

AN INVESTIGATION OF SCIENCE AND ENGINEERING
UNDERGRADUATES' MOTIVATION TOWARDS LEARNING
ENGLISH IN PAKISTAN

INSAF ALI SIMING

A thesis submitted in partial
fulfillment of the requirement for the award of the degree of
Doctor of Philosophy in Science

Faculty of Science, Technology and Human Development
Universiti Tun Hussein Onn Malaysia

September, 2016

DEDICATION

Almighty “Allah”

(Who has given me strength, knowledge, patience and wisdom)

My “Parents”

(Who taught me words)

My “Brothers,Wife and Children”

My brothers, late Mohammad Yaqoob Siming and Akhtair Ali sheikh, my wife Raheela, my dearest son Shan-e- -Ali and my loveliest daughter Mashal Fatima, whose, love and sincerity highly motivated me to finish this valuable work, I really appreciate their motivation, encouragement, patience and everlasting love.

ACKNOWLEDGEMENTS

There are many deserving people to thank. First, I thank Allah Almighty for his gracious blessings bestowed upon me throughout this long and challenging yet fruitful academic journey.

Next, I am deeply grateful to my supervisor Dr Elizabeth M Anthony for her invaluable guidance and constructive feedback that were very essential for the completion of this thesis at the doctorate level. I truly admire her patience and encouragement and appreciate her wisdom, boundless resources and endless energy in work. I feel privileged sharing my PhD experience with her as she is a remarkable supervisor. I am deeply grateful to my parents, my wife, children and all my extended family members who motivated and supported me from millions of miles away.

Special thanks due to my best friends Engr. Mohammad Mujtaba Asad, Waseem Sheikh, Uzair Majeed and Farooque Ahmed Zardari for their kind support and encouragement.

Special thanks goes to my sponsor University (QUEST), I'm also thankful to Zoltan Dorneyi, Robert Gardner, Doughls. Lambert, and Chambers Gary whose scholarly articles and books inspired me to conduct my research on L2 motivation.

My special appreciation goes to University Tun Hussein Onn Malaysia and the staff of Centre of graduate studies and ORICC in particular. Besides that, I'm thankful to the small town of Batu Pahat and its people who were so helpful and loving. I have not only successfully completed my PhD studies but also managed to give my children a good education in Malaysian schools for the past three years.

ABSTRACT

Attitude and motivation have been crucial elements within the context of a learning a language. Studies have shown that motivation plays a vital role in language learning. When students are motivated, their language proficiency skills are enhanced. The students with higher level of motivation will do better than those with lower level of motivation. Thus, the present study was conducted to investigate the reasons for learning English in Pakistan particularly the most dominating types of motivation namely instrumental motivation or integrative motivation. Besides that the study investigated the most influencing factors that affect the learners' motivation. Finally, the current study has drawn a comparison between science and engineering students at research venue. A cross-sectional approach was adopted to inspect the types of motivation and most influential factors among the science and engineering students by using both quantitative and qualitative methods. The data was collected from 480 respondents at one point before the end of an English course at Quaid-e-Awam University of Engineering Science and Technology in Pakistan. For a clearer picture of the study, 18 students were interviewed to cross validate findings obtained through questionnaires. The findings of the study revealed that Pakistani science and engineering students learn English for both instrumental and integrative orientation but the instrumental orientation dominated over integrative orientation. In addition, engineering students were significantly more motivated than science students over 10 factors. 12 hypotheses were developed and tested; the findings showed that 10 hypotheses were accepted while 2 were rejected. Further, the open-ended responses revealed that the mother tongue of respondents does not play any pivotal role for learning English. Moreover, the results revealed that the Pakistani students who were engaged in student politics, their role for learning English remained as neutral or negative. The students in general were enthusiastic to learn English. The findings of the present study may be fruitful for researchers, educationist, and course designer to design strategies and syllabus that could help learners in future.

ABSTRAK

Sikap dan motivasi adalah elemen-elemen yang penting dalam konteks pembelajaran bahasa. Kajian lepas telah menunjukkan bahawa motivasi memainkan peranan penting dalam pembelajaran bahasa. Oleh itu, kajian ini telah dijalankan untuk menyoal sebab-sebab pembelajaran bahasa Inggeris di Pakistan terutamanya dalam mengenalpasti jenis motivasi yang paling dominan iaitu motivasi instrumental atau motivasi integratif. Selain itu, kajian ini juga mengenalpasti faktor-faktor yang paling mempengaruhi motivasi pelajar. Kajian ini juga telah membuat perbandingan antara tahap motivasi pelajar sains dan pelajar kejuruteraan. Pendekatan keratan rentas telah digunakan untuk meneliti jenis motivasi dan faktor-faktor yang paling berpengaruh dalam kalangan pelajar sains dan pelajar kejuruteraan dengan menggunakan kaedah kuantitatif dan kualitatif. Data telah dikumpulkan daripada 480 responden yang mengambil kursus Bahasa Inggeris di Universiti Sains dan Teknologi Kejuruteraan Quaid-e-Awam di Pakistan. Untuk mendapatkan gambaran yang lebih jelas, 18 pelajar telah ditemuramah untuk mengesahkan penemuan yang diperolehi melalui soal selidik. Dapatan kajian menunjukkan bahawa pelajar sains dan pelajar kejuruteraan di Pakistan mempunyai orientasi instrumental yang lebih dominan daripada orientasi integratif. Pelajar kejuruteraan ternyata lebih bermotivasi berbanding dengan pelajar sains dalam 10 faktor yang dikaji. 12 hipotesis telah dihasilkan dan diuji; dapatan menunjukkan bahawa 10 hipotesis diterima manakala 2 ditolak. Jawapan yang diperolehi daripada soalan terbuka menunjukkan bahawa bahasa ibunda responden tidak memainkan peranan yang penting dalam pembelajaran bahasa Inggeris. Keputusan menunjukkan bahawa bagi pelajar Pakistan yang terlibat dalam politik pelajar, peranan mereka dalam pembelajaran bahasa Inggeris kekal sebagai neutral atau negatif. Pelajar-pelajar pada umumnya bersemangat untuk belajar bahasa Inggeris. Dapatan kajian ini mungkin berguna bagi para penyelidik, pendidik, dan pereka kursus untuk membentuk strategi dan sukatan pelajaran yang boleh membantu para pelajar pada masa yang akan datang.

1.7	Aim of study	16
1.8	Research questions	17
1.9	Hypotheses	17
1.10	Objectives	18
1.11	Scope of study	19
1.12	Significance of study	19
1.13	Definitions of term and key concepts	19
CHAPTER 2 LITERATURE REVIEW		
2.1	Introduction	22
2.2	Language learning and motivation	22
2.3	Schools of thoughts on motivation	24
2.3.1	Behaviorist perspective	24
2.3.2	Cognitive perspectives	24
2.3.3	Constructivist perspectives	25
2.4	Major phases of second language motivation	25
2.4.1	The social psychological period	26
2.4.2	The cognitive situated period (1990s)	27
2.4.3	Modern approach	28
2.5	Theory of motivation and concept of integrativeness by Gardner	30
2.6	Gardner's socio-educational model	31
2.6.1	Operational formulation of Gardner's socio- educational model	33
2.7	Attitude motivation test battery (AMTB) by Gardner	34
2.8	Tremblay and Gardner's model	35
2.9	Expectancy value theories in L2 motivation	36
2.10	Clement's social context model of second language learning	37
2.11	Self-determination theory and L2 motivation connection	40
2.12	Temporal dimension of motivation	40
2.13	Ushioda's research on motivation	41
2.14	Dornyei and Otto's process model of L2 motivation	41

2.15	Dorney's three-level framework of L2 motivation	45
2.15.1	The language level	46
2.15.2	The learner level	47
2.15.3	Learning situation level	48
2.15.3.1	Course specific motivational components	48
2.15.3.2	Teacher- specific motivational components	49
2.15.3.3	Group specific motivational components	50
2.16	List of L2 motivation by Gao	51
2.17	List of previous researches on language learning motivation	53
2.18	Conceptual frame work of the current study	61
CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY		
3.1	Introduction	64
3.2	Research approach	65
3.3	Research design	66
3.4	Mixed method study	66
3.5	Quantitative method	67
3.5.1	Questionnaire	67
3.5.2	Formation	68
3.5.3	Rating scale	69
3.5.4	Likert scale	69
3.6	Qualitative research	70
3.6.1	Interview	70
3.6.2	Class observation	70
3.6.3	Validity and reliability	71
3.7	Population and context	72
3.8	Pilot Study	73
3.8.1	Summary of Findings: Reliability of Questionnaire	74
3.9	Data collection	75

3.9.1	Questionnaire	75
3.9.2	Interview	77
3.9.3	Class observation	78
3.10	Data analysis	79
3.10.1	Questionnaire data analysis procedure	80
3.10.2	Interview	81
3.10.3	Class observation	82
3.11	Ethical consideration	82
3.12	Summary of the chapter	83
CHAPTER 4 RESULTS AND DISCUSSIONS		
4.1	Introduction	84
4.2	Demographic information	85
4.2.1	Gender	85
4.2.2	Mother tongue	86
4.2.3	Origin of respondents	87
4.2.4	Respondents' department	88
4.2.5	Institutional status of respondents	89
4.3	Dominant type of motivation	89
4.3.1	Instrumental orientation	90
4.3.1.1	Quantitative analysis results	91
4.3.1.2	Qualitative analysis results	92
4.3.2	Integrative orientation	96
4.3.2.1	Quantitative analysis results	97
4.3.2.2	Qualitative analysis results	98
4.4	Factors influencing motivational level of respondents	101
4.4.1	English teacher evaluation	101
4.4.1.1	Quantitative analysis results	102
4.4.1.2	Qualitative analysis results	104
4.4.2	English course evaluation	108
4.4.2.1	Quantitative analysis results	109
4.4.2.2	Qualitative analysis results	111

