

**L2 Motivational Self System and Relational Factors Affecting the
L2 Motivation of Pakistani Students in the Public Universities of
Central Punjab, Pakistan**

Muhammad Islam

Submitted in accordance with the requirements for the degree of
Doctor of Philosophy
(Language Education)

The University of Leeds
School of Education

May, 2013

I confirm that the work submitted is my own, except where work which has formed part of jointly-authored publications has been included. The contribution of the candidate and the other authors to this work has been explicitly indicated below. The candidate confirms that appropriate credit has been given within the thesis where reference has been made to the work of others.

Title of the Publication:

The L2 Motivational Self System and National Interest: A Pakistani perspective

Citation:

Islam, et al. (2013) The L2 Motivational Self System and National Interest: A Pakistani perspective, System, <http://dx.doi.org/10.1016/j.system.2013.01.025> (in press)

Authors: Muhammad Islam, Martin Lamb, Gary Chambers

This publication was based on my research but the article itself was co-authored and a few sections of the article are included in the thesis.

This copy has been supplied on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement.

**DEDICATED
TO
MY MOTHER
NAZIR BEGUM (LATE)**

Acknowledgements

First of all, I thank God Almighty for blessing me with the strength and patience to complete this arduous work. I am also greatly indebted to so many people for their help and support throughout last three years and even before that. Although it will not be possible to mention all of them in the limited space available here, I sincerely thank them all.

I honestly cannot find suitable words to express the depth of my gratitude and appreciation for Martin Lamb and Gary Chambers (my supervisors) whose valuable guidance and encouragement always inspired me and made my work easy to do during the progress of this study. I still remember my early days of PhD when they really helped me to streamline my vague ideas about L2 motivation and research and only then could I develop a feasible research project. Their critical and enlightening remarks about my work kept me on track to learn more with the passing time and finish this project now. I cannot forget to mention how kindly they tolerated my occasional delays in submitting write-ups and how they encouraged me whenever I was worried about my work. Thank you Martin and Gary, it was such a pleasure and privilege working with you. This thesis definitely was not possible without your support and help.

I would also like to thank my family (parents, brothers, sisters, nephews and nieces) here for their constant prayerful support as well as for making me feel among them when I was actually thousand miles away from them. I owe a very special thanks to my father, Chaudhry Rehmat Ali, who has been an ideal and a source of inspiration in various spheres of my life. Thanks Abba G (dear father) for supporting my decision to choose a teaching career when many around us thought otherwise and also for taking pride in the fact that your son is pursuing higher education abroad. I know you and mom must have needed me there many times in your old age but you never showed it to me. I always appreciate your courage and support.

A special thanks to my friends – Ahmad, Sabih, Mumtaz, Ali, Abid, Rizwan, Mustafa, Amin – for their emotional support and company which made my stay at UK enjoyable. Here, I cannot thank my friend, Ahmad Sohail Lodhi, enough for his help with this study. I am also sincerely thankful to my friends in Pakistan – Qamar, Aamer, Kamran, Noor, Tahir, Javed, Muazzam, Baseer, Zaheer, Aamer Shaheen - for their help and moral support. Finally, I would also like to express my gratitude for the participants of this study for their time and cooperation.

Abstract

This thesis presents a study of Pakistani undergraduate students' motivation to learn English, using Dörnyei's (2009) L2 Motivational Self System as the main theoretical framework, while including some context-specific factors. This study has two primary aims; firstly to analyse the usefulness of Dörnyei's model for describing the L2 motivation of a sample of Pakistani students, and secondly to capture other contextual and relational motivational factors which may be salient in this under-researched context. The study applied a mixed method approach. A structured questionnaire survey was designed and administered to over 1000 undergraduates in seven public sector universities of Central Punjab, Pakistan. Both descriptive and inferential statistics were used to analyse the questionnaire data. In addition, twenty semi-structured interviews were also conducted and their data was analysed using thematic analysis.

The study provided considerable support for the validity and effectiveness/relevance of the L2 Motivational Self System in the Pakistani context. Participants' L2 learning attitudes and ideal L2 selves emerged as the strongest contributors to their reported learning efforts. Both quantitative and qualitative data revealed that Milieu strongly influences participants' future selves and L2 motivation. The qualitative data further elaborated that English-related social values and pressures were also mediated by significant others. Moreover, a proposed new construct – National Interest – was also found useful in capturing the in-depth view of the contemporary L2 motivation of the participants, highlighting the need to understand the association of English with their national identities and interests. The data revealed that these Pakistani learners' image of themselves as future English-users is associated with a desire for the socioeconomic development, internal harmony and the international reputation of their country in a challenging global context. Overall, the study presented a combination of personal and relational factors strongly affecting participants' L2 motivation.

Table of Contents

Acknowledgements.....	iv
Abstract.....	v
Table of Contents	vi
List of Tables	xii
List of Figures.....	xiii
CHAPTER 1: INTRODUCTION.....	1
1.1 Introduction to the Study.....	1
1.1.1 Aims of the Study	4
1.1.2 Presentation of the Thesis	5
1.2 Context of the Study	6
1.2.1 The Linguistic Picture of Pakistan	6
1.2.2 Geographical and Linguistic Details of Punjab	7
1.2.3 The Status and Role of English in Pakistan	10
1.2.4 The Education System of Pakistan and English Language	13
1.2.5 English Language Teaching in Pakistan	14
1.2.6 The Role and Status of Regional languages.....	16
1.3 Summary of the Chapter	17
CHAPTER 2: LITERATURE REVIEW.....	18
2.1 Introduction.....	18
2.2 What is Motivation?.....	18
2.3 Historical Overview of L2 Motivation Theory	20
2.3.1 The Social Psychological Period.....	20
2.3.1.1 The Cognitive-situated Period.....	21
2.3.1.2 The Process-oriented Period.....	23
2.3.1.3 The Socio-dynamic Period	24
2.4 Theory of Possible Selves	26
2.5 Possible Selves as Future Self-guides	27
2.6 Self-discrepancy Theory	28
2.7 Dissatisfaction with the Notion of Integrativeness	29
2.8 The L2 Motivational Self System	32
2.8.1 Ideal L2 Self.....	32
2.8.2 Ought-to L2 Self	33

2.8.3 L2 Learning Experience.....	33
2.9 Empirical Validation of the L2 Motivational Self System	34
2.10 Interactive Model of Motivation	35
2.11 Conditions for Achieving Motivational Impact of Future Selves.....	36
2.12 Anxiety and Future selves.....	37
2.13 Instrumental Motivation.....	38
2.14 Language, Identity and Globalisation	39
2.15 International Posture and L2 Self.....	41
2.16 Role of National Interest in L2 Motivation.....	42
2.17 Research on the L2 Motivation of Pakistani Learners	44
2.18 Research Questions	45
2.19 Summary of the Chapter	46
CHAPTER 3: RESEARCH METHODOLOGY	47
3.1 Introduction.....	47
3.2 Research Approach/Design of the Study	47
3.2.1 Paradigmatic Conflict of the Qualitative and Quantitative Approaches.....	48
3.2.2 A Mixed Method Approach	50
3.2.3 Rationale for the Use of Mixed Method Approach in this Study	51
3.3 The Selection of the Setting and Samples.....	52
3.3.1 Selection of the Sample.....	52
3.3.1.1 Geographical Location	53
3.3.1.2 General and Professional Universities.....	53
3.3.1.3 Historical and Educational Value and the Availability of Undergraduate Students.....	53
3.3.2 Description of the Sample.....	54
3.3.3 Interview Participants.....	56
3.4 Instruments for Data Collection	56
3.4.1 Structured Questionnaire.....	56
3.4.2 Piloting of the Initial Questionnaire.....	57
3.4.3 Scales Used in the Final Questionnaire.....	60
3.4.3.1 Attitudinal Factors.....	61
Cultural Interest.....	61
Attitudes towards L2 Community.....	61
Integrativeness.....	61

Instrumentality (Promotion and Prevention).....	62
International Posture	62
3.4.3.2 Factors Related to the L2 Motivational Self System.....	63
Ideal L2 Self.....	63
Ought-to L2 Self	63
Attitudes to Learning English	64
3.4.3.3 Socio-contextual and Relational Factors.....	64
National Interest.....	64
Milieu	65
3.4.3.4 Emotional Factor	65
English Anxiety.....	65
3.4.3.5 Criterion Measure.....	65
Intended Learning Efforts	65
3.4.3.6 Background Information of the Participants	66
3.4.4 Semi-structured Interviews	67
3.5 Procedures for data collection.....	68
3.5.1 Procedure for Quantitative Data Collection.....	68
3.5.2 Procedure for Qualitative Data Collection.....	69
3.6 Procedures for Data Analysis.....	70
3.6.1 Procedure for the Analysis of Quantitative Data	70
3.6.2 Procedure for the Analysis of Qualitative Data	71
3.7 Ethical Considerations	72
3.8 Summary of the Chapter	73
CHAPTER 4: FINDINGS OF THE QUANTITATIVE DATA.....	75
4.1 Introduction.....	75
4.2 Reliability Analysis of the Final Questionnaire.....	75
4.3 Descriptive Statistics and Comparative Analyses of Motivational Scales.....	77
4.3.1 Overall Mean Values of All Scales.....	77
4.3.2 Mean Values and Differences Based on the Gender of the Sample (T-test Analysis).....	79
4.3.3 Analysis of Variance (ANOVA) Based on Participants' Year of Study	81
4.3.4 Analysis of Variance (ANOVA) Based on Participants' Main/Permanent Places of Residence	83

4.3.5 Analysis of Variance (ANOVA) Based on Participants' Medium of Instruction.....	85
4.4 The Interconnections among Scales Measuring L2 Motivation of the Sample.....	88
4.4.1 Relationship among the Components of L2 Motivational Self System.....	91
4.4.2 Comparison of Instrumentality - promotion - Ideal L2 Self and Instrumentality - prevention - Ought-to L2 Self Relationships.....	92
4.5 Multiple Regression Analyses.....	92
4.5.1 Multiple Regression Analysis Based on Ideal L2 Self, Ought-to L2 Self and Attitudes to Learning English as the Criterion Measures	94
4.5.2 The Role of English Anxiety and Future Selves.....	97
4.5.3 The Relationship of Milieu and Ought-to L2 Self.....	98
4.5.4 National Interest and International Posture.....	98
4.6 Regression Models Based on Background Information	99
4.6.1 Gender.....	99
4.6.2 Main Place of Residence.....	101
4.6.3 Medium of Instruction.....	102
4.6.4 The Year of Study.....	104
4.7 Summary of the Chapter	105
CHAPTER 5: FINDINGS OF THE QUALITATIVE DATA	107
5.1 Introduction.....	107
5.2 Experiences of Learning English	107
5.2.1 The Role of Educational Institutions, Classroom Environment and Teachers.....	109
5.3 Future L2 Selves	113
5.3.1 Ideal L2 Self Related Future Visions.....	113
5.3.2 Concreteness and Practicality of the Ideal Visions of Future	116
5.3.3 Ought-to L2 Self related Beliefs	117
5.3.4 The Combination of Ideal and Ought-to L2 Selves	121
5.4 Collective and Relational Aspects of L2 Motivation.....	122
5.4.1 National Interest and English Language	123
5.4.1.1 English not an alien language – No Threat to National and Religious Identity	123
5.4.1.2 Ideal L2 Selves and National Interest.....	125
5.4.1.3 International Image of the country	126

5.4.1.4	National Development and English.....	130
5.4.1.5	Intercultural / interfaith Dialogue for National Purposes	132
5.4.2	Milieu	133
5.5	Attitudes towards L2 and its Community	136
5.5.1	Liking for English	136
5.5.2	Attitudes towards L2 Community and its Culture	139
5.5.3	Attitudes towards a Broader and Vague International Community.....	146
5.6	Summary of the Chapter	149
CHAPTER 6: DISCUSSION		151
6.1	Introduction	151
6.2	L2 Motivational Self System	151
6.2.1	The Validation of the Dörnyei's L2 Motivational Self System ...	151
6.2.2	Ideal L2 Self and Learning Efforts.....	152
6.2.3	Motivational Impact of Ought-to L2 Self	154
6.2.4	Mutual Contribution of Ideal and Ought-to L2 selves	155
6.2.5	The primacy of the Attitudes to Learning English.....	156
6.3	The Motivational Role of Socio-contextual Factors	159
6.3.1	Milieu and its Relationship with Learning Efforts and Future L2 Selves.....	159
6.3.2	Reciprocal Relations and Support for Kormos et al.' Interactive Model	160
6.3.3	International Posture and National Interest.....	161
6.4	The Symbolic Capital of English	166
6.5	Linguistic Imperialism and the Appropriation of English Language....	168
6.6	Ambivalent Linguistic Attitudes and L2 Community.....	171
6.7	Multilingual Identities and L2 Motivation	173
6.8	Anxiety and L2 Motivation.....	174
6.9	Gender and L2 Motivation	176
6.10	The Places of Main Residence and L2 Motivation	178
6.11	Medium of Instruction and L2 Motivation	179
6.12	Years of Study and L2 Motivation.....	180
6.13	Effectiveness of the Mixed Methods Approach.....	181
6.14	Summary of the Chapter	182
CHAPTER 7: CONCLUSIONS AND IMPLICATIONS OF THE STUDY ...		185
7.1	Limitations of the Study.....	185

7.2	Theoretical Implications of the Study	186
7.2.1	Ought-to L2 Self and Milieu	186
7.2.2	National Interest and Ideal L2 Self	187
7.2.3	Language Learning Experiences	188
7.2.4	Relationship between L2 and L1 Selves	189
7.2.5	Integrativeness and Future L2 Selves	189
7.3	Practical Implications of the study	189
7.3.1	Future L2 Selves and Motivational Strategies/Activities	189
7.3.2	Creating an Enabling Environment for Learning.....	191
7.3.3	Using Near Peer Role Models as a Motivational Strategy.....	191
7.3.4	Tolerating Pakistani/Local Accents of English in Classrooms	192
7.3.5	Communicative Needs of Learners and English as an International Language.....	192
7.3.6	Using National and Intercultural Discourses as a Motivational Strategy	193
7.3.7	Need to Ensure Equitable English Language Education.....	194
7.3.8	Need to Preserve the Linguistic Diversity of Pakistani Students	194
7.4	Summary and Conclusions of the study.....	195
	REFERENCES.....	201
	APPENDIX A: Scales and Items Used in the Motivational Factors Questionnaire	213
	APPENDIX B: Motivational Factors Questionnaire	217
	APPENDIX C: Statement for Interview Consent	221
	APPENDIX D: Participant Consent Form	222
	APPENDIX E: Ethical Approval Letter	223
	APPENDIX F: Participant Information Sheet 1.....	224
	APPENDIX G: Participant Information Sheet 2	227
	APPENDIX H: Interview Guide.....	230
	APPENDIX I: The Profiles of Interviewees.....	232

List of Tables

Table 1: Major Languages of Pakistan	7
Table 2: Distribution of the Sample according to its Background Information.....	54
Table 3: Reliability (Internal Consistency) of Scales During Piloting	59
Table 4: Reliability of Scales in the Final Questionnaire	76
Table 5: Mean Values of Scales.....	78
Table 6: Mean Values and Differences based on Gender.....	80
Table 7: Analysis of Variance - Year of Study	81
Table 8: Analysis of Variance – Main Place of Residence.....	83
Table 9: Analysis of Variance - Medium of Instruction	86
Table 10: Correlations among Scales	89
Table 11: Multiple Regression Analysis - Intended Learning Efforts as the Criterion Measure.....	93
Table 12: Regression Models based on the Components of L2 Motivational Self System.....	95
Table 13: Regression Model - English Anxiety as the Criterion Measure.....	98
Table 14: Regression Analysis (Gender) - Intended Learning Efforts as the Criterion Measure	100
Table 15: Regression Analysis (Main Place of Residence) - Intended Learning Efforts as the Criterion Measure	101
Table 16: Regression Analysis (Medium of Instruction) - Intended Learning Efforts as the Criterion Measure	103
Table 17: Regression Analysis (The Year of Study) - Intended Learning Efforts as the Criterion Measure.....	104
Table 18: Ideal Future Career Choices.....	113

List of Figures

Figure 1: The hierarchically ordered model of motivation (Kormos et al., 2011, p. 511)	36
---	-----------

CHAPTER 1: INTRODUCTION

1.1 Introduction to the Study

At the beginning of my five years career as an English language teacher at three different Pakistani universities, I was intrigued by the ambivalent learning attitude of my students. Most of them appeared unwilling to participate in the classroom interaction and would make little noticeable efforts to learn English. At the same time, many among them would show an enthusiastic attitude outside classroom and follow me after the class in order to seek some advice/tips to improve their English skills. Leaving aside some occasional moments of negative feelings when I considered their enthusiasm a trick to please me in order to seek some favour in the classroom assessment, I always regarded their urge to know a positive sign for their learning success in future, which also made me curious to know more about their enthusiasm about English. Therefore, I started asking them simple inquiries – e.g. Why do you want to learn English? Why is English important for you? - during our interactions outside the classroom so that I could build an argument to encourage them to learn English.

