation. According to Lightbown and Spada (1999), "the integrative motivation refers to language learning for personal growth and cultural enrichment" (p. 56). Gardner (2001) establishes his concept of integrative motivation mainly on two principles. He asserts that development of near- native skills in second language learning requires determination, effort, time and perseverance, correspondingly, to develop such level of the L2 the assimilation, acceptance and recognition of that language is essential in a particular societal context.

This facet of integrative language learning motivation Gardner and Lambert (1972) has been considered much significant in second language research and is still being explored in varied contexts with marked interest. In accordance, recent studies project related concepts such as that the integratively motivated learners are driven to be closer to native speakers. Wang (2016) emphasizes that the integrative motivation in fact shows the willingness and magnitude to which the learners identify with the target culture, which urges them to explore opportunities to engage in activities in L2. Similarly, integrative motivation positively influences second language

acquisition by encouraging a learner's interest in the selected language and its concomitant culture mainly affirming that integrative motivation is in fact derived from people's intrinsic preferences or inner passions (Wang, 2016; Rozmatovna, 2020; Zhang, Dai, & Wang, 2020; Uгла, 2021).

Yulfi and Aalayina (2021) in their research on Indonesian language learners affirm that the students who were motivated integratively had the desire to actually enjoy the learning process itself or it gave them pleasure to develop a certain skill, which could help them communicate with people from different countries, simultaneously providing them knowledge of various other countries / cultures either by communicating verbally with a stranger/s, or by using social media.

### **2.3 Instrumental Motivation**

The instrumental motivation contrasted Gardner's orientation of integrative motivation. The instrumental side of the dichotomy reflects the learning of a language for more practical goals such as passing the examinations, acquiring a good job and attaining a higher social status. The instrumental motivation is generally characterized by the desire to attain potential pragmatic gains of L2 proficiency such as a getting a better job or higher salary (Dornyei, 2001).

Recent conceptualizations in corroboration with the past research show that in all of the diverse contexts, students learn the foreign language for their specific reasons. They are observed to be mainly driven by instrumental motivation; they seek to attain English for practical and hands-on everyday purposes. This instrumental motivation effectively results from number of factors, such as, the need to pass an exam, to get a better job in the future, to gain a financial incentive, knowing English is important for their success and achievements or the possibility of future travel (Khan, Sani, & Abdullah, 2016; Al-Ta'ani, 2018; Rozmatovna, 2020; Yulfi & Aalayina, 2021; Uгла, 2021).

### **2.4 Integrative vs Instrumental Motivation**

Gardner's conceptualization of integrative motivation reflects a positive outlook on the L2 and its culture; it is one of the most elaborately researched aspects of Gardner's motivation theory. In early research, integrative motivation was considered to be far more superior to instrumental motivation. The 'integrativeness' variable was perceived to play a more powerful role in the L2 linguistic achievement process by Gardner and Lambert (1972). They had carried out an investigation on learning of French in schools, both in Canada and USA and found that integrative

orientation was more vital in successful language learning. However, Gardner and Lambert (1972) in their later studies found instrumental motivation to be more vital in the context of Philippines. In accordance, Lukmani (1972) who carried out a research study involving non-westernized female L2 learners of English in Bombay also found the instrumental motivation to be more important (Ellis, 1985). Thus, the researchers had contradictory outcomes. Brown (2007) asserts that both integrative and instrumental motivations are not necessarily mutually exclusive rather a combination of both. In most of the contexts, people might be motivated to learn English for academic purpose and they may also have the interest in L2 culture and language, hence both orientations of motivation are simultaneously present and can pave way for successful language learning. Brown (2007) cites the example of international students residing in the USA to support his point. The motivational orientations provide the essential starting point for an action to take place and once the desire gets the motivational support, the individual is ready to “cross the Rubicon” as metaphorically coined by Dornyei (Dornyei, 2001, p. 71). In his socio-educational model, Gardner (1985) links integrative motivation to ‘additive bilingualism’ which means that the learners possessing an integrative motivation are more likely to maintain their mother tongue (L1) during the course of learning L2 while he proposes a divergent link between the instrumental motivation and ‘subtractive bilingualism’ (p. 37). He asserts that in an instrumentally oriented motivation the learner loses his mother tongue or fails to develop the ability to express certain kinds of functions (Crookes & Schmidt, 1991; Ellis, 1985).