4.4.3	English use anxiety	114
4.4.3.1	Quantitative analysis results	115
4.4.3.2	Qualitative analysis results	117
4.4.4	Parental encouragement	119
4.4.4.1	Quantitative analysis results	120
4.4.4.2	Qualitative analysis results	122
4.4.5	Attitude towards learning English	125
4.4.5.1	Quantitative analysis results	126
4.4.5.2	Qualitative analysis results	128
4.4.6	Attitude towards English speaking people	131
4.4.6.1	Quantitative analysis results	132
4.4.6.2	Qualitative analysis results	135
4.4.7	Desire to learn english	137
4.4.7.1	Quantitative analysis results	138
4.4.7.2	Qualitative analysis results	139
4.4.8	Motivational intensity	141
4.4.8.1	Quantitative analysis results	142
4.4.8.2	Qualitative analysis results	144
4.4.9	Interest in foreign languages	146
4.4.9.1	Quantitative analysis results	147
4.4.9.2	Qualitative analysis results	148
4.4.10	English class anxiety	151
4.4.10.1	Quantitative analysis results	152
4.4.10.2	Qualitative analysis results	154
4.4.11	Mother tongue barrier	157
4.4.11.1	Qualitative results analysis	157
4.4.12	Student leader role	159
4.5	Science and Engineering students' motivation comparison summary	162
4.6	Testing of hypothesis	164

4.6.1	[H1] Instrumental orientation	164
	4.6.1.1 Alternative hypothesis (H_1)	164
	4.6.1.2 Null hypothesis (H_0)	164
4.6.2	[H2] Integrative orientation	165
	4.6.2.1 Alternative hypothesis (H_1)	165
	4.6.2.2 Null hypothesis (H_0)	165
4.6.3	[H3] English teacher evaluation	165
	4.6.3.1 Alternative hypothesis (H_1)	165
	4.6.3.2 Null hypothesis (H_0)	166
4.6.4	[H4] English course evaluation	166
	4.6.4.1 Alternative hypothesis (H_1)	166
	4.6.4.2 Null hypothesis (H_0)	167
4.6.5	[H5] English use anxiety	167
	4.6.5.1 Alternative hypothesis (H_1)	167
	4.6.5.2 Null hypothesis (H_0)	167
4.6.6	[H6] Parental encouragement	168
	4.6.6.1 Alternative hypothesis (H_1)	168
	4.6.6.2 Null hypothesis (H_0)	168
4.6.7	[H7] Attitude towards learning English	169
	4.6.7.1 Alternative hypothesis (H_1)	169
	4.6.7.2 Null hypothesis (H_0)	169
4.6.8	[H8] Attitude towards English speaking English	170
	4.6.8.1 Alternative hypothesis (H_1)	170
	4.6.8.2 Null hypothesis (H_0)	170
4.6.9	[H9] Desire to learn English	171
	4.6.9.1 Alternative hypothesis (H_1)	171
	4.6.9.2 Null hypothesis (H_0)	171
4.6.10	[H10] Motivational intensity	172

4.6.10.1	Alternative hypothesis (H_1)	172
4.6.10.2	Null hypothesis (H_0)	172
4.6.11	[H11] Interest in foreign languages	172
4.6.11.1	Alternative hypothesis (H_1)	172
4.6.11.2	Null hypothesis (H_0)	173
4.6.12	[H12] English class anxiety	173
4.6.12.1	Alternative hypothesis (H_1)	173
4.6.12.2	Null hypothesis (H_0)	173
4.7	Summary	175
CHAPTER 5 CONCLUSION		
5.1	Introduction	176
5.2	Instrumental orientation	177
5.3	Integrative orientation	178
5.4	English teacher evaluation	178
5.5	English course evaluation	179
5.6	English use anxiety	179
5.7	Parental encouragement	180
5.8	Attitude towards learning English	181
5.9	Attitude towards English speaking people	181
5.10	Desire to learn English	182
5.11	Motivational intensity	182
5.12	Interest in foreign languages	183
5.13	English class anxiety	183
5.14	Motivational difference	184
5.15	Implications of study	184
5.16	Contribution to knowledge and understanding	185
5.17	Limitations and future recommendations	186
5.18	Conclusion	187
REFERENCES		188
APPENDICES		198

LIST OF TABLES

1.1	Printing media resources in Pakistan (Abbas,1993)	8
2.1	Motivation dichotomies (Brown, 1994)	36
2.2	Three-level framework of L2 motivation (Dörnyei, 1994)	46
2.3	L2 motivation research (Gao 2004)	52
2.4	A grid review of L2 motivational studies	53
3.1	Three folds of my research data collection	66
3.2	Representation of factors and number of items (Siming et al., 2015)	69
3.3	Number of participants according to faculty and departments (Krejcie & Morgan, 1970)	72
3.4	The pilot study sequence	73
3.5	Cronbach's Alpha reliability statistics of pilot study per factor	74
3.6	Inferential and descriptive Statistic	81
3.7	Data analysis	82
4.1	Descriptive data of respondents' instrumental orientation	90
4.2	Descriptive data of respondents' integrative orientation	96
4.3	Descriptive data of respondents' English teacher evaluation	101
4.4	Descriptive data of respondents' English course evaluation	108
4.5	Descriptive data of respondents' English use anxiety	114
4.6	Descriptive data of respondents' parental encouragement	119
4.7	Descriptive data of respondents' attitude towards learning English	125
4.8	Descriptive data of respondents' attitude towards English people	131

4.9	Descriptive data of respondents' desire to learn English	137
4.10	Descriptive data of respondents' motivational intensity	141
4.11	Descriptive data of respondents' interest in foreign languages	146
4.12	Descriptive data of respondents' English class anxiety	151
4.13	Mean and standard deviation of respondents on all L2 factors	162
4.14	Independent sample t-test results on all the L2 factors	163
4.15	Summary of hypothesis testing	174
5.1	Summary of the findings as per research question	177

LIST OF FIGURES

1.1	The organization of thesis	21
2.1	Gardener's socio educational model (Chambers, 2001)	34
2.2	A detailed framework of L2 motivation (Dörnyei, 2001a)	39
2.3	Dörnyei and Otto's process model of L2 motivation (Dörnyei & Ottó, 1998)	42
2.4	Classroom context of process model of motivation (Dörnyei, 2001a)	45
2.5	Conceptual frame work of current study	61
3.1	Flow chart of research methodology	71
3.2	Department-based pilot study of respondents	73
4.1	Science faculty	85
4.2	Engineering faculty	85
4.3	Science faculty	86
4.4	Engineering faculty	86
4.5	Science faculty	87
4.6	Engineering faculty	87
4.7	Science faculty	88
4.8	Engineering faculty	88
4.9	Science faculty	89
4.10	Engineering faculty	89
4.11	Respondents' instrumental motivation	90
4.12	Respondents' integrative motivation	96
4.13	Respondents' English teacher evaluation	102
4.14	Respondents' English course evaluation	109
4.15	Respondents' English use anxiety	115
4.16	Respondents' parental encouragement	120
4.17	Respondents' attitude towards learning English	126

4.18	Respondents' attitude towards English speaking people	132
4.19	Respondents' desire to learn English	137
4.20	Respondents' motivational intensity	142
4.21	Respondents' interest in foreign languages	147
4.22	Respondents' English class anxiety	152
4.23	Most influencing factor on respondents' motivation	156

LIST OF ABBREVIATIONS

QUEST	Quaid-e-Awam University of Engineering, Science and Technology
ELC	English language centre
EFL	English as foreign language
MANOVA	Multivariate Analysis of variance
AMTB	Attitude Motivation Test Battery
RQ	Research Question
L2	Second language
SPSS	Statistical package for social sciences
Q	Quarter
M	Milestone
ELT	English language teaching
TL	Target Language
IRI	Islamic Republic of Iran
IELTS	International English language testing system
TOEFL	Teaching of English as a foreign language
Maths	Mathematics
EL	Electrical engineering
ME	Mechanical engineering
CE	Civil Engineering
IT	Information Technology
CS	Computer Science
SALU	Shah Abdul Latif University
UTHM	Universiti Tun Hussain Onn Malaysia
PDO	Programme Development Officer
GAT	Graduate Aptitude Test
L2	Second language
ESP	English for Specific Purposes

EAP	English for Academic Purposes
N	Number
ELTR	English language Teaching Reforms
LID	learning Innovation Department
CSS	Central Superior Services
HEC	Higher education commission
ELT	English Language Teaching
UK	United kingdoms
USA	united States of America
BBC	British Broadcasting Corporation
CNN	Cable News Network
HBO	Home Box Office
KFC	Kentucky Fried Chicken
TESOL	Teaching of English to the speakers of other languages
TEFL	Teaching of English as foreign language
TESOL	Teaching of English as foreign language

LIST OF APPENDICES

A	Survey Questionnaire	198
B	Consent Form for Teachers	207
C	Student Informed Consent Form for Survey Questionnaire and Class Observation	209
D	Interviewee Informed Consent Form	211
E	Interview Questionnaire Guidelines	212
F	Sample of Interview Transcriptions	214
G	Class Observation Sheet	218
H	Inter-Ratters Level of Agreement	220
I	Vita	221

THE STUDY

This thesis comprises five Chapter (see Figure 1.1). Chapter one is the introduction to the study that covers the background of study, which focuses on brief history of the role of English as well as its importance and practice in Pakistan. Then it briefly leads the readers to the Language and motivation, the role of higher education commission in promoting English learners and English faculty in Pakistan followed by the benefits to the English language learners. In addition, it discusses the profile of the target site and courses taught at research venue problem statement, research questions and subsequently ends with the objectives and scope of the present study.