Their responses to my enquiries were also equally fascinating for me as they involved a variety of reasons to like/learn English ranging from personal to social, national to international and intrinsic to extrinsic. For example, I was surprised sometimes by the huge importance my students used to attach with the uses of English related to international communication (including through internet) and access to the knowledge of the West. Overall, their responses made me aware of the changing and increasingly diverse role of English in the contemporary world as well as its deep penetration into their prospective personal and social lives. At that time, I had a strong urge to gather systematically the various reasons for learning English put forward by my students so that I might guide them properly and modify my teaching in the classroom accordingly. However, I could not perform this task partially because of my teaching workload, lack of research culture in the universities where I taught and partially because of my lack of knowledge about the research methodology required to do so. My interest in knowing my students' reasons to like/learn English was my first/initial experience with learner/L2

motivation even without knowing academically its theoretical basis and practical manifestations. This interest grew with the realization of a discrepancy between my students' apparent enthusiasm to learn English and their lack of participation/efforts to learn English in the classroom.

I did not study learner motivation academically until the topic of second/foreign language motivation was introduced in the class by a teacher during my master's (TESOL) degree program at Leicester in 2009. This revived my initial experiences with my students and increased my interest in learner motivation. Therefore, I started reading about it, which led to my decision to opt for investigating L2 motivation of Pakistani students in my Master's dissertation. This study coupled with my readings provided me a view of various aspects of Pakistani students' L2 motivation as well as some understanding of my initial experiences of learner motivation/enthusiasm. However, I also realized that what I read about the traditional theorization of L2 motivation, e.g. Integrativeness (presenting a static view of L2 community and motivation), and methods of its inquiry did not seem to match the dynamic/diverse and national/international motives reported to me by my Pakistani students. I felt that the motive of identifying with the people of Anglophone countries, which is key to the traditional concept of Integrativeness, was clearly absent among my students.

Similarly, my experiences of English language learning and teaching in Pakistani context also did not support the artificial division of L2 motivation – integrative versus instrumental – found in the traditional socio-psychological approaches of analysing L2 motivation. Here I would like to share my own motives for L2 learning; I wanted to learn English to pass exams, compete with peers, get teachers' appreciation, please my parents, secure a good job in future, be able to interact with socially influential/inspiring people and, more importantly, to feel a sense of achievement because it was/is a marker of success in itself. Looking at the theoretical orientations of these factors, I may say that these include instrumental, integrative, extrinsic and intrinsic reasons simultaneously, which brings me ideologically close to the contemporary approaches that focus on the need to investigate dynamic and complex aspects of L2 motivation in line with learners' self identification processes while also taking into account various socio-cultural and global factors affecting their identities (Ushioda, 2006, Dörnyei, 2009, Ryan, 2009, Lamb, 2012).

While reading about L2 motivation in detail, I found that its traditional theorization might also not account well for the global spread of English and expanding L2 community of its speakers outside Anglophone countries in recent times. We can see that the ‘deterritorialization’ of language – the ‘perception and attribution of values to language as something which does not belong to one locality’ – is an important feature of globalization in the contemporary world (Blommaert, 2010, p. 46). The contemporary theorists of second/foreign language (L2) motivation have also emphasised on this notion to develop their arguments against the validity of the construct Integrativeness. They argue that English, because of its worldwide spread, is losing its association with the people and culture of the major Anglophone nations. Therefore, its learners’ identification with those nations becomes less relevant to their desire to learn the language (see Dörnyei, 2005, Ryan, 2009). Instead their motivation may be better understood in terms of self-identification processes, and particularly how they relate the language to their own imagined personal futures, whether in their home country or abroad (Dörnyei and Ushioda, 2009, 2011).

It is quite obvious that globalization has now greatly increased the contact between the peoples of nation states that were previously ideologically as well as geographically far apart. At a national level, this has often implied a struggle to construct a coherent national identity while absorbing and re-working external influences. At an individual level, citizenship for many necessitates a simultaneous working of national and international attachments. For example, many people are encouraged to develop a bicultural identity, allowing them to feel at home among family and friends in local society as well as in more alien, international contexts among people with different moral, religious and cultural values (Arnett, 2002). By virtue of the same processes of economic and cultural globalization, however, English is assuming an ever larger role *within* nations, often serving many domestic purposes – to educate, to market and sell goods, to control entry to certain professions, inter alia. It is also used to mediate their relations with other countries, both in official points of contact, such as international organizations (e.g. the United Nations), and through more informal channels (e.g. reporting in the media). It therefore seems reasonable to assume that how people feel about their own country – their sense of national allegiance, as well as their self-positioning within local society – will affect their motivation to learn English. During interaction with my

students in Pakistan and consideration of the findings of my masters' dissertation, I also felt that national feelings and interests may be an important motivational factor for Pakistani students. Therefore, I aim to explore this issue in Pakistan, using the 'L2 Motivational Self System' (Dörnyei, 2009a) as the main theoretical framework but also hoping to uncover other factors that might be relevant to learners' motivation in this particular national context.

Like many other educational and ELT fields, L2 motivation has been an under-researched area in Pakistan (Shahbaz and Liu, 2012). Moreover, the limited body of literature available on this topic focuses only on the traditional dichotomy of instrumental and integrative motivation (e.g. Akram, 2007, Mansoor, 2003, Malik, 2010). No study so far, except Shahbaz and Liu (2012), has investigated L2 motivation from a self perspective in the Pakistani context. Even Shahbaz and Liu (2012) did not include the preventional aspect of future selves, Ought-to L2 self, in their study, which may be an important feature of L2 motivation in Asian contexts (Kormos et al., 2011). This study may provide a diverse and detailed view of the L2 future selves of a sample of Pakistani students as it aims to investigate both components of future selves included in Dörnyei's L2 Motivational Self System (2009a).

Since '[r]esearch is not done for its own sake, but to generate knowledge and to further our understanding' (Dörnyei, 2007, p. 18), I hope this study will contribute to the ongoing development and understanding/explanation of L2 motivation theory, especially in relation to the validation of Dörnyei's (2009a) L2 Motivational Self System. I also hope that the study will provide an in-depth view of important personal and socio-contextual/relational factors affecting L2 learning and motivation in a Pakistani context, which may have important implications for L2 teaching, educational policy making and future research.

1.1.1 Aims of the Study

Overall, the primary objective of this study is to understand and analyze the English language motivation of a sample of Pakistani undergraduate students through the lens of L2 Motivational Self System. In this way, the study will also empirically test this system in a new context. In addition, the study aims to explore socio-cultural and contextual factors that influence L2 motivation of the participants in this study.

1.1.2 Presentation of the Thesis

This thesis consists of seven chapters. The first chapter includes two major sections. The first section (mentioned above) provides an introduction to this study by focusing on its theoretical basis, purpose and research questions. The next section will provide a discussion about the socio-cultural, educational and linguistic aspects of the context of this study. The second chapter comprises a review of literature on L2 motivation theory and includes some explanations of the term ‘motivation’, a historical overview of L2 motivation research, details about L2 Motivational Self System and psychological theories influenced its theorisation. It also involves a discussion about various factors focusing on the need to include various identification processes of learners in contemporary L2 motivation research. At the end of this chapter, a section has been incorporated to provide a detailed view of the emerging national roles of English. The third chapter explains the research design of this study and presents a discussion on the mixed method approach with a focus on the pragmatic advantages and various aspects of mixing quantitative and qualitative methods. It also covers the details about the population and research instruments used for this study. In this regard, the piloting of research instruments is also discussed. Finally, the procedures adopted to collect and analyse data as well as to address ethical concerns of this study are explained in this chapter.

The fourth chapter presents the findings of quantitative data. It offers an overview of the reliability of quantitative instrument and mean values of the motivational factors included in it. The results of correlation and regression analysis aimed to identify relationships between motivational factors are also included in this chapter. The next chapter provides an in-depth view of various themes and motivational aspects emerging from the qualitative data. The sixth chapter will present a detailed combined discussion on both quantitative and qualitative data. This aims to interpret data in the light of previous studies in the field of L2 motivation and socio-contextual conditions of Pakistani society. The final chapter will present the conclusions of this study. It will also discuss the implications of this study for English language teachers, ELT practitioners, policy makers and future researchers in the area of L2 motivation.

1.2 Context of the Study

This section includes details about the socio-cultural, educational and linguistic features of Pakistani society that will serve as important background information while understanding and explaining the L2 motivation and language attitudes of the participants. First, it will include the geographical and linguistic details of Pakistan including Central Punjab from where the sample for this study has been selected. Secondly, it will also discuss the role and place of English in Pakistani society and its educational system. Finally, it will also explain the situation of English language teaching in Pakistan.

1.2.1 The Linguistic Picture of Pakistan

Pakistan is a multilingual and multicultural country. However, the teachings and traditions of Islam (religion of 97% population) seem to provide some common grounds to the people of Pakistan (Rahman, 2007, Norton and Kamal, 2003). The estimated population of Pakistan, according to the Population Census Organization (PCO) of the government of Pakistan, is about 182 million on April 4, 2013 (Ministry of Economic Affairs and Statistics, 2013). Sixty-eight percent of Pakistan's population is situated in rural areas while only 32% is urban. Forty-eight percent of the Pakistani population consist of females. The literacy rate of Pakistan is 43.92%, as per the latest census 1998, (published in 2001) that is very low according to world standards (Ministry of Education, 2009). According to the Census (2001), 55 % percent of the total male while 32% of the total female population are literates. Pakistan has one of the lowest public sector spending on education in the world – 2.9 % of GDP – (Capstick, 2011), which may be seen as a possible reason for this low literacy rate.

Geographically, the country has been divided in four major provinces - Punjab, Sindh, Khyber Pakhtunkhaw (Previously called NWFP), Balochistan - and a federal capital - Islamabad. Almost 72 languages are spoken in Pakistan (Asher, 2008, Rahman, 2007, Coleman, 2010). There are six major regional languages - Punjabi, Pashto, Sindhi, Saraiki, Urdu and Balochi - which have the dominant majority of speakers (almost 96%) in Pakistan (Rahman, 2003, 2007). Punjabi and Saraiki are assumed to be mutually intelligible and spoken in various parts of Punjab, the most populous province (56% of the population) of Pakistan (CENSUS, 2001). Pashtu, Sindhi and Balochi are the major languages of other provinces of Pakistan,

Pakhtunkhaw, Sindh and Balochistan, respectively. Despite its relatively limited number of native speakers, Urdu is the national language of Pakistan and was given this status as a symbol of national unity in the multilingual society of Pakistan after its creation in 1947 (Mansoor, 2004). Although, Urdu has its native speakers only in the urban Sindh and some parts of Punjab, it is spoken all over Pakistan because of its prestigious status as compared to regional languages (Mansoor, 1993). A list of six major languages of Pakistan and the percentage of their speakers is given below:

Table 1: Major Languages of Pakistan

Languages	Percentage of speakers
Punjabi	44.15
Pashto	15.42
Sindhi	14.10
Saraiki	10.53
Urdu	7.57
Balochi	3.57
Others	4.66

Census, 2001, p. 107 cited in Rahman (2003)

1.2.2 Geographical and Linguistic Details of Punjab

With almost 60% of country's total population, most of the largest and developed cities, large parts of fertile agricultural land and the concentration of political and economic influences, Punjab dominates over other provinces of Pakistan (Shackle, 2007, p. 106). This domination has also been termed as the 'punjabisation of Pakistan' (Talbot, 1999, p. 14). Talbot (1999) traces the supremacy of Punjab back to the colonial period where it was the cynosure of the British government for various reasons. He argues that the special treatment of Punjab during colonial era resulted in 'its agricultural prosperity, industrial development and association with army recruitment' (Talbot, 1999, p. 15). Besides, the larger share of Punjab in superior civil bureaucratic posts and the national exchequer (both distributed largely on the basis of population) may also be assumed as important factors for the continuation of the superiority of Punjab till now. Punjab also has the highest rate of literacy (almost 50%) among all provinces of Pakistan (CENSUS, 2001).

Geographically speaking, Punjab is generally divided into four parts: Northern, Central, Southern and Western Punjab (Zaidi, 2005, Shah, 1997). Talbot (2002) and Shah (1997) have argued that these regions of Punjab are very different from each other not only in their geographical features but also in linguistic features, socio-cultural norms and politico-economic trends and status.

The Northern or Upper Punjab consists of the administrative unit of 'Rawalpindi division' that includes Rawalpindi, Jehlum and Chakwal and Attock districts. This region is also called the 'Pothowhar region' because it is situated along the historical Pothowhari mountain ranges. It contains only 10% of the province's population, which relies heavily on meagre agricultural output, army recruitment, remittances from foreign countries (Talbot, 1999) and minor lower ranked government services. This region is very close to the capital of Pakistan, Islamabad. Therefore, most of the students of this area also go to the educational institutions of the capital to fulfil their educational needs, especially higher education. According to a report by 'Pak Institute for Peace Studies' (2011), North Punjab is the 'most literate region of Pakistan' and serves as a 'recruitment ground for the armed forces' (p. 3).

The central part of Punjab Province contains approximately fifty percent of Punjab's population. At present, it is the 'most populous, prosperous and influential part of Pakistan' (Shah, 1997, p. 1294). Included in this region, Lahore and Faisalabad are not only the second and third largest cities of Pakistan but they also possess country's fertile agricultural lands and an important industrial hub respectively (Talbot, 2002). Besides, the districts of Sialkot, Gujranwala, Gujrat and Sheikhpura are also known for industrial goods, commercial activities and agricultural outputs. Overall, it is accepted as the 'heart of Pakistan's agrarian economy' (Shah, 1997, p. 125). Lahore is also one of the oldest cities of Pakistan and renowned worldwide for its cultural heritage. Therefore, it is also called the cultural capital of Pakistan. Because of these reasons, this region also secures huge political influence and a large share of government jobs. According to Shah (ibid)(ibid)(ibid)(ibid), '[t]he surplus of population and goods in [central] Punjab's political economy is one of the determining factors on Pakistan's internal and external policies' (p. 125).

One-fifth of Punjab's population resides in the south-western parts, comprising mainly of Multan and Bahawalpur divisions. This region is far less developed as compared to central Punjab. The huge distance from the capital of Punjab, less

attention from the successive governments and lack of the industrial set up are considered the major reasons for its lack of development. Moreover, this area is not as fertile agriculturally as the central Punjab. It includes deserts (e.g. Cholistan) and limited agricultural land. Although both Multan and Bahawalpur have one public sector university each as well as other educational institutions, a large number of students from these areas come to central Punjab, especially Lahore, in search of good institutions, quality education and better academic facilities. The economic and political situation as well as poor social development is even worse in the western parts of the province that include Jhang, Sargodha and Dera Ghazi Khan Districts. For this reason, Talbot (2002, p. 60) calls it 'the poorest region' of the province. The 'agrarian society and economy' of this region is controlled by a very few feudal lords. This region also has a newly established public university in Sargodha but, like south-west Punjab, a large number of its students come to central Punjab for higher education.

Socio-economic and geographical differences are strongly coupled with severe cultural and linguistic variations among the various regions of Pakistan. Generally, Punjabi is portrayed as the language of whole Punjab and other local languages - Saraiki, Hindku and Potowhari - as its dialects. This argument seems to conflict with the reality on the ground and has been questioned by many linguists and politicians who consider other local languages as complete languages rather than the dialects of Punjabi (Talbot, 2002, Shah, 1997). Shackle (2007) maintains that 'what might be called 'Punjabi proper' is spoken in the prosperous central districts around Lahore'. The languages spoken in other parts of Punjab are quite different from Punjabi. The language spoken in the south-west districts of Punjab is Saraiki, which has its own grammar and literature. It is more similar to Sindhi than Punjabi (Shah, 1997, Shackle, 2007) and is also spoken in some parts of Sindh, Khyber Pakhtunkhwa (KP) and Baluchistan that border with Punjab. Likewise, the local languages spoken in the northern Punjab are Hindko and Pothowhari, which are closer to Hindko (spoken in KP) and Kashmiri than Punjabi. While highlighting these strict linguistic differences, Shah (1997, p. 124) argued that if Pothowhari and Saraiki speaking regions are alienated from the linguistic picture of Punjab, then it will remain only with pure Punjabi speaking districts of central Punjab. In short, just as Pakistan cannot be considered a monolithic country, so Punjab should not be considered as a monolithic society (Talbot, 2002, p. 61).