Motivation is a dynamic attribute and Gardner’s (1985) dichotomy of motivational orientations, like any other attitudinal factors, experience variation in codependence with different contextual and individual factors. Recent studies conducted on motivational orientations emphasize that in most of the countries where English is taught as a second language, learners are relatively more instrumentally motivated than integratively, i.e., students are driven to learn the language for more practical reasons such as getting a superior job or higher salary or to join a decent university (Al-Ta’ani, 2018; Anam, Rizwan, Ali, & Mughal, 2019; Rozmatovna, 2020; Uгла, 2021).

Uгла (2021) asserts that in the case of Iraqi students who generally have difficulties communicating in English as well as lack the motivation for learning the language, it is majorly instrumental motivation that compels them to study the L2. Al-Ta’ani (2018) found fairly similar results of instrumental motivation being higher in his Middle Eastern students however, from his



investigation, he concludes that integrative motivation to learn English as a foreign language is fairly high as well. Likewise, Ali and Ahmed (2019) in his studies of Sudanese students found matching results with students' inclination towards both the integrative and instrumental motivational orientations in practice.

Rozmatovna (2020) in his investigation reports that altitude of instrumental motivation is present in Uzbek students, nevertheless, it is observed that both instrumental and integrative motivation play significant role in the process of learning English in the specific context.

The research in the contrasting integrative and instrumental orientations of motivation show mixed results, hence there is no definite way of knowing that which of the orientations lead to more successful and sustainable L2 learning. However, the presence of both, not necessarily as a combination, is imperative for second language acquisition.

### **3.0 THE L2 MOTIVATIONAL ORIENTATIONS OF PAKISTANI ESL LEARNERS**

#### **3.1 Integrative and Instrumental Motivation of the Pakistani Learners**

At present in Pakistan, the need to learn English has stimulated the young and old; the rich and poor as well as the elitist feudal social class to seek English language education. The populace is highly inclined towards the English culture and they are extremely motivated to learn the English language with an accent like the native speakers, consequently their motivation is integratively oriented towards acquiring the L2. Being from a class conscious society, the parents who belong to lower and middle-class groups strive hard to get their children enrolled in schools that are English medium in order to ensure that their children learn to speak English (Ershad, Shiraz, & Kaiser, 2020). Most Pakistani ESL learners are not exposed to the target-culture but with more and more people opting to go abroad for studies, jobs and settlement; the spectrum of affiliation has materialized. These people go to the English speaking developed countries and try to fit in. For them to be a part of the particular society, it is essential to communicate in the L2 (English) that is deemed to shape their future.

Tatlah, Amin, and Nawaz (2005) in their interpretive study of learners' motivation in the undergraduates of a public university found that the students did have an actual desire to assimilate with the native English speakers' culture and traditions, however they feared losing their own cultural values and mother tongue. Tatlah et al. (2005) claim that globalization, international posture and exposure, tourism and travel orientation along with the desire to flaunt in the language

considered as class symbol motivate students, particularly at the tertiary level to acquire English language. Correspondingly, Kakar and Pathan (2017) state that, “Pakistani EFL learners fail to acquire proficiency in the target language despite of putting endless efforts” (p. 117). In addition, according to Mansoor (2002) “the Pakistani student needs for learning English are primarily for instrumental reasons like travelling abroad, reading advanced technical literature, coping with university classes, access to international books and journals, getting good jobs, and as the working language of their future careers” (p. 28). Moreover, passing the examinations is the major short-term goal that instrumentally motivates the students to seek knowledge of English. Thus, the presence of integrative orientation of motivation is apparent in Pakistan’s ESL learners. However, as the majority of the Pakistani L2 learners are not in direct communicative association with the native English speakers, they are typically driven by instrumental motivation.

Khan et al. (2016) conducted a study on 40 male pre-university students to investigate their motivation levels, both integrative and instrumental motivation, by the help of adapted Dornyei’s questionnaire with the focus on reading in L2. The study delineates that Pakistani students read English basically for pragmatic goals principally related to self-improvement and though integrative motivation is found to be high, instrumental motivation is marginally stronger than integrative motivation. Still, integrative motivation was found to be high in relevance specifically with future travel. Nevertheless, the study shows that learners consider English learning as dynamic and that integrative motivation could be encouraged by integrating activities related to the students’ interest and keenness for example educational trips to English speaking countries that could help them have productive interactions with the native speakers.