Chapter two of this thesis briefly defines the various definitions of motivation including different perspectives of various schools of thoughts about motivation followed by previous frameworks and researches conducted in the area of 12 motivation in various contexts. Finally, the conceptual framework of the current study is given which serves as foundation for present study to answer the research questions developed.

Chapter three begins with the light note on cross sectional research, then the detailed report of the researcher's methodological consideration such as mixed methods, research design, and instrumentation. A research paper has been presented on this at Malaysian Technical universities Conference on Engineering and Technology (MUCET) at KSL Resort Hotel Johor Baru Malaysia in October 2015. Insaf Ali Siming , (2015). *A Study of Major Steps and Issues in Constructing Quantitative survey: A guide for researcher.*

In addition, the Procedures and reliability of the questionnaire, sampling and pilot study are discussed in Chapter three. The results of the pilot study were presented in the Second International Conference on Research Methods in Management and Social Sciences at Shinawatra International University in Bangkok, Thailand on 7th February 2015. Insaf Ali Siming, (2015) *A Pilot Study on a Cross Sectional Investigation of Science and Engineering Undergraduates' Motivation*

towards Learning English in Pakistan. The same is published in *Journal of Education and vocational Research*. Vol. 6, (1) pp. 61-67.

Chapter four of the thesis presents results of the quantitative and qualitative analysis based on research questions and objectives. A research paper has been published based on the initial findings in Scopus indexed *The Social Sciences* 10 (6), 718-722 (*Scopus Indexed*). Insaf, A.S., Elizabeth, M.A., *et at* (2015). *Motivation towards Learning English as Second Language among Science Undergraduates' in Pakistan: A Case Study of QUEST Pakistan*. In addition, a research paper addressing the third objective has been accepted in *Mediterranean journal of Social Sciences*. Insaf, A.S., Elizabeth, M.A., *et.al* (2016). *Motivation towards learning English: A comparative study of science and Engineering undergraduates in Pakistan*.

Finally, Chapter five of the thesis concludes the thesis with the summary of the results, motivational difference, implication of the study, contribution to knowledge and understanding, limitations and recommendations for future study.

CHAPTER 1

INTRODUCTION

1.1 Background of study

Pakistan is a multilingual and multicultural society. The linguistic map of Pakistan is quite complex with more than 69 languages; each of the five provinces has one or more dominant languages and a number of minority languages. However, English enjoys the status language of instruction and legacy in Pakistan. There are thousands of languages in the world. Valdes quotes Ponty who believes, “I may speak many languages but there remains one in which I live is English”. One language the world is to day heavily dependent on is English and it was and is the only language that is known to the elite ruling class who performing official and state duties (Rahman, 2004).

English enjoys the status of the language of power because of its intimate association and relations with ruling elite class (Haque, 1982; Rahman, 1999) which has helped in making it a prestigious language. English is the language of domain power and prestigious in comparison with Urdu, the national language which is only spoken by 7% of the total population of Pakistan, and other regional languages of Pakistan like Sindhi which is spoken by 14 to 15%, Punjabi which is spoken by 44% of the Pakistani population, Pashto by 3%, Balochi by 4% and Sareki by only 5% (Rahman, 2004). English is the passport to run day-to-day affairs. As the official, professional and academic language of Pakistan, English is highly valued and honoured in the society for many reasons. Considering the international relations of Pakistan with other nations and the extended interest towards technology and science

throughout the world, learning English as an international language has found a greater importance in Pakistan. Since the birth of Pakistan in 1947, English is on and off taught as a compulsory subject to all undergraduates. It is not possible for students to obtain a degree without a pass in English as to fail in an English course would mean failing the entire examination.

Like everywhere in the world university education has upmost importance and considered a privilege for students who study. In Pakistan there are two kinds of universities; the professional universities like Engineering and Medical universities and General university students who passed their class examinations (matriculation and intermediate) and secure good scores in the pre-entry test for admission in universities are enrolled in professional universities like the Medical and Engineering universities. Those who obtained minimum scores in the pre-entry test are admitted into the general universities. Quaid-e-Awam University of Engineering, Science and Technology (QUEST) in Nawabshah, Pakistan is a unique university because this university offers courses for both engineering and science students which is nearly impossible to find in other universities in Pakistan. QUEST is also a newly establish institute of higher education in Pakistan.

There are two main faculties in this university Faculty of Engineering comprises of three departments Department of Civil Engineering Department of Mechanical Engineering and Department of Electrical Engineering, Faculty of Science consists of Department of Mathematics, Department of Information Technology and Department of Computer Science (Prospectus Quest, 2014). Those students who secure a good score in the entrance examination of the university are interested to join the Faculty of Engineering because engineering is considered to be an honourable profession in Pakistan. On the other hand, students who pass the entrance test with an average score are likely to enroll in Faculty of Science.

In QUEST all the subjects are taught is English and learners are expected to have sufficient knowledge of English to perform well in their academic and professional life. As such, the English Language Centre (ELC) has been established as an independent entity in the university with seven teachers and two language laboratories where practical lessons are performed to cater to the basic needs and requirements of students. The English courses taught in various departments of the university through the English Language Centre are Functional English and Communication Skills. These courses are taught in the first two semesters of the first

year of the undergraduate programme (Prospectus Quest, 2014). It involves 52 one-hour lectures over the period of one term. The assessment comprises of a three-hour paper examination. The present study is designed to be undertaken at a higher institute of learning in Pakistan for many good reasons such as the researcher has been one of the faculty members teaching at QUEST for the last eight years, this university is unique because it offers engineering and science courses, the QUEST graduates from both faculties contribute tremendously to the economy of the country and lastly, the current study is funded by Higher Education of Pakistan under a Faculty Development Program through QUEST.

1.2 Language and motivation

Everyone agrees that a positive attitude and high motivation towards language, its culture and people are useful in achieving a certain goal. The challenge when it comes to motivation is that it is psychological and therefore not directly observable (Dörnyei & Clément, 2001). It is very obvious from Dörnyei's statements that motivation is very hard to define as Gardner (2006) stated that "motivation is a very complex phenomenon with many facets thus; it is not possible to give a simple definition". The value of motivation for second language learning is thus pivotal and cannot be refused. Lifrieri (2005) argues that when asked the factors which influence individual levels of success in an activity such as language learning, most people would certainly mention motivation among them. Brown (2007) points out that it could be easily claimed that proper motivation is most important for successful learners especially in case of second language learning. Similarly, Gardner (2006) posits that learners who have high motivational level comparatively perform better than those who have low level motivation. He further adds that if one is motivated he/she has reasons and motives for engaging in the relevant activities, expend effort, persists in the activities, attends to the tasks, shows desire to achieve the goal and enjoys the activities.

It is strongly believed that a language may be learned for anyone or any collection of reasons (Spolsky, 1989). In reference to this, Brown asserts that studies on learners L2 motivation majorly covers difference between two types of motivation namely, instrumental verses integrative motivation. Instrumental motivation is

“learning a language because of someone or less clearly perceived utility it might have for the learner”. More specifically a learner is instrumentally motivated when he/she wants to learn a language for functional reasons such as “to pass an examination, to use it for one’s job, to get higher salary, to use it during holidaying in a country, as change from watching television because the educational system requires it” (Wilkins, 1972). On the other hand, when learner learns a language with a purpose to integrative with native speaker and in order to identify himself as integral part of native speakers and their community is defined as integrative motivation (Gardner, 1983). Therefore, a learner is integratively motivated when he is interested to know about the culture and values of the native speakers and remain in contact with them to settle in the second language speakers’ country (Wilkins, 1972). Among others, the course syllabus, teaching environment, teachers and the testing and assessment system directly or indirectly influence the motivation of learners to learn English. Motivation has been viewed differently by different school of thoughts. From the behaviourists’ perspective motivation is “quite simple the anticipation of the reward” (Brown, 2000). On the other hand, the cognitive consider that motivation is nothing but individual choice of actions and what experiences people experience while to attend the goals or to avoid them, in short, it explains individuals actions and efforts taken and sustained in that respect (Brown, 2007). Subsequently, the constructivist place further emphasis on social context as well as the individual’s decision as every individual perspective is different according to his/her environmental uniqueness.

Despite the differences in perspectives on motivation by these schools. All agree on a agenda that the need of motivation is genuine and must be interpreted according to the social context of an individual. As such the case of research site in not different from that though the students belong to the same professional university but they are brought up in different backgrounds (rural and urban) and different schooling systems (private and public). In addition, the students come from different and diverse areas and speak different languages in the university. All these too could be other factors which influence students’ motivation for learning the English language.

1.3 Higher education commission and English language teaching in Pakistan

Highly trained and qualified faculty are the most important requirement of higher education institution for quality teaching, innovative learning, research and development all over the world. The higher education commission of Pakistan has overcome the shortage of highly qualified and efficient faculty in last ten years to a certain extent by initiating major faculty development programs but still require a further boost to match international and global standards. The faculty development programme remains the core component of human resource development for the higher education commission (HEC, 2013).

The higher education commission of Pakistan (HEC), previously known as University Grants Commission (UGC), was formed in 2002 with its founding chairman, educationist and former minister for Science and Technology Dr Atta-ur-Rehman. The sole purpose to establish the HEC was to upgrade the falling status of higher education in Pakistan. In 1999, the commander-in-Chief General Pervez Musharraf bulldozed the government of democratically elected prime minister Main Mohammad Nawaz Sharif.

General Musharraf paid due attention to education and for the first time in the history of Pakistan appointed a highly qualified person as the chairman of HEC who has in him excellence and a doctoral degree in his credit along with numerous research papers at national and international level. Dr Rehman has sharply increased HEC's budget and pushed for more development. In first course of tenure, Dr Rehman says, more than 14,000 scholarships were granted and out of the total 5,000 were foreign scholarships. The HEC did not only successfully increase its budget from internal government resources but also received the attention of foreign agencies. Dr. Rehman said that HEC is widely praised for mainly two reasons; to deliver and address quality education and to ensure quality at length. He further asserted that the quality enhancement cell has been established for the external evaluation for PhD thesis which has no room for local evaluation. Before the establishment of HEC only 3,281 PhD were awarded but after the establishment of HEC since 2002, more than 4,800 PhD have been awarded, an unexpected increase in quantity that was academically claimed to be a stun in performance.