1.2.3 The Status and Role of English in Pakistan

Besides American Capitalism and technological progress in the 20th century, British colonialism was undoubtedly the main cause for the spread of English throughout the world. (Boampong, 2005, p. 15)

The same is true for Pakistan, which was a part of united India (also include today's India and Bangladesh) – an erstwhile British colony – before emerging as an independent state in 1947. Even after independence, this region, especially Pakistan, has been under the immense political influence of the USA and UK that might have contributed to the spread of English here. Scholars and researchers (see Hickey, 2004, Boampong, 2005) have identified various factors – e.g. activities of Christian missionaries, traders, especially those of British East India Company, and a demand of English by some sections of local elite - which trace back the introduction of English language to the Indian sub-continent well before the establishment of formal British rule here in 1765. During the British rule, English was ‘developed into a medium of control’ (Boampong, 2005, p. 14). The official policy of promoting English aimed at creating a class of natives who would be “Indians in blood and colour but English in taste, in opinions and morals and intellect” (Hickey, 2004, p. 540). This class could assist British rule in various spheres of administration and could also serve as a bridge between them and local Indians. Under this policy, English was made the medium of instruction in the institutions of higher education which also compelled prestigious schools to focus on its teaching. This policy successfully created an ‘English-based subculture’ and elite social class in united India (Boampong, 2005, p. 14).

English enjoys even more importance and penetration in the educational, official and social circles of independent countries that previously formed united India (Kachru, 2005). It is the official language of Pakistan. In the varied linguistic fabric of Pakistan, English has remained an important, dominant and the most prestigious language in Pakistani society since the creation of the country (Jilani, 2009, Abbas, 1993, Shamim, 2008, Coleman and Capstick, 2012). There is no official number of English language speakers in Pakistan. However, the researchers have estimated it differently. Rahman (2007) argues that almost 3 to 4 percent of Pakistani population can or do speak English with proficiency, including those who use it as their first language. In contrast, Crystal (1997) estimated that English language speakers in Pakistan amounted to almost 11% of the population. Rahman (2007, p. 221)

considers Crystal's estimation unrealistic and asks for the source or the criterion of measure used by Crystal to make this estimate. Having grown up and travelled extensively in Pakistan, I argue that Rahman's (2007) estimate seems realistic as compared to Crystal's. In this regard, Rahman (2007) has also maintained that the proportion of *English language literates*, and not proficient speakers, may be considered as 17.29 %. He defines English language literates as those who have passed the matriculation (class 10) examination with English as a compulsory subject and, therefore, may be assumed to read and write but not speak simple sentences from their English language textbooks.

English is largely the language used by the influential people of Pakistan in the domains of civil bureaucracy, military, business, media and education (Rahman, 2002, Mansoor, 2004, 1993, Shamim, 2011, Coleman, 2010). It is the socio-economic vitality of English and prestigious status of the powerful English speaking community in Pakistan that inspires a sizeable majority of young students to learn this language (Islam, 2009, Norton and Kamal, 2003). The Pakistani English speaking community uses this language in both formal and informal - 'private conversation, entertainment, reading and travel - spheres (Rahman, 2007, p. 220). Because of its persistent existence in Pakistani society, its educational system and media, a non-native local variety of 'Pakistani English' has emerged that has its own certain 'lexical and grammatical items' based on 'Urdu borrowings, Urdu-English hybrids, and local morphological and syntactic innovations' (Baumgardner, 1995, p. 261). Rahman (2007, p. 221) adds that Pakistani English also borrows from other regional languages, Punjabi and Pashto, and differs from British and American English in pronunciation and accent. English language literary pieces written by local writers also contain many traces of Pakistani English (Mansoor, 2002, Rahman, 2007).

English is used as a medium of official communication in almost all public and private organisations that also includes administrative, business, academic and even political institutions (Naqvi, 2009, Hafeez, 2004). English is also used in both print and electronic media. Almost twenty newspapers (e.g. Dawn, The News, The Nation, Daily Times, Frontier Post, etc.) and periodicals are published all over Pakistan in English. It is about 10 % of the total newspapers printed in Pakistan (Rahman, 2007). During the last decade, two TV channels (Dawn News and Express 24/7) - 'Geo English' is in the pipeline - have been established that broadcast their

24 hours transmission throughout urban and some rural parts of Pakistan where cable TV networks are available. Naqvi (2009) argues that English is an inspirational language for the educated youth of Pakistan as it not only opens for them the rich reservoirs of knowledge available internationally but also enables them to access opportunities for their future careers as well as travelling abroad for various reasons. Hafeez (2004, p. 27) maintains that the proficiency in English language has emerged as a primary condition for obtaining better jobs in Pakistan because all 'exams and interviews for the civil services, armed forces, and other attractive posts are conducted in this language'.

English plays a central role in 'understanding the complex interaction between class, worldview, medium of instruction, and globalisation in Pakistan and, by extension, the rest of the world' (Rahman, 2007, p. 220). In recent times, the complete understanding of the importance and roles of English in Pakistani society may remain incomplete without realising its global spread as the major lingua franca in the contemporary world (Rahman, 2007, Shamim, 2008). English is usually viewed to be an important source of gaining 'modernisation, scientific and technological development, and economic advancement for self and the country; in short, for improving one's life chances' (Shamim, 2008, p. 236). Studies have revealed that educated Pakistani youth generally understands the global roles and importance of English language and view it a necessary skill when considering employment or migration abroad (Capstick, 2011, Jilani, 2009).

National Education Policy of Pakistan (2009) has also clearly acknowledged the huge international influence of English and considers competence in it essential for 'competition in a globalised world order' (Ministry of Education, 2009, p. 2). Hitherto, there has been little effort by the government and policy makers of Pakistan, except some initiatives taken by the government of Punjab in the recent years (see section 1.2.5), to meet this global need. The education policy (2009) underscores that no education system in today's world can separate itself from the 'challenges and opportunities' posed by the globalised world scenario. However, apart from a few business studies, 'a comprehensive national analysis and debate on the potential impact and possible benefits of globalization has been a major deficit' in Pakistan (Ministry of Education, 2009, p. 5). The field of ELT is no exception to this lack of research. This situation necessitates the effects of the international significance of English language on Pakistani learners being investigated in detail.

Some commentators have viewed English as a symbol of modernisation and liberalism that has the potential to minimise religious and political extremism by promoting socio-political tolerance, moderation and enlightenment among its users, especially youth (Mansoor, 2004, Rahman, 2007, 2002). It provides the learners with a 'western, liberal-humanist and cosmopolitan world-view that may be helpful in controlling 'Islamic fundamentalism' in the country (Mansoor, 2004, p. 43). In this regard, it may be observed that the English language press in Pakistan is more liberal and moderate than Urdu or regional languages' newspapers (Rahman, 2007, p. 227).

1.2.4 The Education System of Pakistan and English Language

Pakistan does not have a uniform educational system. There are 'parallel systems of education'- private educational institutions and *madaris* - along with the public education system run by the government of Pakistan (Ministry of Education, 2009, p. 9). These institutions reflect not only the failure of the public sector educational institutions in providing quality education to the people of Pakistan but also the stratification of Pakistani society on socio-economic grounds (Shamim, 2008). The elitist private educational institutions are English medium and cater for the needs of upper class and upper middle class of the society while *madaris* provide education, predominantly religious, to the poor and deprived sections of society. Public sector institutions are largely Urdu medium and provide education to the middle and lower middle class of the society. A wide range of non-elitist English medium private schools also exists in densely populated urban and rural areas where public sector institutions are insufficient to provide education to all of the people (Coleman and Capstick, 2012, Capstick, 2011, Rahman, 2007). The sense of deprivation inflames extremist religious and social views among the ignored and less privileged students, especially from *madaris*. In this scenario, it may be argued that the socio-economic and educational divide is further accentuated by the stratified system of education in Pakistan (Coleman and Capstick, 2012, Shamim, 2011) because 'very few people from the public sector educational institutions have the potential to move up the ladder of social mobility' (Ministry of Education, 2009, p. 6).

The public-private divide also exists in the higher education system of Pakistan. Out of 132 universities, recognised by the Higher education Commission of Pakistan (HEC), 59 belong to the private sector (HEC, n.d.). In these institutions of higher education, especially public sector, the students from various and divided streams of

educational systems at primary and secondary levels come together. Many of the public sector universities hold prestige in the higher education market and students from both private and public systems of schools and colleges join them. Similarly, the students from both rural and urban backgrounds are combined here. Interestingly, the gender difference in the enrolment of these universities is far less as compared to the one at the primary level of education. Out of the total number of enrolled students at the institutions of higher education in Pakistan, almost 47% are females (HEC, n.d.).

The English and Urdu medium division is a legacy of British colonial period when the rulers maintained this education to serve their particular political and administrative purposes (Rahman, 2007, Shamim, 2008, Coleman, 2010). As mentioned above, by creating a separate educational English medium system, the British were intending to create a local elitist class that could serve on various administrative posts. Even after the creation of Pakistan, the powerful elite and governing bodies maintained this discriminatory system largely to continue with their status quo (Shamim, 2008, Coleman and Capstick, 2012). At present, English medium has become 'synonymous with a quality education' and it is this 'symbolic value of English' that triggered mushrooming of English medium schools in Pakistan (Shamim, 2008, p. 237). The recent education policy acknowledges that the students from elite private schools take full advantage of the policies of the job market in Pakistan where access to white-collar jobs is dependent on the candidates' level of proficiency in English language (Ministry of Education, 2009).

1.2.5 English Language Teaching in Pakistan

English is taught as a compulsory subject from primary to graduation level. It is also a medium of instruction for higher education in the universities and their affiliated colleges (Hafeez, 2004, Ministry of Education, 2009). National education policy (2009) has also proposed English as medium of instruction for mathematics and science subjects from class 6 in addition to English as a compulsory subject from class 1. It also supports the teaching of Urdu and one regional language as a subject at primary level that may augur well for the promotion of local languages in Pakistan. The policy has promised for equal access to English language learning for all students in Pakistan, especially those belonging to the poor sections of the society. One may hope that such policies are implemented with full vigour and are not ignored like previous education policies (see Shamim, 2008). However, recent

cuts on education allocation in the national budgets (Laghari, 2012) cast serious doubts on national government's intention to implement this policy in its true spirit. Only the government of Punjab province has started the implementation of this policy in all public schools. Last year, it also declared all government schools should use English as the medium of instruction (The News, 2012), though a huge spending on education, especially on the training of teachers and the preparation of textbooks, would be required for the success of this policy in the years to follow. In addition, the government of Punjab has also established secondary level English medium 'Daanish schools' – prestigious public schools – in some backward districts to provide quality education to the talented children of the poor and less privileged and, thereby, to decrease social divide (The News, 2012). However, six 'Daanish schools' constructed so far may not bring an obvious social change in the largest province of Pakistan unless their number is increased.

English language teaching (ELT) has always been a complex and much debated field in Pakistani education system. Most commentators argue that there have been deficient language policies divorced from the realities of the context (Shamim, 2008). Moreover, there has been a serious lack of commitment to implement various policies for the promotion of English on a mass level, as successive governments failed to take practical steps to eradicate the problems and issues of ELT in Pakistan (Ministry of Education, 2009, Shamim, 2008). The prevalent method of teaching in public schools/colleges is grammar-translation, which is out-dated and does not reconcile with the future academic and professional communication needs and aspirations of some young Pakistani learners (Hafeez, 2004, Warsi, 2004). There is also a huge shortage in 'the quantity and quality of resources' (Shamim, 2008, p. 244), which broadly includes a lack of funds, skilled and proficient English language teachers, educational technology and effective teaching materials (Rahman, 2004, Shamim, 2011). In addition, the curriculum development programmes, mostly conducted under the patronage of foreign funding agencies, were also non-sustainable (Shamim, 2008). Overall, one obvious result of these factors is 'a general sense of dissatisfaction with the current level of English proficiency of the graduates of public sector universities' (Shamim, 2011, p. 297). If government has to disseminate English language education and its benefits to the common people of Pakistan, as claimed in the education policy of 2009, it will have to develop an indigenous ELT policy based on the demographic realities of the countries. It has to

overhaul ELT sector with comprehensive reforms, otherwise, the present situation will continue.

1.2.6 The Role and Status of Regional languages

The local/regional languages of Pakistan have suffered heavily from various educational and language policies of the country (Rahman, 2007, Shamim, 2008). These declared and, sometimes, undeclared policies are made by powerful elite of Pakistan in the bureaucratic and administrative spheres of successive governments and aim to promote English language even at the cost of local languages (Rahman, 2003). The lack of patronage and official recognition of the regional languages by the government and business organisations have reduced them to the place of lower status languages in the eyes of their own speakers (Mansoor, 2004). This situation has raised the issues of ethnic identities and language shame among the speakers of these marginalised languages (Rahman, 2003). For example, Punjabi is the most widely spoken regional language of Pakistan yet its many urban speakers consider it a lower status language and are switching to Urdu and English in formal and informal domains (Rahman, n.d., Mansoor, 1993). Punjabi students in various academic institutions situated in the urban parts of the province consider English as the most important, Urdu less important and Punjabi the least important language for their future careers (Mansoor, 1993). Owing to the changing language attitudes of its speakers, Punjabi is under serious threat in the Punjab, Pakistan. Similarly, some minority languages (almost fifty) in other parts of Pakistan are also ‘on the verge of extinction’ (Rahman, 2003, p. 1). There are 26 small languages are dying rapidly only in Khyber Pakhtunkhwa (Shah, 2010).

In addition, the use of foreign (or other than mother tongue) language for education may have serious effects on young learners. The emphasis on English and Urdu in the educational system of Pakistan has deprived a dominant majority of Pakistani children from getting education in their mother tongues, which might have seriously affected their desire to participate in education as well as their intellectual ability to learn. This may even result in the exclusion of large groups of the population from the education system, especially, in remote areas and add to the socio-linguistic division of the country (Coleman and Capstick, 2012, Pinnock, 2009). In this situation, as linguists have argued, the government should take practical steps to promote ‘cultural pluralism’ (Mansoor, 2004, p. 345) and ‘additive multilingualism’ (Rahman, 2003, p. 1) through the education system where students may learn

English without any damage to their interest and skills in the regional languages. English and regional languages may co-exist in Pakistan without compromising learners' identities based on their linguistic or religious backgrounds (Norton and Kamal, 2003, p. 314).

1.3 Summary of the Chapter

This chapter has provided an overview of the rationale, purpose and contextual background of the study. In the first section, I mentioned that the study primarily aims to investigate the L2 motivation of a sample of Pakistani students with the help of Dörnyei's L2 Motivational (2009) and other socio-contextual and relational factors. In this way, the study may not only contribute to the ongoing validation of Dörnyei's system but also provide an understanding of various aspects of L2 motivation in the under-researched Pakistani context. In the second section, I explained geographical, socio-linguistic and cultural diversity of Pakistani society, especially of Punjab, where this study was conducted. Punjab is the most populous, developed and politically influential province of Pakistan. I also explained how English carries important socio-economic capital in Pakistani society. English may be seen as the most influential language in the professional and official circles of Pakistan, where it is considered essential to get good jobs, higher education and social status. However, the clear-cut divisions in the Pakistani society and its education system make it extremely difficult for the masses to get an equitable access to the quality education of this language. The students from elite English medium schools always have an edge over their counterparts from government-run schools in relation to English language communication skills, which put them in an ideal position to take advantage of the socio-economic benefits associated with English. In the end, I also mentioned the views focusing on the need to promote local languages, along with English, in Pakistan.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In the following chapter I present a review of the literature related to this study. First, I present a historical perspective of the research on L2 motivation starting with a discussion on the definitions and possible explanations of the term ‘motivation’. Secondly, I examine the L2 Motivational Self System, its components and the conceptual underpinnings – the theory of possible selves and self-discrepancy theory. Thirdly, I will present an overview of the research conducted recently to validate the L2 motivational Self system in various EFL contexts. Fourthly, I will look at some conditions useful to enhance the motivational impact of future selves. Fifthly, I discuss the concepts of Instrumental motivation and International Posture and their relation to L2 self systems. Sixthly, I will explain how global spread of English in the contemporary world has implications for L2 learning and motivation. Finally, I will discuss the emerging perceived national roles of English, empirical research and developments in some EFL contexts, which led me to propose a new construct ‘National Interest’ in this study.

