



## **A STUDY ON MOTIVATIONAL FACTORS FOR ENGLISH LEARNING AMONG EFL LEARNERS AT SECONDARY SCHOOL LEVEL**

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### **ABSTRACT**

The motivational variables for learning English among English language learners were investigated in this study. The study's intended audience consisted of all English learners at the secondary school level in Pakistan. The researchers employed a technique known as purposive sampling to choose the samples for their study. We used the English Learning Motivation Scale (ELMS) questionnaire adapted from Li, Chuang, and Fu (2006) to collect information. The study's sample consisted of 300 English learners from secondary schools in Sialkot and Vehari, with the majority of the participants being female. In order to acquire results in terms of mean score and standard deviation, the data was analyzed using SPSS version 20. The study concluded that the English learners hope to make more friends due to their English proficiency; furthermore, it was also concluded that English learners are motivated to study the language because they believe English is the language of powerful nations and successful people. The majority of students believe that communicating well in English is a sign of intellect in those who speak it. The study discovered that English learners in Pakistan were highly motivated toward learning English.

**Keywords:** Motivation, English learning, Secondary schools

**JEL Codes:** I20

### **I. INTRODUCTION**

Both teachers and scholars have generally acknowledged the importance of motivation in second/foreign language learning as one of the most important aspects influencing the rate and success of the process. Motivation serves as the major push for beginning the English language process and, later, as the driving force for enduring the lengthy and, at times, tiresome learning process. Taking on the challenge of learning a language other than one's native tongue is a difficult one that demands perseverance and dedication (Kline, 2006; Senjahari, et al., 2021). It is not uncommon for an international student to take months or even years to achieve competency in a foreign language. Afraid, motivated, and effective learning tactics are three critical characteristics that impact whether or not learners acquire proficiency and accuracy in a foreign language. According to a well-known scholar and linguist, "Life takes on meaning when you get motivated, make goals, and pursue them in an unstoppable manner." Individuals' reasons for engaging in any activity such as language acquisition are associated with the range of actions and degree of effort they put forth to attain their objectives (Hussain, et al., 2020; Moratinos, et al., 2019; Saleh, and Majeed, 2021). Motivation is defined as the combination of desire and effort put forth to achieve a goal. Even though motivation plays an integral part in developing language competency, inadequate and untrained teachers are ill-equipped to grasp what motivates international students. Their level of motivation heavily influences the level of proficiency acquired by foreign language learners. When learners find significance in the target language learning activity in the society in which they live, they are more motivated to continue learning the language. Their ability to articulate their thoughts and feelings and exchange opinions in that particular language leads them to believe that they would like to learn the foreign language both constantly and separately from their native tongue. Wong (2012) elaborate that motivation is one of the dynamic and influencing factors that

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influence the rate of learning and the success of foreign language acquisition in a community setting. When it comes to foreign language learning achievement, motivation is widely acknowledged as an important influence. Following in the same vein, students' desire toward English language acquisition, to a certain extent, has a significant impact on their learning outcomes (Saleh, and Majeed, 2021). When discussing how students succeed or fail in learning English, it is essential to consider how their motivation and approach to learning English as a foreign language are affected. Perseverance, passion, and commitment on the part of the student are the most critical factors determining whether or not they will succeed in learning a foreign language. It is according to psychologists and language specialists.

Motivating foreign language learners to attain their aims and objectives, according to Gardner and Lambert (1972), is the primary means by which they succeed. In psychology, motivation is classified as either intrinsic or extrinsic. Generally speaking, the term "motivation" refers to human beings; however, it can also describe the factors that lead to animal behavior in some cases. It has been hypothesized by many language acquisition theories that motivation may be deeply entrenched in a fundamental urge to decrease material discomfort while increasing enjoyment. Specific requirements such as a desired object, goal, state of being, and eating and resting requirements that are optimal in a live scenario may be included. It could be attributed to less obvious motivations such as morality, selfishness, humanism, or the desire to avoid death. According to theoretical considerations, motivations should not be confused with either decision-making or hopefulness. While motivation is connected with, it is distinct from, the sensation of emotion. Dornyei's (2003) research has found that student motivation is consistently associated with perseverance and achievement in the classroom setting. In contrast, Clement et al. (2007) have indicated that developing a more accurate understanding of the social dynamics that influence foreign language learning motivation makes it possible to increase the likelihood of learners becoming bilinguals. The idea that motivation improves one's ability to learn a foreign language compared to one's mother tongue is a well-documented phenomenon. Everyone understands and agrees with the assertion that motivation is the primary factor in shaping human behavior, which is a well-known fact. As a result, those who are driven to learn a foreign language will become proficient to a certain degree in the language learning process, regardless of their intelligence or linguistic aptitude. Motivation alone will not suffice in the absence of actual action and skill. To assess the degree of motivation among students, a variety of psychometric tests should be used. It will ensure that the motivation level is accurately assessed and measured. A large number of researchers that are interested in motivation have done several investigations and researches. The current study attempts to investigate motivational factors and their significance in the learning process. The following are the study's primary objectives:

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

## **II. REVIEW OF RELATED LITERATURE**

According to Gardner and Lambert (1972), there are two types of motivation: integrative motivation and instrumental motivation. Integrative motivation is the desire to achieve a goal through a combination of factors. The integrative motive refers to learning a foreign language to become more involved in the culture of the people who speak the language. Aside from that, instrumental motivation suggests and implies that a student learns a foreign language to perform a function related to his or her occupation, profession, or other beneficial reasons. The two types of motivation outlined above can influence and regulate the procedure and outcome of foreign language acquisition. According to a renowned linguist, the integrative and instrumental incentive indicated by Gardner and Lambert is a beneficial and influential factor in the learning of a second language.

As indicated above, Gardner (2010) also highlights the various types of motivation; for example, integrative motivation happens when a student wishes to be accepted into or a member of a particular group or culture. When a learner is hopeful of various benefits that he believes he will receive as a result of learning a specific language, he or she is said to be motivated by instrumental motivation. When the many types of motivation listed above are compared, it is believed that integrative motivation is the most excellent and most perfect motivation available. He also claims that integrative motivation is more proficient and well-organized than other types of motivation. Learning a second language in the classroom can be challenging for students who lack integrative or instrumental drive. Students who lack integrative or instrumental motivation will have difficulty learning and gaining knowledge of a second language in the classroom. It is generally agreed that learning a new language is challenging for international students. Numerous studies have highlighted the

importance of education (Ali, 2015; Ali, 2018; Ali and Bibi, 2017; Ali and Ahmad, 2014; Ali and Audi, 2016; Ali and Audi, 2018; Ali and Rehman, 2015; Ali and Senturk, 2019; Ali and Zulfiqar, 2018; Ali et al., 2016; Ali et al., 2021; Ali et al., 2021; Ali et al., 2015; Arshad and Ali, 2016; Ashraf and Ali, 2018; Audi and Ali, 2017; Sajid & Ali, 2018; Senturk and Ali, 2021). The English Learning Motivation Scale, developed by Li et al. (2006), is a tool for assessing learners' motivation to study a foreign/second language, in this case, English, as a foreign/second language. The motivation factors are classified as follows: expectancy-value, instrumental motivation, foreign culture, self-efficacy, supereminence, and passive motivation. The specifics of these factors are as follows: expectancy-value, instrumental motivation, foreign culture, self-efficacy, supereminence, and passive motivation. Expectancy value theory states that a learner's motivation is determined by how much they value the goal and whether they expect to achieve it or fail to do so. Mainly in the area of the expectation value

In contrast to theory, the student makes considerable efforts toward his or her objectives. The student develops more realistic expectations regarding the likelihood of success in learning a foreign language. The motivation that serves a purpose. In order to achieve some tangible and precise goals such as graduation, a career, or the capacity to read academic publications, instrumental motivation is used to motivate language learning. The world has shrunk to the size of a town. The importance of interpersonal interactions in this hamlet cannot be overstated. It is beneficial to have a curiosity about other civilizations. I am learning English because I am interested in people, and things from English-speaking countries have sparked my interest in the language. People put forth considerable effort in order to achieve perfection in their personalities. Because of this, people have strong ideas about their capacity to establish specified degrees of routine that exert influence over activities that impact their lives in society. People's self-efficacy attitudes determine how they think, feel, motivate themselves, and conduct in a congruent manner, among other things. Superior prominence, dignity, position, distinction, and being worthy or prominent of mention are all qualities associated with being eminent or superior in some way. Passive motivation is a type of motivation that is not active. Passive motivation refers to a motivational feature that is primarily extrinsic. Active motivation is a type of foreign language learner motivated by external variables such as their social environment. They believe it is difficult for them to modify certain aspects of their personality, such as aptitude or intelligence.