The establishment of HEC is considered as a remarkable step for the educational growth and economic stability of the country. This step also directly supports the youth of Pakistan who make up one third of its population. HEC education reform policies meet the needs of faculty members at colleges and universities level. HEC also tries to solve the challenges and grave problems faced by academicians. On the basis of its reform policies, HEC remained the centre of attention for national and international funding. Since 2004, the government of Pakistan set aside an annual budget of \$150 million, and at the same time increased the monetary support for the growth of science and technology remarkably and exceeds from \$3 million to 100 million/The current budget allotted for higher education is equal to Rs 18,416 million. Apart from that, HEC received \$100 million from the USA in lieu of being a partner in war against terrorism after the 9/11 attacks in the USA. This fund was given in instalments mainly to promote faculty development programs. Besides that, many research-oriented educational links were made with renowned institutes in the USA where an agreement was signed between Pakistan and US institutions commonly known as United States Agency for International Development (USAID) (HEC, 2013).

According to the present chairman of HEC, Dr Ahmed Mukhtair, “Increase in research outputs of Pakistani universities, enhancement of quality education, improvement and establishment of highly qualified human resource, technical and physical infrastructure are just a few remarkable achievements achieved by HEC in the last ten years” (HEC, 2013). Resulting from the various endeavours of the higher education commission of Pakistan, six Pakistani universities have been ranked among the 300 Top Asian universities while two Pakistani universities are included among the top 300 ranked sciences and technology institutions of higher learning in the world (HEC, 2013). In order to provide a better and standard higher education to every individual, there has been outstanding effort with an increase in number of university campuses from 168 to 258 in Pakistan including the establishment of 41 new universities (HEC, 2013). Another remarkable accomplishment of the HEC is an increase of student enrolment in universities to over a million from 33,000 especially in terms of the enrolment of female students which increased from 36% to 46%. This is a very motivating factor for economic and social growth. The government of Pakistan made a significant investment in the education sector by awarding 10,000 local and foreign scholarships through a well-defined and totally transparent

mechanism that has made no compromise on merit. This is another tangible proof of its commitments to empower education in Pakistan (HEC, 2013).

The main focus of the HEC is on its faculty development project with hopes to increase the number of PhDs. According to the new requirement for promotion no faculty member will be promoted until they obtain a PhD degree in their respective field and publish a specific number of research papers in HEC recognised journals. The present criterion for becoming an Assistant professor is a masters/ PhD degree in the relevant field. For Associate professors, they need to publish 10 ten papers in HEC recognized journals and possess ten years of teaching experiences. Professors need to publish at least 15 papers in HEC recognized journals or impact factor journals of par excellence. However, faculties at university level show resistance towards implementing these criteria imposed by HEC.

Keeping the above facts in mind, under the HEC overseas scholarship schemes, more than 6000 scholars have been sent abroad under various faculty development programmes for Masters, PhD and Post-Doctoral research under the international research support programme. In return out of these 6000 around 4000 scholars have successfully returned to their respective institutions to serve in Pakistan. In addition, more than 5000 scholarships have been awarded to meritorious students and faculty members under the indigenous schemes of which around 1230 scholars have completed their doctoral degree from various reputable institutes of Pakistan (HEC, 2013). However, the scope of this study only covers the paramount progress made in English language related areas.

1.4 Benefits to English language learners in Pakistan

It is noted that there are various motivation uses of English in Pakistan including instrumental, integrative and interpersonal motivation. English is used widely not only in teaching and learning but it is also the language used in courts (supreme courts) as well as the military such as the air-force, navy and the army (Abbas, 1993). In Pakistan there are many motivational reasons to use English; it is the language of both electronic and printing media (Abbas, 1993). In terms of electronics media the most dominating channels which are widely viewed and praised are in English in order to stay connected with world updates for receiving views and news

along with entertainment such as British Broadcasting Corporation (BBC), Cable News Network (CNN) House Box Office (HBO), National Geographic, Dawn news (Pakistani news channel), GEO news (Pakistani English news channel). Abbas (1993) argued that the print media is considered as a reservoir of resources and illustrations. It is the best source to provide updated information. According to him, English is used in 35 weeklies, 20 dailies, 153 monthlies, 33 fortnightlies and 111 quarterlies as illustrated in Table 1.1.

Table 1.1: Printing media resources in Pakistan (Abbas,1993)

Weeklies	35
Dallies	20
Monthlies	153
Fortnightlies	33
Quarterlies	111

Abbas (1993) cited in the role of media in the Development and promotion of English language in Pakistan by Naz Sultan.

Currently, English is the main language used for advertisements. The sign boards from different companies, bill boards, political campaign banners and pamphlets are preferably installed and extensively published in English in order to promote L2 (Rahman, 2004).

Undoubtedly, Pakistan is amongst one of the tourist countries so it contains many places worth visiting especially its Northern and tribal locations which are well known for its beauty of high mountains and temperate climate. These are a great source of attraction for tourists from all over the world. In order to provide better service for tourists, the employees of the tourist department and employees of four to five star hotels such as Pearl Continental Boor Band are well trained and prefer to speak English (Pathan, 2012). In addition, the people in Pakistan who are deployed to work in the restaurants and multinational food corners like Pizza Hut, KFC, and MacDonald are well trained to speak fluently and even the menu of these fast food outlets are printed in English. People are motivated and feel proud to place their food orders in English (Pathan, 2012). However, the situation is totally different outside these five star hotels and fast food outlets because people are shy and lack confidence to speak English (English use anxiety) because they fear that the common

people around them may be laughing at them as they are speaking English in front of them.

Like other countries, speaking English and learning English in elite schools is highly motivating in Pakistan because students after completing their studies from English medium schools seem to have a bright future as compared to those who study in non-English schools, all the well paid and professional jobs such as military officers, and bureaucrats are only offered to those who are well-versed in English (Rahman, 2006). In this regard the government of Pakistan revised its education policy and in 2009, English was announced as a compulsory subject for all from class one in both private and public schools in order to provide equal opportunities for all. As a result, all government and private universities use English as medium of instruction (long term orientation). For the purpose of long-term learning (Kachru, 1986) as cited in (Michieka, 2005) deliberates, the practice of English language in numerous genres of literature to improve English such as prose, poetry, novel, drama and fiction provide a platform to the audience for personal interest.

The 2014 Nobel Prize has been shared by Kalish Satyarthi from India and Malala Yousufzi from Pakistan. Both are education activists but later one of them, Malala, started struggling for the promotion of education when she was hardly ten years old. The teenage girl wrote all the educational conditions of her state to a BBC reporter in English. English was the source of communication between Malala and top class electronic media channel and she was later nominated for the Nobel Prize (status orientation). Malala is the youngest person to be awarded a Nobel Prize and made history (Malala, 2014). Her motivational speech in the United Nations General Assembly in English showed her positive attitude and high motivation towards learning English (Website Noble Prize, 2014).

The Ameer (chief leader) of Jamaitul- Islamai Sirajulhaq who is heading the Islamic organizations all over the world when questioned about the importance and use of English during his exclusive interview by GEO channel declared that learning English is a need and must be learnt as it is the language of science and technology (GEO, 2015).

1.5 English at Science and Engineering University

This section of the study provides comprehensive and substantial knowledge about the research venue for the present study starting with the profile of research site, the establishment of English language centre within the institute of higher learning, the English language courses taught through the English language centre, and finally a detail summary of the section.

1.5.1 Profile of target site

Quaid-e-Awam University of Engineering Science and Technology Nawabshah (QUEST) is located just outside the city of Nawabshah near the airport and is spread over an area of 457 acres on both sides of the main high way (Sakrand road). In order to provide adequate opportunities in the field of engineering to the students of interior Sindh province, the Sindh University Engineering College Jamshoro was established in 1963 as a constituent college of University of Sindh. According to the 1972 education policy, it was upgraded to the level of University of Engineering and Technology after it shifted to Nawabshah in 1974 (Prospectus Quest, 2014).

In July 1976, the institute of higher learning entered its second phase and was declared as an additional campus of the University of Sindh through the legal amendment in the act of 1972 and was headed by a Pro-vice-chancellor. Fortunately, the additional campus was eventually upgraded to the level of university on 1st March 1977 through an ordinance. Later on, the Provisional Assembly passed an act in this regard and named the institution Mehran University of Engineering and Technology Nawabshah (Prospectus Quest, 2014).

In 1980, the Government decided to move the university at Jamshoro and simultaneously decided to run a constitute college of Mehran Engineering University Jamshoro at Nawabshah which was renamed as Mehran University college of Engineering and technology (MUCET) Nawabshah. After being upgraded in 1996, MUCET was established through the act of Sindh Assembly during the Government of Pakistan people's party and renamed as Quaid-e- Awam University of Engineering Science and Technology Nawabshah (Prospectus Quest, 2014).

The name is associated with the pioneer of Pakistan Peoples' Party Mr Zulfiqar Ali Bhutto who was commonly known as Quaid-e-Awam, which means leader of the local masses. The association of the university name with the name of Mr Zulfiqar Bhutto was possible because at the time of the university upgrade process the Prime Minister of Pakistan was Benazir Bhutto. She upgraded and associated the university name with her father Mr Zulfaqar Ali Bhutto, the ex-prime minister of Pakistan. Before its up-gradation the university was only offering engineering courses. It was later renamed as Quaid-e-Awam University of Engineering Science and Technology. With the upgrade, the name of the university was changed and the word 'science' was included in its name (Prospectus Quest, 2014). At the moment, Quaid-e-Awam University of Engineering Science and Technology consists of two major faculties and also runs the technological colleges associated with it. Two major faculties include Faculty of Engineering that consists of the following three departments:

1. Department of Civil Engineering
2. Department of Mechanical Engineering
3. Department of Electrical Engineering

The Faculty of science comprises following departments

1. Department of Mathematics
2. Department of Information Technology
3. Department of Computer Science

The department of computer science was included in the faculty of science but due to the lack of infrastructure, classes are conducted in the evening (Prospectus Quest, 2014).