2.2 What is Motivation?

Motivation involves the factors behind human actions; ‘why people think and behave as they do’ (Dörnyei, 2005, p. 1). Dörnyei, et al. (2006, p. 9) further elaborate that motivation deals with ‘the direction and magnitude of human action, that is, the choice of a particular action, the persistence with it and the effort expended on it’. In short, it arises from a purpose and then guides human actions. The concept of motivation seems to be a difficult and complex area to define because it involves not only the choice, direction, and the continuation of human behaviour but also multiple reasons behind these aspects. The multi-dimensional nature and wide range of motives for human behaviour make it impossible to develop a comprehensive and ‘an integrative ‘super-theory’ of motivation’ and, therefore, researchers have to narrow down their focus on its certain aspects while theorising it (Dörnyei and Ushioda, 2011, p. 4). Here, I will make an effort to

discuss the concept of motivation with the help of various explanations provided by the researchers.

Williams and Burden (1997, p. 120) maintain that motivation is a kind of cognitive stimulation, which encourages somebody to make ‘sustained intellectual and/or physical effort’ in order to achieve a goal. Similar to its important contribution in influencing human behaviour in many spheres of life, motivation also plays a key role in successful educational learning. Wiseman and Hunt (2008) explain motivation in relation to young learners as:

[A]n internal state that arouses students to action, directs them to certain behaviours, and assists them in maintaining that arousal and action with regard to behaviours important and appropriate to the learning environment. (p. 43)

In this respect, Ormrod (2003, cited in Fadul, 2010, p. 88) provides a detailed elaboration of the potentially important effects of motivation on students’ learning ability and behaviour. First, motivation can positively influence the ‘cognitive processing’ of students, which helps them to understand information quickly. Secondly, it improves the performance of students in terms of achievement. Thirdly, it leads students to put more effort and energy into the learning process, which results in enthusiastic learning behaviour. Fourthly, it guides the behaviour of students toward certain learning goals they have set for themselves in order to achieve success. Fifthly, it helps learners to focus on potentially more rewarding outcomes of their learning choices. Finally, it also enhances ‘initiation of, and persistence in activities’ on the part of students. Motivation, in other words, not only increases but also sustains students’ involvement in the learning process.

These possible impacts of motivation for learners make it a crucial factor in various academic/research fields including second/foreign language learning. Motivation helps researchers to understand the L2 learning phenomenon because it is a central component of successful learning (Dörnyei et al., 2006). L2 motivation influences learners’ language behaviours and efforts to learn the target language that result in successful learning. Although this process indicates an indirect relation between motivation and successful learning, in which motivation is not an immediate ‘precursor to successful learning’, yet this relation is of great importance (Ryan, 2008, p. 44). In this regard, Schmitt (2002, p. 172) states that ‘[i]f only we could get the students to be motivated, then they learn successfully’. Therefore, Hedge (2000)

argues that teachers should pay attention to those factors and experiences that may increase learners' motivation.

This perceived indirect connection of L2 motivation with successful learning makes it an interesting area of inquiry in various EFL/ESL contexts, where the understanding of L2 motivation also 'contributes to our knowledge of how people see themselves in relation to both their immediate surroundings and the world at large' (Ryan, 2008, p. 45). This is, primarily, because English in these contexts is seen as an important social gain (Pan and Block, 2011) as well as a tool to access people and their communities because of its use as a lingua franca in the contemporary globalized world (Crystal, 2003).

2.3 Historical Overview of L2 Motivation Theory

In order to understand L2 motivation theory as it is today, it seems essential to trace its development since the beginning of L2 motivation research. In the process of its evolution as an autonomous research area, L2 motivation research has been influenced partly by the mainstream motivation psychology theories and partly by various socio-cultural, situational, global, theoretical and empirical concerns. While recording the historical development of L2 motivation, Dörnyei and Ushioda (2011, p. 39 - 40) have divided L2 motivation theory in four phases:

1. The social psychological period (1959-1990)
2. The cognitive-situated period (during the 1990s)
3. The process-oriented period (at the turn of the new century)
4. The socio-dynamic period (current phase)

The fourth phase 'the socio-dynamic period' has emerged recently and is still developing. Before the discussion of recent developments in the theory of L2 motivation, I will discuss its historical perspective briefly.

2.3.1 The Social Psychological Period

The origin of modern L2 motivation research in 1959 was also the starting point of the social psychological period, which continued to dominate L2 motivation theory and research for next three decades. The origin of L2 motivation research is attributed to the Canada-based work of two social psychologists, Robert Gardner and Wallace Lambert (1972, 1959), which greatly influenced the research in this

field during the entire social psychological period. They blended traditional 'individualistic' motivation research and 'social psychology' in order to explain the language attitudes and motivation of learners aimed at learning the language of the other community in bilingual Canadian society, which was 'characterised by the often confrontational coexistence of the Anglophone and Francophone communities (Dörnyei, 2005, p. 67). Since this social and psychological approach was rooted primarily in the unique socio-cultural, political and linguistic conditions of Canada, its proponents considered the learning of the language of the other community as a tool for establishing positive social contacts between different communities. Guilleaume (2007, p. 56) argues that one of the widely accepted contributions of Gardner and his colleagues' work is that it has shown that learning a second language is different from learning other subjects because it includes adopting the attributes of another culture into one's own life.

Their works include two important components: the socio-educational model of second language acquisition and the Attitude Motivation Test Battery (ATMB). The Socio-educational model is a pioneering framework (Gardner and Smythe, 1975) to explain L2 motivation, language attitudes and various factors affecting them. This model has been revised and explained several times (Gardner, 1985, 2001, 2005, 2000, Tremblay and Gardner, 1995). ATMB involves 11 subsets and was formulated to assess L2 motivation and various factors affecting it (Gardner, 2005).

In a broader sense, the socio-educational model of Gardner proposed that L2 motivation is associated with two classes of variables: Attitudes toward the Learning Situation and Integrativeness (Gardner, 2005, p. 6). The notion of Integrativeness has been a key concept of Gardner's theory, which manifests a learner's desire to participate in and identify with the L2 community and culture. In its extreme form, it may include a complete integration into the L2 community. It is pertinent to mention here that Gardner and Lambert (1972) have argued that integratively motivated students achieve better results than those who are less integratively motivated in L2 classrooms. Despite a lot of discussion and research on this topic, integrativeness is still a highly debated and enigmatic area (Dörnyei, 2003).

2.3.1.1 The Cognitive-situated Period

The cognitive-situated period of L2 motivation research covers almost the last decade of the previous century, and was initiated by Crookes and Schmidt's (1991,

p. 469) criticism of the social psychological approach of Gardner and his associates and their call for '[r]e-opening the [r]esearch [a]genda' of L2 motivation. However, the need to realign and reinvigorate L2 motivation was also felt in other studies (e.g., Julkunen, 1989, Brown, 1990), which maintained that L2 motivation research was not in line with the trends of general educational psychology and Second Language Acquisition (SLA) research of that time. Crookes and Schmidt (1991, p. 470) have summarised these objections in this way:

Current SL discussion on this topic [motivation] lacks validity in that it is not well-grounded in the real world domain of the SL classroom, nor is it well-connected to other related educational research.

Dörnyei and Ushioda (2011, p. 46) maintain that the cognitive-situated period represented two popular trends of L2 motivation research of 90s. First, it catered for the need to bring L2 motivation research into alignment with the rapid cognitive changes that were occurring in general motivational psychology. For example, it was argued 'how one thinks about one's abilities, possibilities, potentials, limitations, and past performance, as well as various aspects of the tasks to achieve or goals to attain (e.g., values, benefits, difficulties) is a crucial aspect of motivation' (Dörnyei, 2005, p. 74). Secondly, it shifted the focus of L2 motivation from a macro socio-psychological perspective to a micro situated perspective. This aimed to analyse L2 motivation as it works 'in actual learning situations' such as classroom settings (Dörnyei, 2005, p. 74). Therefore, this approach highlighted the need to include main aspects of classroom settings – e.g. 'the teacher, the curriculum and the learner group' in empirical L2 motivation research (ibid). However, it should be understood that this shift of approach in L2 motivation was not based on the complete rejection of the social psychological approach but on a proposal to broaden it by incorporating the changes happening in mainstream motivational psychology (Guilloteaux, 2007, Dörnyei and Ushioda, 2011).

While expanding the agenda of L2 motivation and developing new frameworks, various researchers included new variables adapted from cognitive theories of motivation. For example, Trembley and Gardner (1995) included concepts from expectancy-value and goal theories. Crookes and Schmidt (1991) adopted Keller's (1983) theory of motivation. Dörnyei's (1994) three-level framework (language level, learner level, learning situation level) was also influenced by Keller's theory.

The theories of attribution and self-determination were adopted by Williams and Burden (1997) and Noels et al. (2000) respectively.

2.3.1.2 The Process-oriented Period

During the last years of the previous century, L2 motivation research took a new turn, which emphasized that motivation should not be 'seen as a static attribute but rather as a dynamic factor that displays continuous fluctuation' (Dörnyei, 2005, p. 83). This notion of viewing L2 motivation as a process became popular with Dörnyei and Otto's process model of L2 motivation (1998). The process-oriented approach was not a radical shift from the cognitive-situated approach but, in fact, emerged from the situated analysis of L2 motivation. In this regard, the works of Williams & Burden (1997), and Ushioda (1996) also played an important role. They focused on 'the temporal organization' of L2 motivation because successful learning of a second/foreign language involves a 'sustained learning process' that may take a long period to execute (Dörnyei and Ushioda, 2011, p. 60).

While focusing on the temporal aspect of motivation, Williams and Burden (1997) provided a three-stage continuum to analyse L2 motivational process; Reasons to do something → Deciding to do something → Sustaining the effort. In this continuum, the first two stages reflect 'initiating motivation' while the third stage represent 'sustaining motivation' (p. 121). While emphasizing the dynamic nature of motivation, Ushioda (1996) suggested the use of the qualitative research approach in order to investigate it. She held the quantitative research approach, used under the influence of social psychological tradition, responsible for not giving enough space to the researchers to focus on the temporal aspect of L2 motivation in the past.

Dörnyei and Otto's process model is a detailed framework for investigating the temporal dimension of L2 motivation (see Dörnyei and Ushioda, 2011, pp. 65 - 6). This divides motivated behaviour into three main phases; preactional, actional and post-actional. The preactional phase involves the choice of goals or tasks to be followed by L2 learners. The actional phase represents the implementation of tasks/motivational influences selected in the first phase. The final or post-actional phase contains critical evaluation of the results of actions performed to implement selected goals/tasks. Such an evaluation involves the formation of 'causal attributions' and 'action-specific strategies' for L2 learning in future.

The process-oriented approach has perhaps encouraged new methods of inquiry in the area of L2 motivation. For example, longitudinal surveys (Dörnyei et al., 2006, Chambers, 1999, Gardner et al., 2004) and lifespan analysis (Lim, 2002, Shoaib and Dörnyei, 2005) are important in this regard. However, it has not yet inspired much direct research, perhaps because of its huge scale and daunting complexity. Dörnyei (2005) also points out the following two drawbacks in the process model of L2 motivation. First, it implies the delimitation of the actional process of a task which is difficult to ascertain in an actual classroom context. Secondly, it also implies that actional process happens in isolation that ignores various academic, individual and social processes working simultaneously with the main actional process. In addition, the process model represents L2 motivation in ‘linear cause-effect relations’ that do not make in-depth analysis of multi-faceted, complex and dynamic nature of L2 motivation (Dörnyei, 2009b, Dörnyei and Ushioda, 2011).

2.3.1.3 The Socio-dynamic Period

As mentioned previously, the socio-dynamic phase is a recent development in the field of L2 motivation research. It is still in its formative phase. This new phase not only takes into account the complexities of situated L2 motivation process based on its active relationship with various personal and socio-contextual factors, but also includes broader concerns of L2 motivation emerging in the contemporary world (Dörnyei and Ushioda, 2011). Therefore, the rise of the socio-dynamic phase of L2 may be attributed partly to the criticism of previous process-oriented L2 motivation research and partly to some recent developments in L2 research; the issues of macro socio-historical identity and the emergence of English as a global language.

In this regard, some recent concepts of viewing L2 motivation in relation to learners’ social identity and broader socio-cultural context (Norton, 2000), call for the need of non-linear and dynamic systems of investigating L2 motivation. It is based on the idea that language learning should be seen as a ‘sociocultural and sociohistorically situated process, rather than primarily as a cognitive psycholinguistic process’ (Dörnyei and Ushioda, 2011, p. 71). Moreover, the spread of English as a lingua franca in today’s globalized world has changed the nature of its community (Holliday, 2005). This change requires the reformulation of some traditional concepts (e.g. Integrativeness, Attitude towards L2 community, etc.) and adoption of new ones to meet its demands.

The socio-dynamic phase of L2 motivation research involves three new conceptual approaches that ‘differ significantly’ from theoretical perspectives and frameworks presented in the previous phases.

- *A person-in-context relational view of motivation,*
- *The L2 Motivational Self System,*
- *Motivation from a complex dynamic systems perspective*

(Dörnyei and Ushioda, 2011, p. 74)

I will briefly describe each of these approaches in turn. Since the last decade of previous century, Ushioda (1996, 2009) has strongly criticised the limitations of traditional generalisable models of L2 motivation research that strictly adhered to the positivist approach of motivational psychology. She argued that these models focus on predicting linear cause and effect relationships between motivation and learning behaviours and, therefore, fail to explain the dynamic nature of L2 motivation and complex contextual realities which influence learners in the learning process. Because of this dissatisfaction with traditional approaches, Ushioda (2009) presents her ‘person-in-context relational view of motivation’ that proposes to view L2 learners as real persons with manifold identities deeply rooted in an intricate set of their socio-cultural and historical settings. These dynamic and complex (involving both micro and macro) contextual aspects deeply influence L2 motivation. Therefore, Ushioda (ibid) suggests that the L2 motivational research should ‘take a relational (rather than linear) view of these multiple contextual elements, and view motivation as an organic process that emerges through this complex system of interrelations’ (p. 220). However, this approach is still in its embryonic stage and requires a pragmatic and comprehensive strategy for empirical investigation.

The idea of measuring L2 motivation from a complex dynamic systems perspective has been proposed by Dörnyei (2009b). This perspective has been borrowed from an important concept, ‘dynamic systems’, within the main ‘complexity theory’, which aims to explain a phenomenon in complex dynamic systems of ‘multiple interconnected parts and in which the multiple interferences between the components’ own trajectories result in non-linear, emergent changes in the overall system behaviour’ (Dörnyei and Ushioda, 2011, pp. 88 - 9). The proposal of including the dynamic systems approach in L2 motivation research is also based on

dissatisfaction with the traditional individual differences approach that divides motivation in small components, hoping that these components can be generalized in different contexts, situations and times. Dörnyei (2009b) argues that this traditional approach is against the dynamic and situated view of motivation because motivational factors, like most human attributes, may involve cooperation or intervention of the components that are different from the main category or character of the factors under study. Therefore, Dörnyei and Ushioda (2011) suggest that instead of following the traditional line of L2 motivation research, the researchers should take into consideration ‘a *systemic* approach by identifying higher-order ‘motivational conglomerates’ that also include cognitive and affective factors and which act as ‘wholes’” (p. 92).

With the purpose of reforming previous L2 motivation theory, especially the Gardnerian approach, Dörnyei (2005, 2009a) presented the ‘L2 Motivational Self System’. This system provides a detailed framework of analysing L2 motivation with the help of self theories in mainstream psychology. The detailed view of this system and its theoretical basis and empirical validation will be presented in section 2.8 of this chapter. At present, it seems important to discuss self theories - theory of possible selves and self-discrepancy theory - on which the ‘L2 Motivational Self System’ is primarily based.