Ali and Ahmed (2019) in their study to find out the motivational orientations of the ESL students at public and private schools in Lahore, a city of Pakistan, focused on how these ESL students differ on the basis of their motivational orientations for learning English language. A quantitative method for the collection and analysis of the data was utilized with a sample of 320 randomly selected ESL students studying at six different public and private schools in Lahore, Pakistan. They found that the motivational orientation of the ESL students studying at public schools is chiefly instrumental while the private school ESL students have extrinsic and integrative motivations as they have an interest in the target culture or a wish to connect with the natives. The most significant aspect of the study implied that the difference in the learners’ motivational

orientations is substantially developed from the difference in the medium of instruction, teaching approaches, the divergent curriculum, the school milieu and the diverse family backgrounds.

Shah and Naveed (2020) affirm that students' motivation change over time and in the case of Pakistani students both intrinsic and extrinsic motivation are found to drive the learners towards acquisition of English language.

Hussain, Salam, and Farid (2020) examined adult learners' motivation in learning English in Saudi Arabia and Pakistan, where the former has English being taught as EFL (English as a Foreign Language) whereas the latter observes the language as ESL (English as a Second Language). The research comprised of a quantitative tool of the 20-items questionnaire administered at 100 EFL learners and 100 ESL learners to evaluate their extrinsic and intrinsic motivation. The major findings illustrated that the learners in both the EFL and the ESL contexts were intrinsically motivated particularly Pakistani students' motivation is exclusively based on the desire for achievement; the L2 empowers them to acquire a recognized status as well as decent jobs based on their English language proficiency. Hence, the study corroborates with the prior exemplified research findings.

Khan, Raza, and Sibtain (2021) researched on tertiary level ESL learners in post COVID shift towards online mode of learning and found that students' motivation was low at the beginning but over time as they gradually adapted to the new digitized mode in agreement with motivational strategies being adopted, their motivational level has increased. Furthermore, recent findings suggest the presence of a high degree of interest in learning English as a Second Language, a positive attitude and good level of instrumental and integrative motivation in students of both genders. Studies on undergraduates illustrate a relatively higher instrumental motivation in male students towards learning English than females (Anam et al., 2019). Nevertheless, full scale research may be conducted on this -gender-dimension for conclusive results.

Hence, Brown's (2007) claim that both the orientations of L2 motivation are 'not mutually exclusive' seems appropriate in the Pakistani context. Also, with the socio-cultural and attitudinal factors the motivational orientations of the individuals may be perceived as transient entities.

### **3.2 Pakistani Learners' L2 Motivation and Amotivation**

The motivational intensity for learning English is very high amongst the Pakistani ESL learners. It is the need of time. They are geared to achieve the linguistic mastery in the L2, however and

unfortunately, there are many barriers to their successful acquisition of the language; dearth of competent English language teachers, inadequate school facilities and the redundant examination systems to name a few (Shamim, 2011). Even though Urdu is the national language of Pakistan, all the official work and documents such as government documents, financial or business contracts or polices are drawn in English (Shamim, 2011; Rahman, 2002). English language is considered as a status symbol while the people who have command over the language are reckoned to be more modern, intellectual and socially superior.

Islam, Lodhi, and Khan (2020) contend that learning English gives a sense of supremacy and individuals who are well versed in speaking the language are considered to be socially adept and well groomed. One's proficiency in the English language is taken as an achievement whereas the lack of it is the most prevalent barrier in acquisition of good education, lucrative job and social standing in the society.

Rahman (2002) asserts that the urban population of Pakistan derives a sense of empowerment by acquiring the ability to read and write in English language. He stresses that the lack of English proficiency is the biggest hindrance for people in acquiring highly paid white collar jobs and the entry into the 'elite cadre' of the society. Further, with regards to the class differences and Urdu/English medium element, Shamim and Rashid (2019) found the English/ Urdu medium divide to be still very much existent, finely interlaced in the fabric of the Pakistani society which essentially facilitates the relatively affluent faction of the society leaving the learners in the Urdu medium setups with inadequate facilities and opportunities on the basis of class differences. The gap does majorly affect the learners gaining linguistic proficiency in English which subsequently hampers their financial and social development. The educational division on the basis of societal classes has a strong influence on English related learning skill and self-confidence of Pakistani students (Islam, 2019). Even though, the learners are keenly encouraged by their parents, have peer support and access to the L2 through media and internet; the financial constraints, the learners' lack of self-concept and the minimal interaction with English speaking individuals dampen their chances of good quality learning.