Apart from its regular classes, the function of the Quality Enhancement Cell (QEC) at QUEST Nawabshah is to conduct strict checks on the attendance of students and performance of the teachers. It is mandatory to know that according to the standards of HEC and Pakistan Engineering council (PEC) it is necessary for all students to have at least 75% attendance during the academic semester failing which the student is not allowed to sit for the examination. On the other hand, the performance of the teachers will be evaluated via proforma which will be filled by all

students. A statistical analysis will then be performed and academicians who do not meet expectations will be identified. Counselling sessions will be conducted in order to assist the academicians concerned to meet the requirements. Thus it is satisfying to know that the Higher Education Commission has awarded QUEST in “W” category the highest ranking among the 84 QECs for Pakistan in 2011 (Prospectus, 2014).

1.5.2 English language centre at QUEST

As mentioned earlier, English is recognized as international language of science and engineering students. With the advancement of new technology globally, science and engineering students intend to move into the competitive workplace with strong abilities to communicate across national and cultural boundaries. At the moment English is considered as a vehicle for professional development and the ability to read, listen write and speak in English will surely affect research, professionalism, instruction and ultimately one's ' success (HEC, 2013)

To address this need at the university, English language courses are offered by the English Language Centre (ELC). The English language centre was established as part of the faculty of science which is located on the first floor of the old central library. The sole purpose of establishing the English language centre is to improve and enhance the English proficiency of students. The English language centre served its purpose by improving the capabilities of the students from various departments through its courses like Functional English and Communication Skills (Prospectus Quest, 2014).

At present, the English language centre has seven well-trained faculty members having basic degrees in English literature and language with Masters, MPhil or PhD level who are responsible for motivating students to improve their intrapersonal and interpersonal communication skills in English for their academic requirements and for future employability. The most senior member of ELC has completed his PhD from the University of Technology Malaysia in 2013 and resumed his duties to serve his students. Another senior faculty member of ELC is currently pursuing his PhD in English at UNIMAS Sarawak Malaysia whereas the third most senior faculty member of English language is doing his PhD in the Department of Languages and Communication, Faculty of Science, Technology and

Human Development, University Tun Hussein Onn Malaysia, Johor. Another faculty member of the English language centre has completed his M.Phil from the University of Auckland New Zealand. Moving forward two other faculty members are doing their M.Phil degrees at Sindh University Jamshoro Pakistan.

The language centre is equipped with audio and video laboratories. The audio laboratory has a seating arrangement of 32 seats and provides a sophisticated environment for teaching and learning English at the target site. Besides that, the video laboratory has a capacity to accommodate 30 students at one time (Prospectus Quest, 2014)

Furthermore, with the increasing demand of English and communication skills in the country, there is a need to upgrade the centre at the level of independent institute/directorate to offer various degree programmes in English language teaching and learning and human communication at the undergraduate and postgraduate level at Quest. The paperwork for this purpose is underway and will hopefully be materialised in the near future.

The English centre has established its own seminar library. It is stocked with the latest books on functional English and communication skills along with CDs. Related books, audio and video cassettes and CDs are available for ready reference for the students and faculty members. The annual budget of the university sets aside allowance for book purchasing and the books are purchased through the university book purchasing committee based on the demand and supply of books as well as the recommendations of respective heads of department. (Prospectus Quest, 2014).

It is notable to mention that besides these courses which are taught in both science and engineering faculties, the English centre also offers customised English courses to face the increasing demand of English. In addition, ELC collaborates with the Directorate of Continuing Education to organize short and long-term trainings courses based on the demand and requirements of the Pakistan Engineering council and Higher Education Communication(Prospectus Quest, 2014).

For the last two to three years, the English language centre has played a significant role in mobilising the students at the target site through various awareness campaigns, social campaigns and co-curricular activities. The national level declamation contest was organized by the English centre in collaboration with the Directorate of Student Affairs. Other than that, two social and motivational events were hosted such as the Youth Leadership Conference, a two-days residential event

titled change In INTERIA for NEWTON are few among many to mention (Prospectus Quest, 2014).

Finally it is worthy to mention that this centre is the first of its kind in interior Sindh which caters to the needs of students for foreign language learning. Currently, the centre is being supervised by Mr Ghulam Saqib Buriro.

1.5.3 English language courses taught at Science and Engineering University (target site)

An English language course named functional language is offered by the English Language Centre for first year undergraduates from all six departments of the two faculties in university. The academic year of the university is divided into two semesters and due the sufficient number of faculty members English is taught compulsory to all the first year students. Furthermore, a tentative teaching plan is given to all teachers and students at the beginning of the semester to facilitate the teaching and learning process. (Prospectus Quest, 2010, 2014).

The course plan consists of a 52-hours lecture program and is divided into different sections to create balance in learning the different segments of English for Specific purposes (ESP) and English for Academics purposes (EAP). Every segment has a specific number of credits hours which are stated in the tentative plan. 52 credit hours are allocated to each English course to satisfy the requirement of HEC, the Pakistan Engineering council and to get ISO 9000 certification. Recommended reference books are also mentioned at the end of tentative teaching plan or tentative teaching schedule (Prospectus Quest, 2014).

A course known as Communication Skills provides students with detailed knowledge about interpersonal and intrapersonal skills. More emphasis is put on organizational communication because students after graduating from university are expected to work in different organizations so they are well-trained through these courses on how to make upward, downward or horizontal communication. Much time is devoted to interviewing skills and presentation skills which provide students with sufficient knowledge on how to prepare and conduct themselves during competitive job interviews. Mock interviews are also scheduled in English language laboratories for this purpose. Students are asked to give presentations before their

classmates and teachers provide them with feedback about their presentation which ultimately improves students' verbal and non-verbal communication skills (Prospectus Quest, 2014).

Technical and business writing courses expose students to certain skills such as how to write different types of application, memo writing, report writing and letter writing. This course helps students in writing their final project thesis so all students are keenly interested to take these courses (Prospectus Quest, 2010). The expected outcomes of these courses are to improve student English proficiency, communication skills and reading and writing skills at length.

1.6 Problem statement

English as a global language plays a pivotal role for any individual to survive in this world as it is a language of science, technology, communication, media, judiciary, diplomacy and instruction (Haque, 1982). The use of English is inevitable for system maintenance where the ruling elite class was trained to perform official duties in English which has continued to be the official language of Pakistan since its birth (Haque, 1982). Therefore, learning English in Pakistan has become utmost important too.

Studies have shown that motivation plays a vital role in language learning, when students are motivated, their language proficiency skills are enhanced (Gardner, 2006). Gardner (2006) posits that "students with higher levels of motivation will do better than students with lower levels". He further adds that "if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc. Undoubtedly, over the last two to three decades there has been an increased interest worldwide in the investigation of learners' motivation towards English language learning; Instrumental and integrative motivation remained central point for researchers, the former related to the functional reasons of learning English and the later deals with to be part of native speakers or to integrate with them.

Shaaban and Ghaith (2000) conducted a study to investigate the English language learning motivational constructs of university-bound Arabic speaking

students in the English as Foreign Language (EFL) context of Lebanon. Chalak and Kassaian (2010) investigated Iranian students' motivational orientations and their attitudes towards the target language and target community in Isfahan. Tahaine and Daana (2013) investigated motivational orientation of Jordanian female students by using AMTB. Liu (2007) investigated Chinese university students' attitudes towards English, their motivation to learn English and the correlations of the said variables with the students' English proficiency. Qashoa (2006) conducted a study among school students in Dubai. Al-Tamimi and Shuib (2009) investigated motivation and the attitude of students learning English in Yemen. A wide range of literature in the context of learning English as a foreign language talks about attitudes and motivation worldwide. Currently, no study is conducted to investigate Pakistani students' level of motivation towards learning English. However, studies remain scarce in the context of Pakistan (see table 2.4) where English is taught as a compulsory subject in professional and general universities. The current study attempts to fill the gap, in terms of Pakistani students' motivation and intends to provide an in-depth exploration of science and engineering undergraduates' students' motivation towards learning English in Pakistan. Considering the role motivation plays towards learning a subject, it is therefore important to explore Pakistani students' motivation towards learning English.

Having said that, this current research is especially timely given ongoing concerns on motivation and learning and recognizes the importance of students as active autonomous participants in learning. Hence, the results generated from this study have helped to understand learners' needs and assist them in developing appropriate strategies that may enhance their language learning.

1.7 Aim of study

The above mentioned background, self-reflection and paucity of previous research serves as a point of departure in this study to investigate the science and engineering undergraduates' motivation towards learning English language in Pakistan. Thus, the proposed study intends to identify (i) the most dominating orientation of motivation (instrumental or integrative) of Pakistani science and engineering undergraduates' in learning English as a foreign language, (ii) the factors influencing the learners'

motivation and (iii) to investigate who is more motivated, the science or the engineering students.

1.8 Research questions

1. What is the dominant orientation of motivation (instrumental or integrative) among the science and engineering undergraduates towards learning English in Pakistan?
2. What are the most important factors that influence the science and engineering undergraduates' motivation towards learning English language in Pakistan?
3. Is there any significant difference between science and engineering undergraduates' motivation towards learning English in Pakistan?