2.4 Theory of Possible Selves

Markus and Nurius’ (1986) ‘Possible selves’, is one of the pioneering works explaining the relationship between one’s own cognitive future images and motivation. In other words, it elaborates how possible selves of human beings determine their mental pictures of the future (goals, dreams, aspirations, etc.) and, thereby, shape their conduct. Markus and Nurius (1986, p. 954) propose that possible selves reflect individuals’ thoughts of ‘*what they might become, what they would like to become, and what they are afraid of becoming*’. According to this distinction of possible selves, the first type of possible selves ‘what they might become’ refers to ‘expected’ or ‘likely’ selves (Carver et al., 1994). The second type ‘what they would like to become’ represents ‘ideal or hoped-for’ selves that may include ‘the successful self, the creative self, the rich self, the thin self, or the rich and admired self’. The third type ‘what they are afraid of becoming’ indicates ‘feared selves’ that one would not like to become and may include ‘the alone self,

the depressed self,...., or the bag lady self' (Markus and Nurius, 1986, p. 954). In this way, the second and third types constitute the best and worst cases respectively while the first type is the default option for individuals (Dörnyei, 2009a, p. 12).

As mentioned above, possible selves represent future aspects of imagined selves but they are also influenced by the past representations of self. They are also closely interrelated with existing selves, but clearly distinguishable from them. Although possible selves are an individual's personal future images based on his/her own desires, fantasies and fears, they are strongly influenced by his/her socio-cultural and historical contexts, life-time experiences, role-models and significant others (Markus and Nurius, 1986, p. 954). In line with this argument, Oyserman and James (2009, p. 373) maintain that an individual may have many desired and feared selves that are closely associated with his/her various social roles and identities. Hamman et al., (2010) add that 'because possible selves are thought to be created within the parameters of an individual's social context, projections of the self are likely derived from what is valued, or perceived to be valued, within an individual's specific social experiences' (p. 1349).

Another important feature of possible selves, as proposed by Markus and Nurius (1986), includes the tangibility of future images they produce. The possible selves are not hollow fantasies but a reality based on plausible images and senses - 'people can 'see' and 'hear' a possible self' (Dörnyei and Ushioda, 2011, p. 81). Therefore, an understanding and analysis of possible selves bring us close to real life experiences of the individual (Markus and Ruvolo, 1989). Markus and Nurius (1986) maintain that possible selves function in two important ways. First, they act as motivational force for the behaviour in the times to come. Secondly, they serve as a criterion for appraising and interpreting the existing position of self.

2.5 Possible Selves as Future Self-guides

Because of their primary role of guiding human behaviour, possible selves are also known as future self-guides. However, as Dörnyei (2009a, p. 13) argues, the 'could-become' self represents 'the default situation and therefore does not so much guide as predict the likely future scenario'. In contrast, two other possible selves of Markus and Nurius' (1986) theory, the ideal self and feared self, direct human actions in a better way by motivating individuals. The Ideal L2 self does so by

invoking desires, hopes and fantasies within individuals in relation to the goals they would like to achieve in future. The feared selves also influence human behaviour by directing individuals to move away from the things they would like to avoid in future. Because of these reasons, Higgins (1987) also considers these two selves, ideal and feared, highly influential in determining future human behaviour and emotional responses. However, he terms feared self as ‘ought self’ (Higgins, 1987, p. 321). In the field of L2 motivation, Dörnyei (2005, 2009a) has also built his famous ‘L2 Motivational Self System’ on ideal and ought selves.

2.6 Self-discrepancy Theory

While presenting a logical relationship between possible selves (ideal and ought) and motivation, Higgins (1987, p. 312-2) also proposed three basic dimensions of self. The first is the ‘actual self’ that portrays the ‘attributes’ one actually believes one possesses at present. The second is the ‘ideal self’, which reflects those attributes one idealises or dreams of possessing in future (hopes, aspirations or wishes). The third one is ‘ought self’. It manifests those attributes one thinks one ‘should or ought to possess’ and emerge from one’s ‘sense of duty, obligations, or responsibilities’ in future. The latter two dimensions relate to possible selves or future self-guides.

Self-discrepancy theory (Higgins, 1987) maintains that human beings become motivated in order to achieve their future self-guides (ideal, ought) or, in other words, to find a condition where their now- or actual-selves are transformed into their possible selves. Therefore, ‘motivation in this sense involves the desire to reduce the discrepancy between one’s actual self and the projected behavioural standards of the ideal/ought selves’ (Dörnyei and Ushioda, 2011, p. 82). In this way, future self-guides seem to provide an individual the necessary motivational force and guidance to develop strategies in order to minimise the difference between actual and possible selves. At this point, both future guides (ideal, ought) seem to represent the same tendency of attaining certain goals or self-states in future. However, as Higgins (1998) argues, the predispositions related to these future self-guides are distinctive in nature. The ideal selves incorporate a promotional focus because they are related to hopes, progress, dreams and accomplishments in future, whereas ought self-guides bear a prevention focus because they are associated with the avoidance of fears or negative outcomes resulting from a failure to fulfil various

obligations in future. This motivational difference between these selves appears to be in agreement with an old motivational principle - 'people are motivated to approach pleasure and avoid pain' (Higgins, 1997, p. 1280).

2.7 Dissatisfaction with the Notion of Integrativeness

Traditionally, the research in the field of L2 motivation has largely been influenced by the socio-educational model of Gardner (1985) where integrative motivation holds the central position as the most influential factor in L2 achievement (Ryan, 2009, MacIntyre et al., 2009b). As mentioned previously, the notion of Integrativeness, as proposed by Gardner (1985), manifests not only a learner's positive attitude toward the L2 community but also his/her desire to participate in and identify with that L2 community and culture (Yashima, 2009, MacIntyre et al., 2009b). This concept of integrativeness has been criticised severely by many researchers recently (see Csizér and Kormos, 2009, Ryan, 2009, Yashima, 2009). They consider that the Gardnerian concept of Integrativeness may not be a suitable construct to present a complete and clear picture of L2 motivation of learners in many EFL contexts.

Previously, many studies had reported that the 'lack of identification with native speakers of English' had emerged as 'a significant motivating factor in a variety of settings' (see Lamb, 2004, Warden and Lin, 2000, Yashima, 2009). Ryan (2009) adds that learners may have a positive attitude towards L2 community but it has been found not to have the particular desire to identify with the specific target language community and its culture. This seems to be against the basic argument of Integrativeness that places the desire to seek some kind of (strong or weak) integration or assimilation with the L2 community as the most important factor for successful L2 learning. It makes the traditional notion of Integrativeness culture-specific, which is applicable only in those, Canada-like, EFL settings where L2 learners have opportunities to interact with the L2 community directly. I, in line with Dörnyei (1990), seriously doubt the suitability of this notion in other EFL contexts where L2 learners have no or very limited opportunity of direct interaction with the target language community.

The researchers (Csizér and Kormos, 2009, Ryan, 2009, Yashima, 2009) have further argued that the particular L2 community of native speakers (Anglo-

American) adopted by Gardner in his model does not reflect the changing nature of English-speaking community in the contemporary globalizing world. Because of its wide-spread and acceptance in most parts of the world as a global lingua franca, the ownership of English language is no longer confined to its Anglo-American native speakers (Graddol, 1997, Holliday, 2005, Lamb, 2004, Csizér and Kormos, 2009). Now, it also involves ‘the global English speaking community of which many young people all over the world believe to be an integral part’ (Ryan, 2009, p. 124). Therefore, the concept of English speaking community appears to be flexible as compared to the static and restricted notion presented by the Gardner. This new globalized presentation of English speaking community may also motivate learners in many EFL contexts because they can cherish the hope to get the membership of this community, once they learn L2, while living in their own countries or anywhere else in the world (Yashima, 2009, Ryan, 2009). In contrast, the strict adherence to the traditional native – non-native distinction may have adverse psychological effects on English language learners and speakers worldwide as one of the interviewee in Holliday’s (2005) study ‘The Struggle to Teach English as an International Language’ said; ‘labelling speakers as “non-native” silently robs them of the rights to speak in the language they may know best’ (p. 6).

The voices against the traditional distinction between integrative and instrumental orientations of L2 learners have also been raised by many researchers (see Lamb, 2004, Broady, 2005, Ryan, 2009, Dörnyei, 2009a). They have argued that it is very difficult to separate the material gains from a broader sense of integrativeness in the case of English language, which has immense socio-cultural, linguistic, and utilitarian value in the contemporary world. Csizér and Kormos (2009) add, while referring to Lamb (2004), that there are many orientations like interaction with the people from other countries, participating in the youth culture, going abroad for study, career and travelling, etc. may be both instrumental and integrative at the same time. These increasing roles and uses of English in the rapidly globalizing EFL contexts have led many researchers in the field of L2 motivation (see Dörnyei, 2010) to support the argument that the traditional concept of integrativeness should be altered or redefined to make it useful for measuring L2 motivation in varied EFL contexts. For example, while supporting the theoretical developments regarding the reframing of integrative motivation, Ushioda (2006) emphasized the ‘need to develop an appropriate set of conceptual tools for examining motivational issues

pertaining to linguistic diversity, mobility and social integration in a rapidly changing and expanding Europe'. In a similar vein, many applied linguists have recently suggested investigating L2 motivation from the perspectives of learners' psychological L2 selves and identities (e.g. Dörnyei, 2005, 2009a, Ushioda, 2009, Ryan, 2009, Yashima, 2009). Dörnyei's L2 Motivational Self System (Dörnyei, 2009a) is a major development in this direction.

It may be pertinent to mention here that Gardner has been constantly extending arguments to defend his socio-educational model of L2 motivation, especially the notion of Integrativeness, during the last decade (see Gardner, 2005, Gardner, 2007, Gardner, 2010). He argues that the idea of Integrativeness has been misperceived by the researchers in the field of L2 motivation. In his recent book, Gardner (2010) states that the concept of Integrativeness does not suggest that 'individuals want to integrate or become members of another cultural community (p. 24), rather it may be seen as 'a complex of affective variables that reflect an individual's openness to other cultures and languages' (p. 23). This openness may involve 'taking on characteristics of another cultural/linguistic community' and influence individuals' L2 motivation (Gardner, 2005, p. 7). In this regard, Gardner (2007) also added that because of 'excess meanings' which are usually attached to Integrativeness, he 'now sometimes refer[s] to it as Openness, or Openness to Cultural Identification' (p. 15). To me, this seems to be an acknowledgement of the need to clarify/explain/reinterpret the notion of Integrativeness.

Gardner (2005, 2007) also argued that other researchers (e.g. Yashima, 2002) have also used the concepts (e.g. International Posture) similar to Integrativeness – showing general openness to other cultures and communities – in the studies related to L2 motivation. This, he added, implies that researchers in the field of L2 motivation acknowledge that 'learning another language involves acquiring material that is characteristic of another culture and that this has implications for the individual learner' (Gardner, 2010, p. 71). Gardner (2005) also refuted another criticism on the dichotomy between integrativeness and instrumentality associated with his works. He stated that '[t]here is no reason to expect them to be independent of one another', instead they may be expected to be closely related to each other (p. 8). However, his concluding words in a recent work indicate his strong liking for integrativeness as compared to other motivational factors:

Classroom learning motivation may promote the acquisition of individual elements of the language, but more is needed to achieve a true mastery of the language. From my perspective the integrative motive serves this need. (Gardner, 2007, p. 19)

Gardner (2005) also refused to accept the criticism highlighting the appropriateness of his research only for second language learning contexts similar to Canada. He argued that his socio-educational model and AMTB is equally appropriate for four European contexts (Croatia, Poland, Romania and Spain) where English is taught and learnt as a foreign language.

2.8 The L2 Motivational Self System

Dörnyei (2009a, p. 9) explains that his 'L2 motivational Self System' aims at refining the L2 motivation understanding and research by applying the 'psychological theories of self'. This system was initially proposed by Dörnyei (2005), and then further explained in Dörnyei (2009a). While proposing this framework, Dörnyei does not reject the findings of previous L2 research but utilises its theoretical underpinnings to elaborate various aspects of L2 Motivational Self System. Through this model, he also attempts to answer some theoretical concerns (e.g. re-interpretation of Integrativeness) of previous L2 motivation research in order to make it harmonious with the changes occurring in many EFL contexts in the contemporary globalized world. By investigating various dimensions of one's L2 self, it aims to focus on the multi-faceted aspects of an L2 learner's identity, which has always been central to L2 research (Dörnyei, 2009a). The proposed 'L2 Motivational Self System' includes three components: Ideal L2 self, Ought-to L2 self and L2 learning experience (Dörnyei, 2009a, p. 29).

2.8.1 Ideal L2 Self

Dörnyei's (2005) concept of 'L2 Ideal self' emerges from the notion of 'ideal self' that portrays a range of qualities and aspirations one would like to own. Dörnyei (2009a, 2005) argues that Ideal L2 self underlines the L2-related image or aspect of one's ideal person that one wants to become. He asserts that ideal self can be an influential motivating factor provided the person one inspires to become is proficient in L2. In addition, it may also positively influence L2 learners' motivation because it relies on 'the desire to reduce the discrepancy between [their] actual and ideal selves' (Dörnyei, 2009a, p. 29). In other words, it presents 'the promotion of a

hoped-for future self' (MacIntyre et al., 2009b, p. 195) and includes both 'integrative and internalised instrumental motives' (Dörnyei, 2009a, p. 29).

Higgins (1987, 1998) suggests that ideal selves play a significant role in the area of academic success. Therefore, it also holds an important position in the L2 Motivational Self System. Dörnyei (2009a) has proposed that the traditional concept of integrativeness can also be reinterpreted as 'the L2-specific facet of one's ideal self' (p. 27). For this reason, the inclusion of integrativeness in the Ideal L2 self is one of the key concepts of Dörnyei's system (2009a) because it presents the Ideal L2 self as a more comprehensive and explanatory concept which may also include other factors (e.g. internalised instrumental motives) that transform into integratively motivated behaviour.

2.8.2 Ought-to L2 Self

'Ought-to self' manifests one's inclination to develop certain qualities or skills to prevent negative and feared outcomes in the future (Dörnyei, 2005, 2009a). In the domain of L2 motivation, it may be understood as one's decision to learn an L2 to save oneself from any negative consequences resulting from the lack of L2 knowledge in future. It also incorporates those aspects of an individual's future self which other people (such as parents, family, friends) are perceived to desire for her/him. Therefore, it 'bears little resemblance to the person's own desires and wishes' (Dörnyei et al., 2006, p. 17). This kind of motivational aspect is primarily extrinsic, and preventional in nature (Dörnyei and Ushioda, 2011). Some researchers (Taguchi et al., 2009, Kormos et al., 2011) have argued that Ought-to L2 self may play a more prominent role in Asian L2 contexts owing to the crucial impact of family and significant others in Asian cultures.

2.8.3 L2 Learning Experience

L2 learning experience is the third aspect of Dörnyei's 'L2 motivational self system'. It relates to learners' attitudes towards 'immediate learning environment and experience' (Dörnyei, 2009a, p. 29). Dörnyei (2005) associates this element with Ushioda's (2001, p. 107) notion of 'causal' motivation that implies that students' motivational orientation varies according to their experiences of learning conditions. According to Dörnyei and Ushioda (2011, p. 86), L2 learning experience may involve 'the impact of teacher, the curriculum, the peer group or the experience

of success'. Dörnyei (2009a) has proposed that a positive learning experience also affects learners' motivated behaviour positively.

2.9 Empirical Validation of the L2 Motivational Self System

The L2 Motivational Self System has already been tested empirically in a range of EFL contexts including Japan, China and Iran (Taguchi et al., 2009, Ryan, 2009, Papi, 2010), Hungary (Csizér and Kormos, 2009, Csizér and Lukács, 2010), Chile (Kormos et al., 2011), Ukraine (Henkel, 2010) and Indonesia (Lamb, 2012). These studies have mostly confirmed the tri-partite structure of the model, though the Ought-to L2 self has sometimes been difficult to measure (Lamb, 2012, Kormos and Csizér, 2008). The Ideal L2 self has been found to subsume integrativeness and internalised instrumental motives, as predicted, and is often the strongest component of L2 Motivational Self System, 'typically explaining more than 40% of the variance [in the criterion measure of motivated learning behaviour], which is an exceptionally high figure in motivation studies' (Dörnyei and Ushioda, 2011, p. 87).