### **III. RESEARCH METHODOLOGY**

The current study was conducted using a descriptive survey design. The study looked into the various factors that could influence one's motivation to learn the English language. The study's sample included all students learning English as a foreign language at the secondary school level in Sialkot and Vehari. The researchers used a technique known as purposive sampling to select the samples for their study. Three hundred secondary school students participated in the survey, which yielded the results. Because the study was descriptive, data were gathered through a questionnaire distributed to students. Hartas (2010, p. 261) claims that questionnaires are the most widely used method of data collection in survey research and that this is supported by empirical evidence. The English Learning Motivation Scale (ELMS), which was developed by Li, Chuang, and Fu (2006) to assess motivation in learning English, was utilized in this study to assess motivation in learning English. The questionnaire has been thoroughly validated and is widely used in the literature on language learning. The most appropriate type of data collection for a descriptive survey study is essential data collection (Mawoli, Babandako, 2011). To obtain information from respondents using the research mentioned above tool, the researchers personally visited the target sample and administered the questionnaire to the sample students. They were given a thorough explanation of the questionnaire's filling out the procedure before beginning. For data analysis, the commonly used statistical techniques of the mean score and standard deviation were applied using the software SPSS 20 (Statistical Package for Social Sciences) and the SPSS 20 statistical package.

### **IV. DATA ANALYSIS**

The purpose of the study was to identify the elements that influence secondary school pupils' motivation to learn the English language. The study's objectives were achieved from the information gathered through questionnaires was tallied, evaluated, and interpreted based on the findings. The following is an explanation of how the data was analyzed and interpreted:

**Table 1: Expectancy-value in Learning English**

| Item No | Statement   | Mean | SD   |
|---------|---|------|------|
| 1       | I believe if I make efforts, my English is sure to be good. | 4.48 | .95  |
| 2       | I think learning English increases my self-confidence.      | 4.11 | 1.01 |
| 3       | I think learning English makes me happy.                    | 3.73 | 1.23 |
| 4       | I think having good English is an honor.                    | 3.68 | 1.53 |

The expectancy-value among English learners in terms of learning English is shown in Table 1. The mean and standard deviation increase from (3.68 to 4.48) and (.95 to 1.53), respectively, demonstrates that English learners believe that good English is an honor for them. The majority of students believe that they can improve their English by putting in the necessary effort. Learning English boosts the confidence of students and makes them happier.

**Table 2: Instrumental Motivation in Learning English**

| Item No | Statement  | Mean | SD   |
|---------|--|------|------|
| 5       | I learn English because it is beneficial to job-haunting in the future.                                | 4.27 | .73  |
| 6       | I learn English because it is useful for studies and tests.  | 3.88 | 1.29 |
| 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 | 1.14 |
| 9       | I learn English because English is a global language.  | 3.55 | 1.28 |
| 10      | I learn English because it is useful for reading English books, newspapers, magazines and comic books. | 4.01 | .83  |
| 11      | I think learning English can help me learn different kinds of knowledge.                               | 3.63 | 1.10 |

Table 2 shows English learners' instrumental motivation to learn English. The mean and standard deviation range from 3.55 to 4.27 and .73 to 1.29, respectively, showing that learning English is advantageous for working in the English-speaking market. Almost universally, students believe that English is a universal language and a valuable tool for their academic endeavors and standardized assessments.

**Table 3: Interest of Foreign Cultures**

| Item No | Statement   | Mean | SD   |
|---------|---|------|------|
| 12      | I learn English because I am interested in English speaking countries.                          | 3.67 | 1.47 |
| 13      | I learn English because I am interested in the people and things in English speaking countries. | 3.30 | 1.45 |
| 14      | I learn English because English is a special language.  | 3.60 | 1.22 |
| 15      | I learn English because English is melodious.   | 2.65 | 1.34 |
| 16      | I learn English because English is beautiful.   | 2.61 | 1.51 |

Table 3 tells us that English learners are interested in learning about other cultures. Most students believe that English is a unique and beautiful language, as evidenced by rises in the mean and standard deviation from (2.61 to 4.12) and (1.22 to 1.51), respectively. Urdu EFL students are also interested in English-speaking nations, their people, and their products.