1.9 Hypotheses

Keeping the research questions in the mind, the following 12 hypotheses have been developed;

(H1) Instrumental orientation

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H2) Integrative orientation

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H3) English teacher evaluation

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H4) English course evaluation

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H5) English use anxiety

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H6) Parental encouragement

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H7) Attitude towards learning English

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H8) Attitude towards English speaking people

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H9) Desire to learn English

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H10) Motivational intensity

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H11) Interest in foreign languages

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

(H12) English class anxiety

- i) Alternative hypothesis (H_1)
- ii) Null hypothesis (H_0)

1.10 Objectives

The proposed study intends to achieve the following objectives:

1. To identify the dominant orientation of motivation among the science and engineering undergraduates towards learning English in Pakistan
2. To establish the most important factors that influence the science and engineering undergraduates' motivation towards learning English in Pakistan.
3. To compare the motivational levels between the science and engineering undergraduates' towards learning English in Pakistan.

1.11 Scope of study

This proposed study focuses on first year science and engineering students from the Quaid-e-Awam University of Engineering, Science and Technology, Nawabshah, Sindh Pakistan.

1.12 Significance of study

The significance of study exists in the fact that there are an increasing number of research studies in language learning attitudes and motivation. Having said that, it is important to mention here that this study intends to provide an in-depth exploration of science and engineering undergraduates' motivation towards learning English in Pakistan. This research will be especially timely given ongoing concerns on motivation and learning as well as recognized importance of the role of students as an active autonomous participant in learning. The results generated from the current study may build upon their prior knowledge to achieve requisite knowledge and may create positive impact on students' motivation towards learning English. In addition to that this enquiry may help to reveal the learners' needs and help them to develop appropriate strategies that may enhance their language learning. Furthermore, the findings of this study may promise some improvements for learners, teachers, policy makers and syllabus designers and recommend possible changes regarding teaching and learning of L2 in Pakistan. Therefore, the current study will be a great addition for existing literature on the learning of L2.

1.13 Definition of terms and key concepts

The following key terms and concepts have been defined in the context of present study

Motivation: Motivation is desire to achieve any goal it could be instrumental or integrative. It may increase or decrease due to many internal and external factors. Like teachers, parents, English courses, desire to learn English and motivational intensity

Orientation: orientation means type of motivation either instrumental or integrative

Instrumental orientation: Instrumental orientation is type of motivation that refers to that an individual learns English only for the functional reasons or monetary benefits

Integrative orientation: Integrative orientation refers to the type of motivation that students learn English just to integrate with native speakers.

English teacher Evaluation: English teacher evaluation refers to the factor that investigates role of teacher for motivation at research venue.

English Use Anxiety: English use anxiety refers to the level and degree of anxiety students feel while using English inside the class or outside the class

Parental Encouragement: Parental encouragement here address the role of parents for motivating their children to learn English, here it is seen either parents role is encouraging or not

Attitude towards Learning English: Attitude is defined as neural state of mind towards any object person or event here it refers to the behaviour of learners towards learning English.

Attitude towards English Speaking people: Attitude towards English speaking people means the way students at research venue consider English speaking people. The learners' attitude could be positive, negative or neutral in this regard.

Desire to learn English: Desire to learn refers to the willingness to communicate here in this context it is considered as the students motivation to learn English.

Motivational intensity: Motivational intensity here address the learners' interest and motivation for learning English. It further can be defined as students either ignore all kind of distortion to be motivated or not

Interest in foreign Languages: Interest in foreign languages refers to the extent of motivation learners possess to learn English at research venue.

English Class Anxiety: English class anxiety refers to the degree of anxiety learners possess while looking at their motivation in class room for learning English.

The flow of the thesis is well explained in Figure 1.1. which illustrates the complete organization of the chapters.

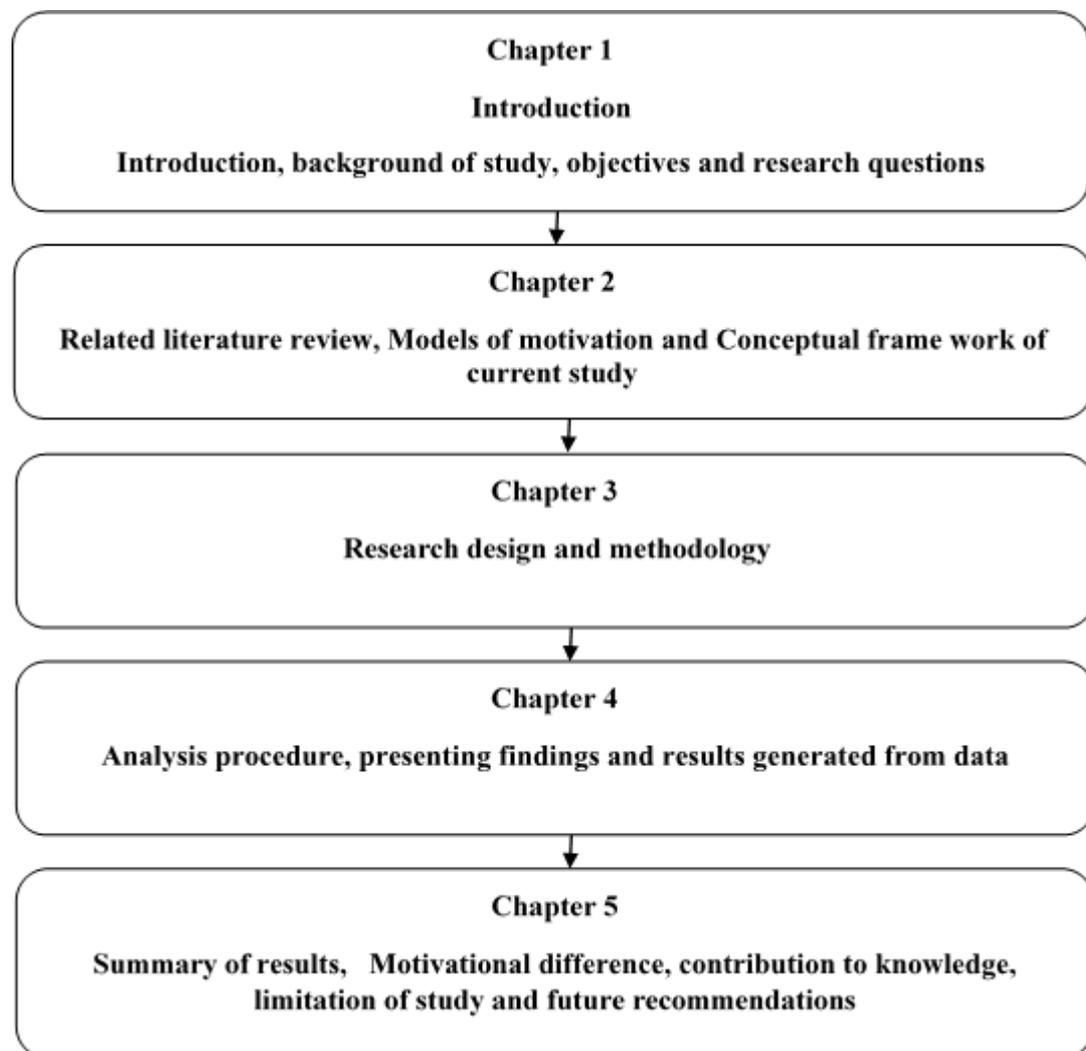


Figure 1.1: The organization of thesis

Figure 1.1 gives detailed explanation of the thesis organization. The thesis is divided into five chapters. Chapter one begins with the introduction that includes back ground of the study, problem statement, research questions and objective of the study. This is followed by literature review in Chapter two. Chapter three of the thesis deals with the research design and methodology. Chapter four presents the results and discussion. Finally, Chapter five provides the conclusion that includes motivational change, contribution to knowledge, implications of the study and future recommendation.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter briefly defines the various definitions on motivation including different perspectives of various schools of thoughts about motivation followed by previous motivational frameworks and important researches conducted in the study on second language learners' motivation in different contexts. Finally, this extensive review of literature sets up the theoretical framework for the current study which serves as a foundation for current study to answer the research questions developed.

2.2 Language learning and motivation

The role of motivation has been emphasised in the learning and teaching of any subject at all levels (Rahman, 2004). It has become more significant and crucial in the teaching of English language as a second/ foreign language because it has direct intimacy and relation with the social nature of the learners (Kobayashi & Viswat, 2007; Williams & Burden, 1994). The most prominent researcher on second language motivation, Dörnyei (2001b), argued and defines motivation as psychological and absurd term, which cannot be directly observed. There has been no signal definition of motivation so it is difficult to find mutual agreement of experts on the definition of motivation as it is a general term and includes many possible concepts (Ellis, 1985). It has been recommended that motivation be

considered as a key factor for successful second language or foreign language learning and it also influences the level of learners' active, positive and personal engagement in the lengthy process of second language (SL), foreign language (FL) or target language learning (TL) (Oxford & Shearin, 1994).

Regarding the prime role of motivation in effective and powerful learning, research has reported that “motivation has often been seen as a key variable because nothing happens without it” (Schmidt, 2005). Motivation to learn a foreign language involves all those effects and cognitions that initiate language learning, determine language choice and energises the language learning process (Dörnyei, 2000). Dörnyei (2001b) further posited that majority of researchers define it as the motivation relating to not only direction but also magnitude of human attitude and behavior. Further, firstly selection of specific action, secondly the persistence and continuity in it and lastly, degree of effort expended and extended on it. Very similarly, Spolsky (2000) portrays motivation in behavioral terms as the measure of time a learner is set up to spend on a specific learning undertaking. Motivation can be characterized as why individuals choose to accomplish something, to what extent they will support the action and how hard they are going to seek after it (Dörnyei, 2001). Further, Dörnyei (2001) argues the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operationalized and acted out.