By contrast, the Ought-to L2 self tends to correlate with less internalized instrumental motives, and contributes less to motivated learning behaviour, though there is some regional variability in results (for a comparison, see Papi, 2010 and Kormos et al., 2011). This led Taguchi et al. (2009) and Kormos et al. (2011) to question whether this construct may operate differently in Asian contexts where parents or other family members may be more influential in learners' motivational thinking. In addition, while commenting on the reliability issues of Ought-to self in some contexts, Lamb (2012) argued that there might be 'a potential weakness either in the construct or current methods of elicitation' (p. 13) that need more thinking and a possible revision. The third component of the L2 Motivational Self System, L2 Learning Experience, has been found to be a more powerful predictor of motivated behaviour in certain settings, especially where the teaching of English in academic institutions is compulsory (Taguchi et al., 2009, Papi, 2010, Lamb, 2012).

In addition, now, we are also becoming more aware of the complexity of possible relationships between the model's three components, and their links with other motivational factors. Dörnyei (2009a) has emphasized that the Ideal self is only likely to motivate if certain conditions are met, such as it being an 'elaborate and vivid future self image' (p. 19), seeming plausible, being regularly primed at home

or school, and having an accompanying plan of action. Papi (2010) found that the effect of Iranian learners' Ideal L2 selves on motivated learning behaviour was mediated by their attitudes to the learning experience, suggesting that their future self-image as English-speakers had to be nurtured at school for it to be an effective motivator. Meanwhile Lamb (2012) found suppressed results for the Ideal L2 self among Indonesian junior high school learners of English, and argued that this could be because Ideal selves in early adolescence tended to be vague and idealistic and therefore less likely to promote effortful learning behaviour.

2.10 Interactive Model of Motivation

To recognize better the complexity of L2 motivation, Kormos et al. (2011, p. 511) have extended the L2 Motivational Self System to produce an interactive, hierarchical model of their own which allows for learner goals, socio-contextual factors and instructional setting to be included. They see these three elements as being important but as more distal from the top-level factor of motivated learning behaviour, which is influenced directly by self-guides (primarily the Ideal and Ought-to self, but also self-efficacy) and attitudes towards learning. They proposed that the relationships between self guides, attitudes and motivated behaviour are reciprocal in nature; however, the strength of these relationships may vary in different contexts.

Learner goals found to be most significant in their Chilean study were 'International Posture' (the desire to use English to connect to the international community) and 'Knowledge Orientation' (recognition of the importance of English for gaining general and/or academic knowledge), though they also saw a role for 'other possible instrumental and integrative goals depending on the context of language learning' (p. 512). Learning goals also interact reciprocally with self guides and learning attitudes. The goals help learners shape their future selves and learning attitudes, which, in turn, may also induce learners to develop or change their goals. In this model, the influences of socio-cultural and instructional settings may be extremely important but their relation with goals, attitudes and self guides is 'most likely to be unidirectional' (p. 512). Kormos et al. (ibid) claimed this model (Figure 1) to be an extension of Dörnyei's L2 Motivational Self System (Dörnyei, 2009a).

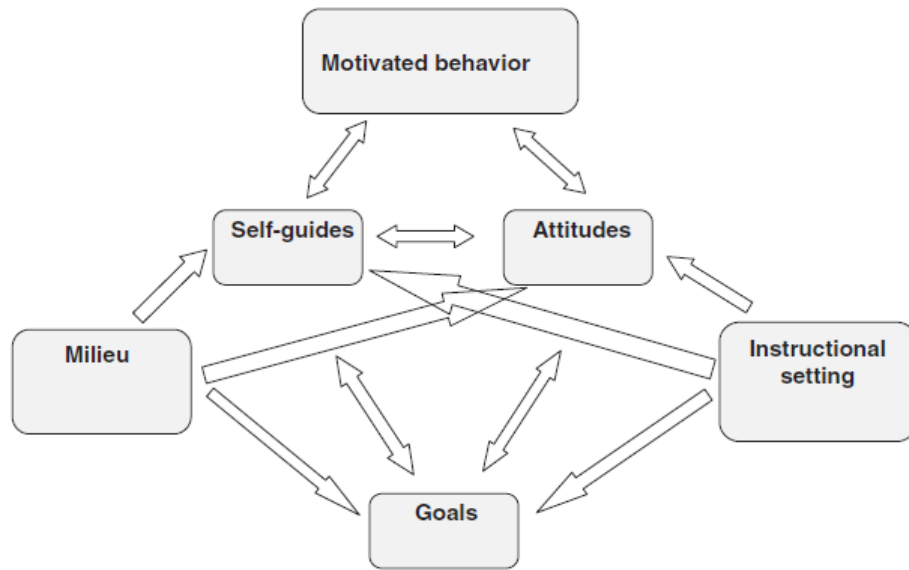


Figure 1: The hierarchically ordered model of motivation (Kormos et al., 2011, p. 511)

2.11 Conditions for Achieving Motivational Impact of Future Selves

Some studies show that future selves may not always result in motivated behaviour, rather certain conditions, if met, are necessary to exploit the motivational potential of future selves (Oyserman et al., 2006, Oyserman and James, 2009). Dörnyei (2009a, pp. 18-22) and Dörnyei and Ushioda (2011, pp. 83-4), in the light of previous research, have identified certain conditions which may be useful in this regard. First, an effective future self should be developed/elaborated and clear because insufficient details or a blurred mental picture of a future self may curtail its motivational capacity. Secondly, future selves can only generate a desired motivational impact, if they are realistic in line with an individual's given circumstances. An impractical or unreasonable image of a future self may not inspire people to take practical steps to achieve it. Thirdly, a future self which is *too likely* to be achieved may lead to limited efforts.

Fourthly, future selves should not be dormant, rather they need to be properly activated within the *working memory* of an individual. Fifthly, the future vision of self may work more effectively, if it is accompanied by appropriate plans and *self-regulatory strategies*. Sixthly, there should not be a clash an ideal and ought-to self of an individual. It is important that the idealised image of an individual is in

harmony with her/his social responsibilities and identities in order to achieve their combined motivational effect. Finally, if an ideal self is ‘offset or balanced by a counteracting *feared possible self*’ (Dörnyei and Ushioda, 2011, p. 84), the intensity of L2 motivation will be greatly enhanced. It means that a clear understanding of the negative outcomes of not attaining an ideal L2 self will influence learners’ motivated behaviour positively.

2.12 Anxiety and Future selves

Anxiety is an important affective factor which reflects ‘negative emotional reaction’ (MacIntyre, 1999, p. 27) of learners towards the learning or use of English language in the immediate learning situation. Studies have shown that emotional disturbance related to anxiety has negative effects on foreign language learning process or success (Aida, 1994, Arnold and Brown, 1999, Gardner, 2005). The emotional disturbance caused by the anxiety does not allow a learner to understand ‘language input’ properly and, therefore, he/she fails to make the desired progress in language learning (Horwitz et al., 1986, p. 127). However, Scovel (1978) provided an interesting categorization of anxiety based on its effects on language learners; ‘Facilitating’ and ‘Debilitating’ anxiety. The facilitating anxiety may have positive effects on learning as it encourages learners to *fight* learning tasks and promote ‘approach behaviour’ among them. Whereas, debilitating anxiety induces them to run away from tasks and follow ‘avoidance behaviour’ (p. 139)(p. 139)(p. 139)(p. 139).

Horwitz et al. (1986) explains the conceptual underpinning of foreign language anxiety in relation to three performance-based anxieties: ‘1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation’. Communication apprehension reflects some kind of reticence to communicate with others, especially groups, and may become severe in classroom interactions. Test-anxiety may be caused by the ‘fear of failure’ to achieve exalted or impossible targets students set for themselves in relation to their test/examination performance. Fear of negative evaluation may emerge from the apprehension/suspicion of being evaluated negatively by others. It is a broader form of anxiety and may include a fear of micro level evaluation (by a teacher within classroom, test evaluation) or of a macro level broader social evaluation by others – e.g. peers, significant others (pp. 127-8).

The research in the field of self-related psychology has suggested that discrepancies between a person's actual self and ought-to/ feared self may result in anxious feelings in him/her (Higgins, 1987, Markus and Nurius, 1986, Carver et al., 1999). Similarly, Leondari et al. (1998), while examining a relation between future selves, motivation and academic achievement of adolescent students, argued that 'negative [feared] possible selves may be associated with anxiety' (p. 160). In the domain of L2 motivation, Papi (2010) has recently investigated the relation between anxiety and the components of L2 Motivational Self System. He argued that Ideal L2 selves and positive learning experiences of English language learners reduce their anxiety, while Ought-to L2 selves considerably increase their anxious learning behaviours.

2.13 Instrumental Motivation

Instrumentality has been another important aspect of L2 motivation research. It highlights a learner's desire to acquire L2 proficiency because of some utilitarian objective or external reward such as a better job, increased salary, higher social status or higher education (Broady, 2005). Instrumental motivation is assumed to be more helpful in those learning conditions where students have limited or no contact with L2 speakers (Oxford and Shearin, 1994, Bolton and Kachru, 2006). Learners in such communities learn English for social and economic uplift.

Following the self perspective, Dörnyei (2009a, p.28) argued that traditional construct of Instrumentality 'mixes up' promotion and prevention dimensions and, therefore, 'needs to be divided into two distinct types, 'instrumentality-promotion' and 'instrumentality-prevention'' (Dörnyei & Ushioda, 2011, p. 87). This distinction is based on Higgins' promotion and prevention approach that is at the centre of 'self-discrepancy theory' (Higgins, 1987, 1998). Higgins (ibid) proposed that motivation might emerge from one's willingness to minimize the difference between one's present self-state and imagined future self-state. Further, he added that imagined future selves of the individuals may have promotion and prevention tendencies. In the promotion sphere (ideal selves), individuals seek to follow their dreams and inspirations whereas in the prevention sphere (ought-to selves), they endeavour to avoid any feared failure in future. In a similar vein, Dörnyei (2009a, p. 31) proposed that the promotional dimension of Instrumentality is closely related to Ideal L2 self while the preventional dimension is linked with Ought-to L2 self.

2.14 Language, Identity and Globalisation

Norton (2000) highlights that a learner's commitment/desire to learn another language is closely interrelated with the social identification processes she/he is going through. Similarly, the issue of the maintenance of local linguistic and cultural identity of the learners in the wake of an ever-increasing influence of globalisation and English language under its auspices has generated much debate in the field of English language learning and teaching (e.g. East, 2008, Holliday, 2005, McKay, 2002). It is feared by many that a few powerful nations, especially USA and UK, are controlling the forces of globalisation by imposing their own economic, political and cultural (including linguistic) norms on the rest of the world (Tonkin, 2003). In this scenario, the dominance of English over other languages may be viewed as a kind of linguistic imperialism (Pennycook, 1994, Canagarajah and Said, 2011, Phillipson, 1992), which has systematically worked to maintain the dominance of English over other languages, especially in post-colonial societies of Asia and Africa. Phillipson (2009) and Skutnabb-Kangas (2004, 2000) also view the global spread of English in recent times as a continuation of linguistic imperialism which facilitates the Anglo-American design of socio-economic domination of the world. In addition, they maintain that the hegemony of English now is also accentuated by multinational business organisations and international media. They have shown their concern that, if allowed to continue, the linguistic imperialism may carry on curtailing linguistic diversity and rights of people worldwide (Skutnabb-Kangas, 2002, 2004, Phillipson, 2012).

While Phillipson (2009) and Skutnabb-Kangas' (2004) concerns about the subtractive effects of English on local languages and cultural norms of its learners worldwide need to be taken seriously, their beliefs about a nexus of English and Anglo-American imperialistic agendas seem to be an oversimplification of the factors involved in the spread of English in the contemporary globalized world (see Waters, 2013). In a recent review of Phillipson's 'Linguistic Imperialism Continued' (2009), Waters (2013) argues that Phillipson ignores the popular demands for English in various parts of the world as a language which 'provides a means of adding to, rather than taking away from, the expression of alternative points of view, and on a much more widespread basis than might otherwise be possible' (pp. 129-30). Some researchers and applied linguists (e.g. Canagarajah, 1999, Canagarajah and Said, 2011, Waters, 2013, Pennycook, 2001, McKay, 2002) also seem to share

the view that the notion of linguistic imperialism is too deterministic to consider the role of agency among English language learners worldwide; their ability to resist cultural imposition and appropriate English according to their needs, interests and values. Canagarajah (1999) also suggests that the development of new varieties of English in various L2 contexts may be seen as an example of the appropriation of English by local users.

In addition, studies have shown that English language learners in various L2 contexts do not see English as a foreign imposition or a threat to their identity; rather they find an opportunity in its learning to explore options for their self improvement and social progress in both local and global arenas (Pan and Block, 2011, Graddol, 2010, Shamim, 2011). For example, Chinese learners and teachers of English view this language 'in a relatively unproblematic and unproblematised way as part and parcel of international development and as the global language' (Pan and Block, 2011, p. 400). They also considered English an important means to achieve social prestige/respect, which reveals a positive perceived relation between English and their social identity. Similarly, Graddol (2010) reports that English is seen as a 'means of inclusion', instead of 'exclusion', by a vast majority of people in the contemporary Indian society, where the 'knowledge of English is an indispensable sign of belonging to the middle class' (p. 120). However, some studies have also documented the discriminating flow of English in certain EFL contexts and its role in exacerbating socio-economic and urban-rural divide (e.g. Lamb, 2011, Coleman, 2011, Coleman and Capstick, 2012). Coleman (2011) has presented a detailed view of how a recent surge of international English medium schools in Indonesia would benefit students only from a rich social background. Lamb (2011) also argued that unequal access to English among the people of Indonesia may aggravate 'a widening economic and cultural class divide' (p. 202). While explaining a similar situation in Pakistan, Shamim (2011, p. 300) argued that the continuation of English-related social and educational divide may lead to 'a state of language apartheid'.

In the contemporary world, Arnett (2002) mentions that one of the most remarkable impacts of globalisation is that 'most people now develop a bicultural identity' (p.777). Besides an adherence to their local cultures, people construct an international identity that gives them a 'sense of belonging' to the global culture (ibid). In this regard, English serves as an important tool to obtain and sustain the global identity. It is the language through which the world citizens can access media

and communicate with the people from other countries (Lamb, 2004). Overall, this discussion indicates that dynamic socio-political aspects of the uses of English language may have implications for its learners' identities and L2 motivations. Since the English language in many contemporary contexts is now associated with a global English speaking community and is not seen as a sole ownership of its Anglophone speakers (Holliday, 2005, Skutnabb-Kangas, 2004), it seems to be useful to understand its learners' global identity or international posture (Csizér and Kormos, 2009).

2.15 International Posture and L2 Self

International Posture has been recognized as a potentially important motivational construct since it was introduced by Yashima (2000, 2002) as a way of describing her Japanese learners' tendency to relate to the international community in general rather than any specific English-speaking community. As she has written more recently (Yashima, 2009, p. 145), '[e]ven though many Japanese learners wish to interact with native speakers of English, they are not particularly interested in identifying with them,' and their motives may well combine integrativeness (e.g. looking for friends, interest in foreign cultures) with instrumentality (e.g. possibilities for study abroad, or opportunities for trade). Motivated language learners in other contexts besides Japan have exhibited high levels of International Posture, suggesting that the personal pursuit of intercultural contact and affiliation is indeed a common goal for learning English. For example, Norton and Kamal (2003, p. 301) found that young Pakistani school-going students consider 'the development of literacy, competence in English, and technological advances in the future as desirable and interdependent', and believe that English may be a powerful vehicle for promoting dialogue, unity and reduction of the divide between developed and underdeveloped countries.

International Posture may be seen in the form of one's interest in international affairs, desire to visit other countries for studies, work and intercultural communication. It may also include a liberal and global worldview where a person/learner is willing to interact with people other than his/her own community (Yashima, 2009, Ryan, 2009). International Posture may also be understood as an important part of L2 learners' self systems since they 'expand their self by creating new images of themselves linked to global concerns' in today's world (Yashima,

2009, p. 159). Some studies have shown a strong mutual relationship between International Posture and Ideal L2 self (e.g. Kormos et al., 2011, Yashima, 2009). A similar construct ‘International Orientation’ has also shown a strong correlation with the intended learning efforts of college students in a Pakistani context (Shahbaz and Liu, 2012).