Dilshad, Nausheen, and Ahmed (2019) explored students' motivation for learning English at secondary schools ascertaining factors that demotivated them; simultaneously, comparing the learners' motivation with reference to gender, area, social class and school type. A questionnaire with 36 items was used to collect data from 620 students of government and private secondary

schools located in two districts of southern Punjab. The results showed adequate level of students' motivation for learning the language. However, lack of confidence, problem in speaking English and poor grammar knowledge were key factors that demotivated students in learning English. Moreover, significant difference was found in motivation of male and female students; females' motivation level being considerably higher than male students. Also, it was observed that motivation of students from urban and rural schools were distinct, compared to rural students, urban students were much more motivated to learning English. Likewise, motivation of students from government and private secondary schools, too, was found to be different.

One more crucial element is a shortage of proficient English language teachers in Pakistan and most of the teachers in the field, at present, have received no prior teacher training. The learning-teaching methods are conventionally based on the Grammar-Translation Method and do not allow a nurturing relationship between the learners and teachers which is a necessary component for L2 motivation. Apparently, language teachers fail to coordinate well with the students, the practices and motivational strategies used are unproductive and the absence of effective student-teacher immediacy leads to failure in quality language learning (Ahmed, Aftab, & Yaqoob, 2015). In addition to this, the compulsory nature of the L2 study and the absence of interesting and useful course materials contribute to students as well as teachers' amotivation. Furthermore, the English course books in the curriculum are mostly written by native English authors who belong to a completely contrasting social and cultural milieu (Shamim, 2011; Islam, 2019). Therefore, it is often difficult to motivate the students who are unable to comprehend the text because of the differing content and formal schemata. Thus, it may be said that despite the high motivational intensity and highly positive attitudes towards the language, the learning remains an uphill task for the Pakistani ESL learners.

#### **4.0 IMPLICATIONS AND RECOMMENDATIONS FOR TEACHING**

The situational and contextual dilemmas of the Pakistani ESL learners pose a huge hindrance in students' L2 motivation and accordingly the language learning process. In such a context, it is a motivational challenge for teachers to encourage the learners and develop their knowledge and skills to learn a foreign language.

The language learning process fundamentally requires passion, interest and motivation of both the learners and the teachers however; the great responsibility of identifying the learners'

needs and goals while simultaneously developing motivational strategies to enhance as well as sustain their L2 motivation, falls on the teachers' shoulders. Shah and Naveed (2020) assert that students' motivation is greatly affected by teachers' motivation. In accordance, Pakistani language teachers need to be appositely motivated in order to disseminate knowledge and implement effective methodologies, and this may materialize with the provision of conducive and satisfying classroom environment as well as of the overall workplace atmosphere plus the salary, incentives and fair workload that are critical motivating factors while teaching English (Shah & Naveed, 2020).

Kakar and Pathan (2017) investigated various motivational strategies which EFL teachers could employ to motivate students, they also sought to determine the major differences between male and female teachers in practicing the motivational strategies in an EFL classroom. In light of their findings, they are of the view that the most noteworthy strategy being practiced by the teachers in the particular context was to promote learners' autonomy and that there is no significant difference between male and female EFL teachers in terms of practicing motivational strategies. The same conceptual framework may therefore be applied to various educational contexts. Correspondingly, Hussain, Akram, and Hussain (2021) analyzed the impacts of Motivational Strategies on ESL learners' capabilities and proficiency. With regards to the results acquired, they advocate that strategies such as vocabulary building; more of class discussions and peer interaction; acting as inspirational figures or mentors for students; transparency in grades; encouragement and appreciation of students are some strategies that may be adopted by teachers which can help improve learners' motivation and achievements (Kakar & Pathan, 2017; Hussain et al., 2021).