Motivation is considered as a key factor in the area of second language acquisition (Brown, 2007; Dörnyei, 2001a, 2010; Dörnyei & Skehan, 2003; Jacques, 2001; Ushioda, 2001). Dörnyei (2000) 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 (2002) in his major principle of causality states that motivation affects effort and effort affects results and positive results lead to increase ability. Additionally, enhanced motivation fuels ability as learner. Motivation provides the primary impetus to initiate second/foreign language (L2) learning and later the driving force to sustain the long and often tedious learning process (Dörnyei, 2009). Without adequate motivation, Individuals with the most noteworthy capacities can't finish long term goals or even transient

objectives, Similarly, appropriate and complete curricula and good teaching are not sufficient on their own to confirm student achievement (Dörnyei, 2010).

In general, motivation has been viewed as an important factor that determines human beings' actions. Richards, Platt and Ho (1989) have defined motivation as a person's desire to do something-this definition uses the plural entry for the term motivation suggesting that it is a complex combination of several multifaceted subcomponents. Thus, is very difficult to define it as it is very complex.

2.3 Schools of thoughts on motivation

As motivation is considered pivotal for every individual to achieve the goal. There are three major school of thoughts on motivation who define motivation in different perspectives as discussed in following sub-sections.

2.3.1 Behaviorist perspective

This school of thought strongly believes that motivation is regarded as anticipation of reward (Brown, 2007). It is solely positive and based on previous experiences and tend to be repeated to get rewarded again and again. Further, it seems that it is based on external sources like parents, teacher, and syllabus and so on.

2.3.2 Cognitive perspectives

This group of people believe that motivation is nothing but choices of an individual that are gearing forces behind their decision, goals readiness and willingness to attain those goals, the degree of efforts employed to approach or in an action in this respect Keller (1983) as cited in Brown (2007) has identified six particular needs for motivation:

1. The need for activity (both mental and physical movement)
2. Exploration (searching for novelty)

REFERENCES

- Abbas, S. (1993). The power of English in Pakistan. *World Englishes*, 12(2), 147-156.
- Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian social science*, 8(2), 119.
- Abu-Rabia, S. (1997). Gender differences in Arab students' attitudes toward Canadian society and second language learning. *The Journal of social psychology*, 137(1), 125-128.
- Ajzen, I., & Driver, B. L. (1992). Application of the theory of planned behavior to leisure choice. *Journal of leisure research*, 24(3), 207-224.
- Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology. *GEMA: Online Journal of Language Studies*, 9(2), 29-55.
- Benson, M. J. (1991). Attitudes and motivation towards English: A survey of Japanese freshmen. *RELC Journal*, 22(1), 34-48.
- Brown. (2007). *Psychology of motivation*: Nova Publishers.
- Brown, D. (2007). *Principles of language learning and teaching*. NY: Pearson Education: Inc.
- Brown, H. D. (1994). *Teaching by principles*: Englewood Cliffs, NJ: Prentice Hall.
- Brown, H. D., & Principles, T. B. (2001). *An interactive approach to language pedagogy*: NY: Longman.
- Brown, J., Broderick, A. J., & Lee, N. (2007). Word of mouth communication within online communities: Conceptualizing the online social network. *Journal of interactive marketing*, 21(3), 2-20.
- Brown, R. (2000). Social identity theory: Past achievements, current problems and future challenges. *European Journal of Social Psychology*, 30(6), 745-778.

- Carroll, B. J., Feinberg, M., Smouse, P. E., Rawson, S. G., & Greden, J. F. (1981). The Carroll rating scale for depression. I. Development, reliability and validation. *The British Journal of Psychiatry*, 138(3), 194-200.
- Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA: Online Journal of Language Studies*, 10(2), 37-56.
- Chambers, G. N. (2001). *Reflections on motivation*: Centre for Information on Language Teaching and Research.
- Che Lah, S., & Kaur, S. (2003). English language use among undergraduates in University Science Malaysia: A survey. *ACELT Journal*, 7(1), 42-62.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language learning*, 44, 417-417.
- Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. *An introduction to applied linguistics*, 170-190.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*: Routledge.
- Crabtree, B. F., & Miller, W. L. (1999). *Doing qualitative research*: Sage Publications.
- Creswell, J. W., & Maietta, R. C. (2002). Qualitative research. *Handbook of research design and social measurement*, 6, 143-184.
- Csizer, K., & Dörnyei, Z. (2005). Language learners' motivational profiles and their motivated learning behavior. *Language learning*, 55(4), 613-659.
- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The modern language journal*, 89(1), 19-36.
- Cumming, G. (2014). The new statistics why and how. *Psychological science*, 8-29.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*: Springer Science & Business Media.
- DeVries, R. (2000). Vygotsky, Piaget, and education: A reciprocal assimilation of theories and educational practices. *New ideas in Psychology*, 18(2), 187-213.
- Dörnyei. (2001a). *Motivation strategies in the language classroom*: Ernst Klett Sprachen.

- Dörnyei. (2001b). New themes and approaches in second language motivation research. *Annual review of applied linguistics*, 21, 43-59.
- Dörnyei. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*: Oxford University Press Oxford.
- Dörnyei. (2010). Researching motivation: From integrativeness to the ideal L2 self. *Introducing applied linguistics: Concepts and skills*, 74-83.
- Dörnyei, & Clément. (2001). Motivational characteristics of learning different target languages: Results of a nationwide survey. *Motivation and second language acquisition*, 23, 399-432.
- Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology*, 70(4), 519-538.
- Dörnyei, Z. (2009). The L2 motivational self system. *Motivation, language identity and the L2 self*, 36(3), 9-11.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The modern language journal*, 78(3), 273-284.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(03), 117-135.
- Dörnyei, Z. (2001). *Motivation and second language acquisition* (Vol. 23): Natl Foreign Lg Resource Ctr.
- Dörnyei, Z. (2002). The motivational basis of language learning tasks. *Individual differences and instructed language learning*, 2, 137-158.
- Dörnyei, Z. (2009). Individual differences: Interplay of learner characteristics and learning environment. *Language learning*, 59(s1), 230-248.
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language teaching research*, 2(3), 203-229.
- Dörnyei, Z., & Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics*, 23(4), 421-462.
- Dörnyei, Z., & Csizér, K. (2005). The effects of intercultural contact and tourism on language attitudes and language learning motivation. *Journal of Language and Social Psychology*, 24(4), 327-357.

- Dörnyei, Z., & Cumming, A. (2003). *Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications*: Blackwell Oxford.
- Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation: Working papers in applied linguistics.
- Dörnyei, Z., & Skehan, P. (2003). 18 Individual Differences in Second Language Learning.
- Dörnyei, Z., & Tseng, W. (2009). Motivational processing in interactional tasks. *Multiple perspectives on interaction: Second language research in honor of Susan M. Gass*, 117-134.
- Dwaik, R., & Shehadeh, A. (2009). Motivation types among EFL college students: Insights from the Palestinian context. *An-Najah University Journal for Research*, 24(1), 333-360.
- Ellis, R. (1985). *Understanding second language acquisition* (Vol. 47): Oxford University Press Oxford.
- Ellis, R. (1994). *The study of second language acquisition*: Oxford University Press.
- Eteraz, A. (2009). Pride and the Pakistani Diaspora. *Daily Dawn*.
- Fox, N. J. (1998). *How to use observations in a research project*: NHS Executive, Trent.
- Gao, X. (2004). *Motivation to learn English in China: Coursebooks, school types and learning outcomes*. University of Nottingham.
- Gardner. (1983). Learning another language: A true social psychological experiment. *Journal of Language and Social Psychology*, 2(2-3-4), 219-239.
- Gardner. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*: E. Arnold.
- Gardner. (2006). The socio-educational model of second language acquisition: A research paradigm. *Eurosla Yearbook*, 6(1), 237-260.
- Gardner, & Lambert. (1972). *Attitudes and Motivation in Second-Language Learning*.
- Gardner, R. (2001). Integrative Motivation: Past, Present and Future. Temple University Japan, Distinguished Lecturer Series, Tokyo, February 17, 2001; Osaka, February 24, 2001.

- Gardner, R. C. (2001). Language Learning Motivation: The Student, the Teacher, and the Researcher. *Texas Papers in Foreign Language Education*, 6(1), 1-18.
- Gardner, R. C., & Lalonde, R. N. (1985). Second Language Acquisition: A Social Psychological Perspective.
- Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Langw. ge I* arnittg*, 43, 157-794.
- Ghenghesh, P. (2010). The motivation of L2 learners: Does it decrease with age? *English Language Teaching*, 3(1), p128.
- Gliem, J. A., & Gliem, R. R. (2003). *Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales*.
- Grittner, F. M. (1974). Foreign Languages and the Changing Curriculum. *NASSP Bulletin*, 58(384), 71-78.
- Haque, A. R. (1982). The position and status of English in Pakistan. *World Englishes*, 2(1), 6-9.
- Hareli, S., & Weiner, B. (2002). Social emotions and personality inferences: A scaffold for a new direction in the study of achievement motivation. *Educational Psychologist*, 37(3), 183-193.
- Hashwani, M. S. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2(2).
- HEC. (2013). Annual Report.
- Hunt, J. (1971). Toward a history of intrinsic motivation. *H*, 1, 14-43.
- Jabeen, F. (2011). An Attitudinal Study of Pakistani English. *INTERDISCIPLINARY JOURNAL OF CONTEMPORARY RESEARCH IN BUSINESS*, 3(5), 109-119.
- Jacques, S. (2001). Preferences for instructional activities and motivation: A comparison of student and teacher perspectives. *Motivation and second language acquisition. Honolulu: University of Hawaii Second Language Teaching and Curriculum Center*.
- Javid, C. Z., Al-Asmari, A. R., & Farooq, U. (2012). Saudi undergraduates' motivational orientations towards English language learning along gender and university major lines: A comparative study. *European Journal of Social Sciences*, 27(2), 283-300.
- Kachru, B. B. (1986). *The alchemy of English*: na.