2.16 Role of National Interest in L2 Motivation

There are reasons to believe that, in many contemporary global contexts, people’s attitudes towards their own country and fellow citizens may also be a significant component of their motivation to learn English. Firstly, in post-colonial contexts English is often an official language with an already well-established place in society so, to return to Gardner’s words cited above, for many learners, English is not the language of ‘another cultural community’ but of their own. Some of the tensions this produces in learner motivations have been well described by Canagarajah (1999), though recent works (e.g. Seargeant and Erling, 2011, Shamim, 2011) suggest that a younger generation can more easily overlook the imperialist associations of English, and recognize its symbolic and utilitarian value both for themselves and for their country.

Secondly, even in countries where English still remains officially a *foreign* language, the nature and strength of citizens’ affiliations for their own country may have consequences for their motivation to learn the language. In Japan, Sullivan and Schatz (2009) and Rivers (2011) both found significant correlations between nationalism – defined as ‘perceptions of national superiority and support for national dominance’ (Sullivan & Schatz, 2009, p. 486) – and positive attitudes towards learning English, and interest in the culture and community of English speaking countries. Rivers (2011) explains these results in terms of the belief of many Japanese people that English is an important tool for internationalizing their country while also asserting Japanese distinctiveness in the world outside. By contrast, patriotism – defined as ‘identification with and affective attachment to country’ (ibid, p. 490) – was a negative predictor of these qualities, and Rivers argues that the promotion of this form of national affiliation in schools may work against the successful learning of English in Japanese schools. Overall, Rivers (2010) believed that national sentiments/aspirations of learners may have a bearing on contemporary EFL contexts. He said:

[O]n an individual and group level, one of the most potentially relevant variables in foreign language learning is the respective strength of certain dimensions of national attachment or identification, especially when learning a language as ideologically symbolic and globally prominent as English. (p. 319)

Recent research in China also suggests that a possible source of people's motivation to learn English is the perception that it can play a vital role in promoting Chinese identity and culture to the world (Lo-Bianco, 2009, Orton, 2009). Similarly, Pan and Block (2011) revealed that university teachers and students in Beijing consider English a key to 'China's internationalization and globalization' (p. 400). For over a century, the knowledge of English has been recognized as crucial for importing ideas and technology from the west. As Orton's (2009) research shows, the tensions inherent in this process are still present in the attitudes of tertiary English language educators today, but a new dynamic is also present – the view that English could carry Chinese values and interests back into the world, promoting 'easternization', and in the long-term even facilitating Chinese replacing English as the global language.

Meanwhile in the Arab world, there is also some evidence that motivation to learn English is linked to national identification processes. Al-Haq and Smadi (1996), for example, found that Saudi Arabian students do not find English a threat to their 'national identity' or 'religious commitment' rather, they see learning English as 'a religious and a national duty' (p. 307). In contemporary Jordan, Al-Haq and Al-Masaeid (2009) report that students view English as a powerful tool for acquiring knowledge, skills and understanding of western culture necessary for national development, with many defining themselves as 'religiously, rather than materialistically, motivated to learn English' (p. 283) because the language could be used to spread the true teachings of Islam.

In Pakistan, Shamim (2011) describes a widespread perception of English as 'the language for development at both the individual and national levels' which has 'overtaken issues of class, identity and fear of cultural invasion from an erstwhile colonial language' (p. 293). Although there are still deep socioeconomic and linguistic divisions in Pakistani society, and calls for more use in education of regional languages (Coleman and Capstick, 2012), recent political leadership has called knowledge of English 'an urgent public requirement' (Jalal, 2004, p. 24) on democratic grounds and a new English language policy has recently instigated the

teaching of the language from grade one, in the hope of promoting the language especially among the less privileged groups studying in public sector institutions (Ministry of Education, 2009, p. 20).

If we attempt to understand the motivation of Pakistanis, and many other nationalities, to learn English, it would therefore seem imperative to examine not only their International Posture, that is how the language can fulfil their own aspirations for intercultural involvement, but also how it relates to their aspirations for their country. This study proposes a new construct of National Interest, which includes attitudes towards national socio-economic development, national integrity and the projection of a positive group/national image in the international arena.

2.17 Research on the L2 Motivation of Pakistani Learners

The studies (e.g. Akram, 2007, Mansoor, 2003, Shahbaz and Liu, 2012) reveal that instrumental/ utilitarian gains associated with English language may be the most important motivational factors among Pakistani learners of this language. Some important instrumental factors include learners' aspirations about future jobs, higher education, passing exams, travelling abroad, social status etc. (Jabeen et al., 2011). However, the studies have also shown that Pakistani learners also have some integrative tendencies in form of their desire to know people all over the world, become liberal and socially developed and, interestingly, gain the membership of Pakistani English-speaking community (Mansoor, 2003, Islam, 2009).

Pakistani learners also have an idea of the phenomenon of the fast globalizing world and are well aware of the crucial role of English as a lingua franca in it (Norton and Kamal, 2003, Shahbaz and Liu, 2012). Therefore, they seem interested to learn English in order to participate in the international community for promoting intercultural communication, and harmony (Norton and Kamal, 2003, Coleman, 2010). Besides, they also want to join international organisations and take advantage of the international job market and media where the knowledge of English is considered a key to access (Islam, 2009, Norton and Kamal, 2003). In addition, English may also 'provide[s] Pakistanis with the opportunity to remain socially, economically, and politically connected - not only to the United States and United Kingdom - but to the wider international community' (Norton and Kamal, 2003, p. 311). The popularity of computer and internet culture among Pakistani youth may be

seen as an example of their desire to interact with the world outside Pakistan. Their urge to acquire the knowledge of English may also have increased because of their 'exposure to English through internet' (Rahman, 2007, p. 228).

The in-depth scrutiny of limited available literature shows that Pakistani learners' motivational orientations are multi-faceted, complex. There are also multiple geo-political, socio-economic and global influences that shape Pakistani learners' L2 motivation. Overall, there is a strong co-existence of both instrumental and integrative orientations among Pakistani learners but the distinction between these orientations is quite obscure/unclear that questions the traditional notion of instrumental-Integrative dichotomy proposed by Gardner's socio-educational model (Gardner, 1985). This led Shahbaz and Liu (2012, p. 123) to argue that the concept of integrativeness is "untenable" to understand the L2 motivation of Pakistani multilingual people. They also add that a 'positive attitude towards English as a language, and not as a property of target culture or community' might have a greater motivational impact on Pakistani learners in their study (p. 122).

2.18 Research Questions

Keeping in view the overall purpose to investigate the multi-dimensional L2 motivation of a sample of Pakistani students and to empirically validate the L2 Motivational Self System model with this population, the study had the following research questions:

1. How useful is the 'L2 Motivational Self System' as a means of understanding and explaining the L2 motivation of a sample of Pakistani university students from Central Punjab?
 - i. What is the relationship between the three main components of the L2 motivational self-system with each other and with learners' reported efforts to learn English?
 - ii. Are the promotional and prevention aspects of Instrumentality related to separate future L2 selves of the participants?
 - iii. Does a close relationship exist between Inegrativeness and Ideal L2 self as hypothesized by Dörnyei?
2. What other motivational factors appear to be important in understanding L2 motivation in this context? In particular, are participants' perceptions of their

national interest/national attachment related to their future L2 selves and to their reported learning efforts?

2.19 Summary of the Chapter

This chapter has presented an overview of L2 motivation theory and possibly important motivational factors in the context of this study. It also focused on certain socio-cultural, political and identity-related issues which may be important in understanding L2 motivation in the contemporary EFL contexts. A look at the history and developments of L2 motivation revealed that traditional approaches (e.g. integrative – instrumental dichotomy) to measure L2 motivation may not be appropriate for explaining complex and dynamic nature of English language motivation in a globalised world. In this regard, some studies (cited in this chapter) showed that Dörnyei's L2 Motivational Self System may be an effective alternative as it takes into account individuals' personal aspirations as well as social aspects influencing their identity and L2 motivation. Dörnyei (2005, 2009a) has based his proposed motivational system on self theories of motivation studies in psychology, which maintain that people become motivated in order to achieve a possible desired end-state in future. Dörnyei's concept of Ideal L2 self seems to subsume and combine both integrative and instrumental reasons for learning English, which used to be viewed in contrast to each other in traditional L2 motivation research.

This chapter also highlighted certain conditions which may maximize the motivational influences of future selves; for example, a harmony between ideal and ought-to selves can be very productive in this direction. I have also focussed on the changing dynamics of EFL contexts, which emphasise on the need to consider learners' desire to achieve global as well as local identities (Lamb, 2004) while investigating their L2 motivation. Similarly, based on the deep penetration of English in some global contexts, where it is seen as an essential tool for personal and collective growth (e.g. Pan and Block, 2011, Shamim, 2011, Orton, 2009), I have also highlighted the need to take into account and investigate the motivational impact of the national roles of English.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, I will first explain the research design of this study. In this regard, traditional paradigmatic views about quantitative and qualitative methods will also be discussed in order to highlight practical strengths and theoretical considerations which led me to combine them in this study. Secondly, this chapter will present a detailed description of the selection of sample and its broader divisions based on the background information. Thirdly, I will explain both quantitative and qualitative instruments used in this study as well as their usefulness in addressing its core aims. A separate section related to the piloting of the motivational factors questionnaire will also be presented to discuss the reliability of this instrument. Fourthly, this chapter will explain the procedures used for the quantitative and qualitative data analysis, which will be followed by a description of the practical steps taken to address the ethical issues related to this study.

3.2 Research Approach/Design of the Study

The present study has used a mixed method approach to examine and explain the L2 motivation of a sample of Pakistani undergraduate students through the lens of L2 Motivational Self System as well as to highlight what other motivational factors may be important in the context. I have applied both quantitative and qualitative methods to collect and analyse the data of this study. Within the typology of available mixed method research designs, I have used ‘partially mixed concurrent dominant status design’ in which both quantitative and qualitative phases of a research ‘occur concurrently’ and one of them, the quantitative, has ‘the greater emphasis’ (Leech and Onwuegbuzie, 2009, p. 268). The data on motivational factors questionnaire and interviews collected approximately at the same time, where the collection of one kind of data was not dependent on the results of the other, therefore, I call it concurrent.

The use of a mixed method approach was suitable to meet the research objectives of this study as it involved both empirical validation (of L2 Motivation Self System) and exploration (of other possible L2 motivational factors). For this purpose, the

interpretations of both quantitative and qualitative data were combined in a chapter to get an in-depth understanding of the L2 motivation of a sample of Pakistani students. However, the operations of data collection and its analysis were conducted separately in line with the typical distinctiveness of quantitative and qualitative methods. The results of data analyses will also be presented in separate chapters. Therefore, I used a cautious term *partially mixed* to explain the research design of this study. The quantitative component was the primary tool to empirically test L2 Motivational Self System. Whereas, the qualitative data was used to get a detailed understanding of the working of the components of this system, explore other L2 motivational factors (e.g. the relational factor of National Interest) and validate/support the findings of quantitative data. Therefore, the quantitative method may be said to have a slightly dominant status in the research design of this study.

The use of a mixed method approach in this study was a pragmatic decision informed by the unique features and theoretical bases of both quantitative and qualitative methods, which led to a logical realization that a combined use of them would be more suitable for the purpose and research needs of this L2 motivation study. Therefore, it seems necessary to explain the ideological or paradigmatic distinctiveness of qualitative and quantitative methods before highlighting the benefits of their combined use in this study.

3.2.1 Paradigmatic Conflict of the Qualitative and Quantitative Approaches

The research in the domains of social sciences and education is broadly presented in two distinctive paradigms; positivist and interpretivist (though other paradigms do exist), which provide the ideological basis for the quantitative and qualitative method of inquiry respectively (Grix, 2004). Interpretivists maintain that the issues in social sciences should be investigated subjectively where the researcher shares participants' direct experience by investigating it in detail. In this way, a researcher should focus on participants' opinions and their particular contexts in order to understand, clarify and interpret social reality (Cohen et al., 2007, Grix, 2004). These views are also known as naturalistic, qualitative and non-positivist approaches (Cohen et al., 2007). The interpretivist approach can be seen as a reaction to 'the over-dominance of positivism' (Grix, 2004, p. 82), which emphasize the use of methodological approaches adopted in natural sciences and involve objective analysis of social realities/ phenomena in the forms of 'laws or law-like

generalizations' (Cohen et al., 2007, p. 10). The critics of positivism consider it a simplistic view of complex human and social realities, which sees human behaviour as static, fixed and limited while denying the role and importance of 'intention, individualism and freedom' (Cohen et al., 2007, p. 18).

Drawing on these ideological backgrounds, the quantitative and qualitative research methods were presented as reflecting the dichotomy between the 'deductive-objective-generalizing' and 'inductive-subjective-contextual' approaches, therefore, they were assumed 'absolute' and incompatible by some theorists (see Morgan, 2007, P. 73). Recently, many researchers have highlighted the inherent weaknesses of the claims of strict qualitative – quantitative demarcation (Morgan, 2007, Dörnyei, 2007, Cresswell, 2009, Schwandt, 2006). For example, Morgan (2007) argues that the questions about the context-specific or generalized application of knowledge/research results cannot be pre-decided by the choice of a particular method or approach, rather they involve serious empirical considerations as well as a researcher's own pragmatic understanding about the implications of the study.

The criticism of the strict quantitative – qualitative dichotomy has led to the introduction of new philosophical views in the domain of research methodology for educational research; e.g. post-positivism and pragmatism, which present new ways to understand various worldviews and enhance the methodological scope to pursue them in detail (See Cresswell, 2009, Johnson et al., 2007, Cameron, 2011). In this regard, the pragmatic approach offers a great promise for the researchers and social scientists as it advocates a strong 'connection between epistemological concerns about the nature of the knowledge that we produce and technical concerns about the methods that we use to generate that knowledge' (Morgan, 2007, p. 73). The pragmatic approach in social science research seeks to focus on research problems and use various suitable methods to investigate them in order to provide a comprehensive understanding of the issues involved. For example, Patton (Patton, 2002, p. 71) urged researchers to 'supersede one-sided paradigm allegiance by increasing the concrete and practical methodological options available' in order to improve the appropriateness and strength of their research designs to investigate a particular issue. The philosophical and ideological roots of the mixed method approach lie in this pragmatic approach to understand and explain worldviews (Johnson et al., 2007, Cresswell, 2009, Rocco et al., 2003, Cameron, 2011).

3.2.2 A Mixed Method Approach

In recent times, the mixed methods approach (also known as ‘Mixed-method approaches to social inquiry’ (Greene et al., 2005)) has become increasingly popular and is ‘a growing area of methodological choice’ (Cameron, 2011, p. 96) for many researchers working in various disciplines of education and social sciences including Applied linguistics. Dörnyei (2007), in his work on ‘Research Methods in Applied Linguistics’, has supported the use of mixed method approaches as it can help to investigate various contemporary issues involved in Applied Linguistics or language education. As its understanding and use have considerably increased, details and dimensions (e.g. typologies) have been rapidly articulated, and theoretical bases have become distinct and clear. Many theorists in the field of social sciences research methodology consider it as ‘the de facto third alternative, “third methodological movement”’ (Tashakkori and Teddlie, 2010, p. 804) or a new major research paradigm (Johnson et al., 2007, Johnson and Onwuegbuzie, 2004).

Broadly speaking, the mixed method approach aims at combining both quantitative and qualitative methods of research in a study where these may be used to support, interpret or validate each other’s findings. However, to provide a precise definition of mixed method of approach is a difficult task since it may involve the issues of combining varying theoretical assumptions associated with various methods, as well as capturing a variety of methodological mixtures which are possible in this approach. A definition of mixed methods approach provided by Creswell and Clark (2011) may present a relatively comprehensive view of theoretical and practical concerns associated with this approach:

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (p. 5).

Similarly, Dörnyei (2007) suggests that a mixed method research design may help researchers to overcome the weaknesses in qualitative and quantitative paradigms and, therefore, can strengthen the impact of their research outcomes. He adds that

the convergence of qualitative and quantitative may provide a detailed understanding of complex issues and can also make research findings acceptable for varying audiences. In addition, there has been a bulk of literature written about the usefulness and strengths of the mixed method approach in the last decade, which provides an elaborated view of its advantages in handling various research problems and situations (See Tashakkori and Teddlie, 2010 , Greene et al., 2005, Cameron, 2011, Cresswell, 2009, Rocco et al., 2003). In this regard, the 'Journal of Mixed Methods Research' published by Sage publications has also played an important role in collecting various theoretical and practical developments in relation to this relatively new approach.