For successful learning of the L2, the teachers must create a classroom-friendly environment by means of a good and communicative relationship with the students. One of the harms in the Pakistani context concerning this aspect is the problem of large class size; however, the teacher can turn this into an advantage. He/she could create a friendly, cooperative but competitive environment with incentives and rewards for successful task completion. A factor that could really benefit the Pakistani teachers is that the students want to learn and communicate in English; therefore, the teachers must create and set tasks, along with the inclusion of discussions and debates that would allow the students to be more vocal in sharing their ideas. These efforts can also, in due course build their self-concept and boost their motivation in learning of L2.

Dornyei (2001) contends that learners' social image is a major concern in enhancing L2 motivation. This idea postulates that teachers must be tolerant and careful in correcting or criticizing the students as this may evoke feelings of low self-confidence and anxiety; thus demotivating the learner.

The curriculum and the course materials also play a significant role in learner's L2 motivation (Shamim & Rashid, 2019; Siddiqui, 2020). The teachers must ensure that the curriculum is relevant to what the learners want to learn, however, this task seems quite daunting or rather impractical because of the learners' individual differences. Nevertheless, a fine teacher is always able to recognize his/her learners' interests and works on them to motivate the students for successful and meaningful communication in L2. In Pakistan, the texts and materials used to teach English are mostly based on grammar and vocabulary teaching and there is far too much emphasis on written skills than spoken proficiency. Generally, the teachers do not have any say in the formulation of the curriculum, as it is the schools' administrations and the Ministry of Education's job. The teachers are instructed to follow and complete the syllabus in a time frame which makes it impossible for the teachers to work on developing a productive L2 motivation in learners. In effect, the system needs alteration. Mansoor (2002) emphasizes on the developing of local materials in English based on Pakistani social and cultural values, especially the language-activity books, so that the learners can identify with it and learn the language with more interest and high motivational intensity. The learning content must be relevant to the students' age, level of ability, interests and should be diverse so that the same formats and learning patterns do not lead to decrease in motivation and boredom.

Siddiqui (2020) states that over time there has been a change in teachers' as well as learners' roles with more active learning in classrooms than ever, nevertheless, the traditional assessment methods need major improvements. In accordance, Shamim and Rashid (2019) postulate that English language experts need to engage with policy makers to address the issues of grammar, learners' differences, teachers' practices, and language policy in ELT to improve language pedagogy. Fundamentally, each and every one; the learners, the educators, the policy makers and the government will have to collaborate to make the L2 learning fruitful. All things covered, it may be said that although there are major hindrances in the path of Pakistan's ESL learners, the changes in the system can definitely raise the students' motivation to acquire mastery in the L2.

## 5.0 CONCLUSION

Motivation, a key determinant in second language acquisition must be researched comprehensively in the context of Pakistan. There should be a widespread utilization of Gardner's AMTB test in order to carry out qualitative and quantitative empirical studies in the examination of Pakistani learners L2 motivation. The test should be made customary in order to develop and implement a productive curriculum as well as successful motivational strategies that could lead to favorable English language learning. In accordance, a sample concise and modified version of the AMTB has been provided (Appendix A), keeping in mind the ESL students' attitudes, competence and contextual factors, and may primarily be used to examine the Pakistani students' motivation. The present study is by no means an exhaustive one but perhaps would act as a stepping-stone in opening an investigative platform for the research.

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## APPENDIX A

<b>Simple &amp; Rapid Motivation Test</b>					
<b>Uzma's (2022) modified version of AMTB - adapted from Gardner's (1985) AMTB</b>					
<b>1. It is necessary to learn the English language.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2. My parents encourage me to learn English.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3. Urdu should replace English as the official language.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4. I love learning English.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5. I feel confident when I speak in English.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6. I want a native-like English accent.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7. Being proficient in English will aid my professional growth.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8. People fluent in English are superior in stature.</b>					
	<b>Strongly</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly</b>

	<b>Disagree</b>				<b>Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9. Studying English is important because it will enable me to interact with people when I go abroad.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10. My English teacher is very good.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11. I learn English just to pass my exams.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12. Learning English will help me get a good job.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13. I find it difficult to learn English.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14. I read a lot of English books and newspapers.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15. My English teacher does not make the lessons interesting.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>16. I want to be fluent in English.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>17. I watch English programs and movies that have been dubbed in Urdu.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>18. I am interested in English people, their culture and way of life.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>19. Learning English is a daunting task.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>20. I try not to speak in English because I feel people will make fun of me.</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>