- Kaur, S. (1993). Analysis of the English language needs of consultants at NCVC. *Unpublished Master Dissertation, University of South Australia.*
- Kobayashi, J., & Viswat, L. (2007). Cultural differences in motivation to learn. *Internet TESL Journal*, 8(11).
- Kothari, C. (2004). *Research methodology: Methods and techniques*: New Age International.
- Krashen, S. (1982). *Principles and practice in second language acquisition*: Oxford Pergamon.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educ Psychol Meas.*
- Kyriacou, C., & Benmansour, N. (1997). *Motivation and Learning Preferences of High School Students Learning English as a Foreign Language in Morocco.* (2). (1)
- Kyriacou, C., & Benmansour, N. (1999). Motivation to become a teacher of a foreign language. *Language Learning Journal*, 19(1), 69-72.
- Lamb, M. (2007). The impact of school on EFL learning motivation: An Indonesian case study. *Tesol Quarterly*, 41(4), 757-780.
- Lau, I. (2009). *TBL in English language learning in Macau: effects on Chinese tertiary learners' beliefs and motivations.* University of Nottingham.
- Leech, B. L. (2002). Asking questions: techniques for semistructured interviews. *Political Science & Politics*, 35(04), 665-668.
- Lifrieri, V. (2005). *A sociological perspective on motivation to learn EFL: The case of escuelas plurilingües in Argentina.* University of Pittsburgh.
- Liu, M. (2007). Chinese students' motivation to learn English at the tertiary level. *Asian EFL Journal*, 9(1), 126-146.
- Lukmani, Y. M. (1972). Motivation to learn and language proficiency. *Language learning*, 22(2), 261-273.
- Mahboob, A. (2003). The future of English in Pakistan. *Islamabad: Strengthening.*
- Mansoor, S. (2005). *Language planning in higher education: A case study of Pakistan*: Oxford University Press Karachi.
- McDonough, J., & McDonough, S. (2014). *Research methods for English language teachers*: Routledge.
- McDonough, S. H. (1995). *Strategy and skill in learning a foreign language*: Oxford University Press.

- McDonough, S. H. (1999). Learner strategies. *Language teaching*, 32(01), 1-18.
- McDonough, S. H., & Yang, L. (2002). *Applied linguistics in language education*: Arnold London.
- Michieka, M. M. (2005). English in Kenya: a sociolinguistic profile. *World Englishes*, 24(2), 173-186.
- Midraj, S. (2003). Affective factors and ESL learning. *Proceedings of the 5 th and, 6*, 19-32.
- Midraj, S., Midraj, J., O'Neill, G., & Sellami, A. (2008). The affective factors and English language attainment of Arab EFL learners. *International Journal of Applied Educational Studies*, 1(1), 43.
- Morrison, E. W. (1993). Longitudinal study of the effects of information seeking on newcomer socialization. *Journal of applied psychology*, 78(2), 173.
- Mukeredzi, T. G. (2013). Professional development through teacher roles: Conceptions of professionally unqualified teachers in rural South Africa and Zimbabwe. *Journal of Research in Rural Education*, 28(11), 1-16.
- Norris, J. M., Plonsky, L., Ross, S. J., & Schoonen, R. (2015). Guidelines for reporting quantitative methods and results in primary research. *Language learning*, 65(2), 470-476.
- Norton, B., & Toohey, K. (2001). Changing perspectives on good language learners. *Tesol Quarterly*, 35(2), 307-322.
- Oppenheim, A. N. (2000). *Questionnaire design, interviewing and attitude measurement*: Bloomsbury Publishing.
- Othman, J. (2005). English language use among EFL learners in Sunway University College. *Sunway Academic Journal*, 2, 93-100.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The modern language journal*, 78(1), 12-28.
- Pallant, J. (2011). *SPSS Survival Manual: A step by step guide to data analysis using SPSS*. Australia: Allen & Unwin.
- Pallant, J. (2013). *SPSS survival manual*: McGraw-Hill Education (UK).
- Papi, M. (2010). The L2 motivational self system, L2 anxiety, and motivated behavior: A structural equation modeling approach. *System*, 38(3), 467-479.
- Pathan, H. (2012). *A longitudinal investigation of Pakistani university students' motivation for learning English*. University of Glasgow.

- Patton, M. Q. (1990). *Qualitative evaluation and research methods*: SAGE Publications, inc.
- Platt, J. T., & Ho, M. L. (1989). Discourse particles in Singaporean English: Substratum influences and universals. *World Englishes*, 8(2), 215-221.
- Prospectus Quest. (2010). Prospectus.
- Prospectus Quest. (2014). Prospectus.
- Qashoa, S. H. H. (2006). Motivation among learners of English in the secondary schools in the eastern coast of the UAE.
- Rahman, T. (1999). *Language, education, and culture*: Oxford University Press Karachi.
- Rahman, T. (2002). *Language-teaching and power in Pakistan*. Paper presented at the World Congress on Language Policies, Barcelona.
- Rahman, T. (2004). *Language policy and localization in Pakistan: proposal for a paradigmatic shift*. Paper presented at the SCALLA Conference on Computational Linguistics.
- Rahman, T. (2006). Language policy, multilingualism and language vitality in Pakistan. *Trends in linguistics studies and monographs*, 175, 73.
- Rasinger, S. M. (2013). *Quantitative research in linguistics: An introduction*: A&C Black.
- Reams, P., & Twale, D. (2008). The promise of mixed methods: Discovering conflicting realities in the data. *International Journal of Research & Method in Education*, 31(2), 133-142.
- Rost, M. (2002). New technologies in language education: Opportunities for professional growth. Retrieved June, 28, 2006.
- Rubinfeld, S., Clément, R., Lussier, D., Lebrun, M., & Auger, R. (2006). Second language learning and cultural representations: Beyond competence and identity. *Language learning*, 56(4), 609-631.
- Schmidt, C. P. (2005). Relations among motivation, performance achievement, and music experience variables in secondary instrumental music students. *Journal of Research in Music Education*, 53(2), 134-147.
- Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. *Language learning motivation: Pathways to the new century*, 2, 9-70.

- Shaaban, K. A., & Ghaith, G. (2000). Student motivation to learn English as a foreign language. *Foreign Language Annals*, 33(6), 632-644.
- Shahbaz, M., & Liu, Y. (2012). Complexity of L2 motivation in an Asian ESL setting. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjerías*(18), 115-132.
- Shahriar, A., Pathan, H., Mari, M. A., & Umrani, T. (2011). The extent of satisfaction on the key factors that affect learner motivation. *International Journal of Academic Research in Business and Social Sciences*, 1(3), 96-108.
- Silverman, D. (2000). Analyzing talk and text. *Handbook of qualitative research*, 2, 821-834.
- Siming I A, & et al. (2015). Motivaitaion towards learning English among the science undergraduates in Pakistan : A case study of Quest pakistan. *The Social sciences* 10(6), 718-722.
- Siming; et al. (2015). A Pilot study on a Cross Sectional Investigation of Science and Engineering Undergraduates: Motivation towards Learning English in Pakistan.
- Spolsky, B. (1989). *Conditions for second language learning: Introduction to a general theory*: Oxford University Press Oxford.
- Spolsky, B. (2000). Anniversary article. Language motivation revisited. *Applied Linguistics*, 21(2), 157-169.
- Tahaineh, Y., & Daana, H. (2013). Jordanian undergraduates' motivations and attitudes towards learning English in EFL context. *International review of social sciences and humanities*, 4(2), 159-180.
- Tellis, W. M. (1997). Application of a case study methodology. *The qualitative report*, 3(3), 1-19.
- Thornbury, S. (2006). *An A-Z of ELT*: Oxford: Macmillan.
- Tremblay, P. F., & Gardner, R. C. (1995). Expanding the motivation construct in language learning. *The modern language journal*, 79(4), 505-518.
- Ushioda. (2001). Ema Ushioda Trinity College Dublin, Ireland Language learning at university: Expolring role of motivitaiional thinking *Motivation and second language acquisition*, 23, 93.
- Ushioda, E. (1994). L2 motivation as a qualitative construct. *Teanga*, 14, 76-84.
- Ushioda, E. (2008). Motivation and good language learners. *Lessons from good language learners*, 19.

- Vaezi, Z. (2008). Language learning motivation among Iranian undergraduate students. *World Applied Sciences Journal*, 5(1), 54-61.
- Vijchulata, B., & Lee, G. S. (1985). A survey of students' motivation for learning English. *RELC Journal*, 16(1), 68-81.
- Website Noble Prize. (2014). From <http://www.theguardian.com/world/2014/oct/10/wins-nobel-peace-prize-2014>
- Wen, Q., & Johnson, R. K. (1997). L2 learner variables and English achievement: A study of tertiary-level English majors in China. *Applied Linguistics*, 18(1), 27-48.
- Wilkins, D. A. (1972). *Linguistics in language teaching*: E. Arnold, 1973.
- Williams, M., & Burden, R. (1994). The role of evaluation in ELT project design. *ELT journal*, 48(1), 22-27.
- Williams, M., & Burden, R. (1999). Students' developing conceptions of themselves as language learners. *The modern language journal*, 83(2), 193-201.
- Yuet, C. (2008). The Relationship between Motivation and Achievement in Foreign Language Learning in a Sixth Form College in Hong Kong. *Unpublished doctoral dissertation, University of Leicester, Leicester, United Kingdom.*
- Zhu, D. (2007). *EFL Learning Motivation in Shanghai Upper-secondary Students and the Influence of Important Others*. University of York.
- Zulkifley, B. H.* and Muammar Ghaddafi, B. H. (2016). Attitude towards Bahasa Melayu among the Speakers in the East Coast of Peninsular Malaysia. *Pertanika J. Social Sciences & Humanties*. 24 (S): 167 – 180.