**Table 4: Self-efficacy in Learning English**

| Item No | Statement  | Mean | SD   |
|---------|--|------|------|
| 17      | I learn English because I may move to English speaking countries someday.                | 3.75 | 1.26 |
| 18      | I learn English because I may work in English speaking country someday.                  | 4.25 | 0.90 |
| 19      | I think learn English can make me a get a lot of praise, compliments and encouragements. | 3.15 | 1.53 |
| 20      | I think have good English can make more friends  | 3.72 | 1.31 |

English learners' self-efficacy in English learning is depicted in Table 4. To demonstrate that students are motivated to gain employment in English-speaking countries, the mean score rose from 3.15 to 4.25 and the standard deviation from 0.90 to 1.53. One of the most common motivations for learning a new language is to receive positive reinforcement. They are more likely to make new acquaintances if they speak fluent English.

**Table 5: Supereminence in Learning English**

| Item No | Statement  | Mean | SD   |
|---------|--|------|------|
| 21      | I learn English because English speaking countries are powerful nations now a day. | 3.51 | 1.27 |
| 22      | I learn English because many successful people can speak English.                  | 3.72 | 1.24 |
| 23      | I think a leader should be able to speak English.                                  | 4.30 | 1.21 |
| 24      | I think it is behind the times if someone does not learn English.                  | 3.27 | 1.45 |

Table 5 shows that English learners have a distinct advantage in learning English. According to the increases in the mean score and standard deviation from (3.27 to 4.30) and (1.21 to 1.45), a leader must communicate in English because English is the language of a mighty nation. When it comes to science and technology today, English is the language of choice, and anyone who does not acquire English will find himself falling behind in this fast-paced, modern age.

**Table 6: Passive Motivation in Learning English**

| Item No | Statement   | Mean | SD   |
|---------|---|------|------|
| 25      | I learn English because it makes me understand English movies, programs and cartoons. | 3.45 | 1.35 |
| 26      | I learn English because everyone learns English.                                      | 3.65 | 1.21 |
| 27      | I think learning English is related to intelligence.                                  | 3.77 | 1.43 |

Table 6 depicts the passive motivation for learning English among English learners studying the language. The mean score and standard deviation increase from (3.45 to 3.77) and (1.21 to 1.43), respectively, demonstrating that learners learn English because they believe that everyone is learning English and that the English language is perceived as a symbol of intelligence for the person who knows it, as demonstrated by the data.

## V. DISCUSSION AND CONCLUSION

According to the current study's findings, English learners were highly enthusiastic about learning the language. It was because motivating variables such as making attempts, having self-confidence, and learning English for the sake of one's pleasure and honor play an essential role in increasing pupils' interest. Identical findings were discovered in a study conducted by Vaezi (2008), who discovered that pupils had a favorable attitude about studying English. It has also been discovered that English learners strive to enhance their English to obtain an honorable profession and social standing in the society in which they reside. Vaezi (2008) also investigated whether students' motivation to study English was influenced by external factors such as peer pressure. Furthermore, teachers must engage students to increase students' intrinsic motivation

and encourage learners' autonomy since students who have greater autonomy in their learning achieve tremendous success in their social and practical lives (Pan, Zang, & Wu, 2010). In addition to the fact that English is beneficial for job hunting, exploring knowledge, and taking tests, it is also quite beneficial for inter-cultural and inter-continental communication. The use of such motivating variables, which could assist them in accomplishing their goals in real-life situations, is one of the reasons why students are so highly driven. English is the dominant language globally, and the international community universally acknowledges it. Students studying English as a foreign language are motivated by scholarships such as the Commonwealth, Fulbright, and other fellowships, desire to travel overseas. Students are driven to learn English as a means of achieving this goal. It is well recognized among English learners that their ability to compete with the nations that are making rapid development is contingent on their ability to communicate effectively in English. This motivating aspect also encourages individuals to pursue their English studies with a strong interest and drive. All of this is made possible by influential motivational factors such as movies, television programs, and cartoons (animated movies), which increase the interest of students because they not only entertain themselves but also use them as a means of improving their English as well as gaining cultural and social knowledge about the other countries. According to the study's findings, Urdu learners are highly driven in their English learning. They feel a sense of pride, accomplishment, and satisfaction as they learn English. According to the findings of the survey, English learners are well aware of the significance of English in today's globe and the fact that English is a universally understood language. They want to learn English in order to be able to obtain a desirable job. According to the study's findings, English learners are highly driven to learn English because they want to travel to English-speaking countries, work in such countries, and receive a great deal of positive feedback and encouragement. They also hope to make more friends due to their English proficiency. After doing research, it was shown that English learners are motivated to study the language because they believe English is the language of powerful nations and successful people. The majority of students believe that communicating well in English is a sign of intellect in those who speak it.

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