An in-depth understanding of the working of the mixed methods approach may also require knowing various kinds (typology) of methodological mixing, which may be included in a study. Again, there are many studies which have also presented the possible mixing of qualitative and quantitative approaches (e.g. Leech and Onwuegbuzie, 2009, Cameron, 2011). Leech and Onwuegbuzie (2009) have proposed a typology based on '(a) level of mixing (partially mixed versus fully mixed); (b) time orientation (concurrent versus sequential), and (c) emphasis of approaches (equal status versus dominant status)'. I have followed this typology to explain my research design in this study (see above).

3.2.3 Rationale for the Use of Mixed Method Approach in this Study

As mentioned above, I followed a pragmatic approach to make use of the relevant practical strengths of both qualitative and quantitative methods with an aim to address the research inquiries and purpose of this study. The combination of quantitative and qualitative methods was aimed to collect an enriched data as well as to present a detailed interpretation of the findings, where both methods complement and validate each other. This echoes Dörnyei's (2007) stance that 'a mixed method inquiry offers a potentially more comprehensive means of legitimizing findings than do either QUAL or QUAN methods alone' (p. 62).

The quantitative method tool was used primarily to validate Dörnyei's (2009a) L2 Motivational System by collecting data from a sizeable population of Pakistani university students. This system has already been validated in various global contexts (see section 2.9) with the help of research tools based on quantitative methods. Therefore, I thought that a questionnaire survey would enable me not only

to develop a comparative perspective of L2 Motivational Self System in various global L2 contexts but also to benefit from other studies in the socio-psychological traditions of L2 motivation research, where the quantitative method has been a dominant research approach (Dörnyei, 2007). Following a popular methodological approach in a field of study can be an important practical consideration for new researchers in that field (Dörnyei, 2007).

Whereas, interviews aimed to get a detailed view of participants' future L2 selves, learning attitudes/experiences and other motivational factors which may strengthen the findings of quantitative data by not only confirming them but also by adding new details to them. Most importantly, I thought, it would help me to understand various dimensions of L2-related national aspirations of these Pakistani students, which were proposed in form of a new construct in the quantitative component of the study. This was in line with Ushioda (2009) and Lamb (2004)'s suggestions that a qualitative method may be beneficial to investigate dynamic and complex identification processes involved in the learning of a second/foreign language. In short, the mixed method approach seemed to have a great potential and appropriateness for this research endeavour to investigate multifaceted L2 motivation and diverse socio-cultural and global factors affecting it in a contemporary EFL context.

3.3 The Selection of the Setting and Samples

3.3.1 Selection of the Sample

Following Zenter and Renaud's (2007) claim that sound visions of a future self do not develop before adolescence, Dörnyei (2009a, p. 38) suggested that 'the self approach may not be appropriate for pre-secondary students'. Therefore, I decided to take a sample of undergraduate students from public sector universities of central Punjab for this study, as university students may be considered mature enough to formulate their future selves and express their opinions about English language, its importance and role in their lives. Their long-term English language learning experience (at least 8 years) at various stages and contexts (Primary and secondary schools, universities), and the needs of future career may put them in a better position to explain their desires and attitudes to learn English. These grown up learners were also assumed to have a better understanding of complex socio-cultural

and family influences/pressure affecting their L2 motivation and future selves, as compared to younger students (Zentner and Renaud, 2007).

During my teaching career at two public and one private university, I observed that public universities offer a better mixture of learners from various sections of society and systems of education prevalent in Central Punjab, Pakistan. Moreover, the number of students in public sector universities is also greater than private universities (Shamim and Tribble, 2005). With a view to get a sample of Pakistani students with diverse socio-educational backgrounds, I selected public universities as a site to conduct my study. The selection of seven out of sixteen public universities of Central Punjab was made on the basis of the following factors.

3.3.1.1 Geographical Location

It aimed to ensure that students from all parts of the central Punjab were selected. Therefore, at least one public university from all but one administrative division (Lahore, Faisalabad, and Gujrat) has been selected. The only exception was Gujranwala Division where no public university existed till the time of data collection.

3.3.1.2 General and Professional Universities

While studying the provisions for English language teaching in higher education, Shamim and Tribble (2005, p. 1) divided Pakistani universities into two categories; General and Professional. 'General universities offer programs in various disciplines including Humanities, Science, Information Technology/Computer Sciences, and Business Studies. Professional universities offer more specialist programs in the field of Health Sciences, Agriculture and Engineering'. I used this categorisation in order to select a sample of students belonging to most academic fields and prospective future careers. As most of the universities in central Punjab are general in nature, two professional universities were also included from two different parts of the central Punjab.

3.3.1.3 Historical and Educational Value and the Availability of Undergraduate Students

The historical and educational value of the universities was also considered to ensure that both old and new (established in last 10 years) universities, with good educational values and reasonable number of undergraduate departments and students, get a place in the list. In this respect, the universities having four-year

undergraduate programmes in at least five of their teaching departments were selected. All these universities had a long history of disseminating quality education (new universities as postgraduate colleges) in their respective regions.

3.3.2 Description of the Sample

A total of 1100 questionnaires (approximately 160 in each university) were distributed in all seven universities. I received a very high response rate of 91 percent. Therefore, overall, more than one thousand students participated in this study. However, only 975 respondents were included in the analysis, as I excluded all questionnaires which were incomplete or filled in carelessly (e.g. marking the same response to all items on a page). The participants of this study were quite young (aged between 16 and 23). The details of the sample based on its background information (gender, year of study, main place of residence and medium of instruction at schools) is presented in the following table.

Table 2: Distribution of the Sample according to its Background Information

Background Details	Frequency	Percentage
Total Sample	975	100
Gender		
Male	396	40.6
Female	579	59.4
Year of study		
1 st	247	25.3
2 nd	401	41.1
3 rd	186	19.1
4 th	141	14.5
Main Place of Residence during last 10 years		
Metropolitan City	428	43.9
City/Town	342	35.1
Village	205	21
Medium of instruction at Previous schools		
Urdu Medium	278	28.5
English Medium	474	48.6
Both Urdu & English	223	22.9

Despite the initial appearance of a homogenous population (all undergraduate students), the sample of this study showed a lot of diversity. The participants involved both male and female and belonged to a number of different fields of study (e.g. English literature, Political Science, International Relations, Psychology, Engineering, Language & Linguistics, etc.). However, it should be noted that all these participants were studying English (Functional English and English communication skills in the case of engineering students) as a compulsory subject. I included students from all four years of undergraduate study to ensure the collection of a pool of participants going through different stages of academic and socio-psychological developments as it could be an important feature of their L2 motivation. As Table 2 demonstrates, the sample was also diverse in relation to the mediums of instruction at participants' previous schools and the main places of residence of their parents during last ten years.

The sample description showed a higher number of female students (60%) than male ones. It may be a surprising feature of the sample keeping in mind the conservative image of Pakistani society. During my data collection visits to the universities, I was extremely surprised to find more girls than boys in almost every class I visited except two or three classes in engineering departments. Possibly this is an indication of the rapidly changing socio-economic and cultural trends in Pakistani society. Under the aegis of Pakistani government and non-government organisations, a lot of work has been done recently for women's education, empowerment and equality of rights; these efforts seem to be paying off now. Women and their families seem to have realized their potential for the constructive participation and contribution to the society. The present Pakistani foreign minister is a young woman under 30 and stands as a model for ambitious young women. This change also seems to have been accelerated by the awareness of international trends provided largely by the local and international media available in Pakistan now at a very low cost. On the other hand, it may also be explained by the fact that six out of seven universities selected for this study are situated in urban areas (four in a metropolitan city and two in a big town) where a comparatively liberal class of Pakistanis live and work. Had this research been conducted in rural areas of Pakistan, the number of female participants could have been much lower. The latter explanation is also supported by the division of participants based on the place of their parents' living in last ten years. Forty-four percent lived in a metropolitan city and thirty-five percent in a city.

In contrast, only twenty-one percent lived in rural areas. The participation of more students living in urban areas may also be explained by the concentration of universities in the urban areas, especially metropolitan cities, of Pakistan. It is similar to the availability of more English medium schools in urban parts which might explain the higher number of participants with English medium schools background.

3.3.3 Interview Participants

The interviews of twenty participants were conducted after seeking their consent. The interviewees volunteered to share their experiences of learning English and future plans after I explained them the purpose and details of this study (see details in section 3.5.2). I telephoned 35 students who had showed their willingness to participate in the interview part of the study at the time of questionnaire survey. Among them, twenty students were interviewed based on their early availability. The interviews were conducted during mid-April to mid-June, 2011. Interview participants included both male and female students that belonged to different universities, academic fields and the year of study. A brief profile of each interviewee is presented in Appendix I.

3.4 Instruments for Data Collection

The present study used a structured questionnaire survey and semi-structured interviews for data collection.

3.4.1 Structured Questionnaire

A structured questionnaire was used as a tool for the collection of quantitative data. Keeping in mind the objectives of this study, I intended to scope as many elements as possible of the respondents' L2 motivation and developed a comprehensive motivational factors questionnaire (MFQ) including constructs both from the L2 Motivational Self System and traditional social-psychological L2 motivation research. A comprehensive questionnaire was also required to investigate the theoretical propositions discussed by Dörnyei (2009a, 2005) in the explanation of L2 Motivational Self System (e.g. role of traditional integrative motives in contemporary L2 contexts, promotional and preventional aspects of instrumentality) and to see the influence of various socio-contextual aspirations and identities of

learners, discussed in some L2 motivation studies (e.g. Taguchi et al., 2009, Lamb, 2004, Ryan, 2009) on their future selves.

The items in the questionnaire were adapted from four recent studies, Dörnyei, et al. (2006), Taguchi et al., (2009), Ryan (2009) and Yashima (2009). However, some minor changes in the composition of individual items and motivational variables were made to make them suitable for a Pakistani context. In addition, two Pakistani context specific constructs - Intercultural Harmony and National Interest - were developed to take into account the possible motivational importance of the national/collective roles of English identified/discussed in some EFL contexts including Pakistan (see section 2.16). Though the detailed nature of the questionnaire aimed to discover the objective opinions of a large group of participants about a wide range of motivational factors and language attitudes, a practical consideration was to maximise participation. Therefore, the questionnaire was designed in a user-friendly format and took approximately 25 minutes to complete. The questionnaire was piloted before its administration.

3.4.2 Piloting of the Initial Questionnaire

The piloting of the questionnaire comprised two stages. First, it involved a ‘think aloud’ activity with five colleagues and friends who were also studying at the University of Leeds. In light of their suggestions made during the ‘think aloud’ activity, I made several changes in the questionnaire. The statements that appeared to the five respondents to be too similar to other statements in the questionnaire were deleted. The similarity of the items was quite likely because of the comprehensive nature of the questionnaire and the presence of a number of subscales measuring L2 motivation from various perspectives. For example, the statement ‘studying English is important to me in order to attain a higher social respect’ (Instrumentality-promotion) was almost the same as ‘Studying English is important to me because other people will respect me more if I have knowledge of English’ (Ought-to L2 self). Some statements were re-worded in order to make them simple, clear and easy to understand for the target sample. Another purpose of this piloting was to make the questionnaire manageable for the target sample in terms of their time and effort to complete it. Therefore, without compromising its comprehensive nature, the questionnaire was reduced to 76 items (15 scales) from the original pool of 84 items used to measure L2 motivation in other L2 contexts.

At the second stage, the piloting of the questionnaire was conducted by collecting data from students similar to the sample. Thirty-six participants selected for the piloting were also undergraduate students from a university based in Lahore, Pakistan. Another 'think aloud activity' was conducted with students and some minor changes were made in the wording of questionnaire items to make sure that they were being interpreted as I intended. Overall, the thirty-six students liked the questionnaire and were confident they could understand its content and format while completing it. The questionnaire data was then entered into SPSS for its reliability test. The Cronbach alpha values of all scales were measured in order to assess their internal reliability. However, alpha values are 'quite sensitive to the number of items' in a scale (Pallant, 2007, p. 95) and the scales with fewer than ten items generally have lower alpha values than .7, which is considered the ideal value for internal consistency of a scale (DeVellis, 2003 cited in Pallant, 2007). Therefore, Pallant (2007) recommends reporting the mean inter-item correlations of such scales. In case of mean inter-item correlation, Briggs and Cheek (1986) have suggested a desirable value of .2 to .4. Keeping this discussion in mind, I also calculated the mean inter-item correlation of all scales as they had fewer than ten items.

The table (3) shows that nine out of 15 scales (e.g. Attitude towards L2 Community, Cultural Interest, Ideal L2 self, Instrumentality - promotion, National Interest, etc) in the initial questionnaire had Cronbach alpha internal consistency coefficient either more than or close to .7. The inter-item mean correlation of these sub-scales is also highly acceptable. However, six potentially problematic sub-scales (Fear of Assimilation, Intercultural Harmony, Milieu and Ought-to L2 self, Integrativeness, Instrumentality - prevention) were identified as a result of this pilot run. Following are the details of the measures taken to address reliability issues related to these scales.

The scales of Fear of Assimilation and Intercultural Harmony were removed from the questionnaire as they seemed to have no internal consistency in the context of this research. However, one item from the scale of Intercultural Harmony - 'I would like to be able to use English to communicate with people from other countries' - was included in the other scale National Interest, representing national aspirations, slightly increasing its alpha value (from .70 to .71). I deleted one item 'My family put a lot of pressure on me to study English' from the scale Milieu in order to

improve its alpha value (from .40 to .51) and especially the mean inter-item correlation (from .12 to .21), and then added two more items, which would be measured in another pilot run after the collection of complete data. I was keen to keep this scale because in a country like Pakistan, where the family system is strong, Milieu may have a strong influence on learners' L2 motivation.

Table 3: Reliability (Internal Consistency) of Scales During Piloting

S. no	Name of the Scales	Number of Items	Cronbach Alpha Value	Mean Inter-item Correlation
1	Attitude towards L2 Community	6	0.77	0.39
2	Attitudes to Learning English	4	0.65	0.33
3	Cultural Interest	4	0.67	0.32
4	English Anxiety	4	0.72	0.39
5	Fear of Assimilation	4	-0.15	-0.03
6	Ideal L2 self	8	0.74	0.257
7	Intercultural Harmony	3	-0.006	-0.004
8	Intended Learning Efforts	6	0.75	0.35
9	Instrumentality - prevention	4	0.54	0.22
10	Instrumentality - promotion	7	0.80	0.34
11	Integrativeness	5	0.51	0.18
12	International Posture	7	0.76	0.3
13	National Interest	4	0.70	0.35
14	Milieu	5	0.40	0.12
15	Ought-to L2 self	5	0.58	0.23

Some changes were also made in the Integrativeness scale. Two of its items were deleted which increased its alpha value and mean inter-item correlation to some extent. In addition, one item 'I like English' was added to it, which I initially included in 'Attitude towards Learning English' scale, in order to bring this scale closer to the Gardnerian sense of the term 'integrativeness'. It should be noted that the alpha values of Integrativeness in Hungarian and Japanese contexts were also low (mentioned in Ryan, 2008). Ryan (2008) explains that this may be because of the problematic nature of the concept 'integrativeness' as it involves many other

aspects of L2 motivational system. Keeping in mind its traditional importance in L2 motivation research, this scale was also retained for another reliability test after the collection of complete data. In addition, one of its items - 'I would like to become similar to the people of English-speaking countries' - created confusion in the minds of some students and they asked 'how to become similar...'. Therefore, I attempted to explain this statement by adding some words - 'by adopting their culture' - at its end. I also found that the placement of this statement in the questionnaire (at no. 10) was quite early and abrupt as all other statements asking about English-speaking countries and their culture were after this statement in sequence. Therefore, I placed it in the last part of the questionnaire as it might give students a better idea of the inquiry made in this statement.

Similarly, some statements from other scales were also re-worded. For example, in the statement 'I think I am the type who would feel anxious and ill at ease if I had to speak to someone in English language', the words 'anxious' and 'ill at ease' have been replaced by the words 'nervous' and 'uneasy' respectively. Though inter-item correlation of Instrumentality-prevention and Ought-to L2 self were satisfactory, one item was added in each of these scales with the hope of a possible increase in their reliability coefficients in the analysis based on complete data. Besides, a change was also made in the background information section. Initially, the students were given only two choices in the medium of instruction section (Urdu and English medium). A third option of 'both Urdu and English medium' was added because some students remarked during piloting that they have been studying in both mediums.

3.4.3 Scales Used in the Final Questionnaire

The final questionnaire (see Appendix B) which emerged as a result of the piloting consisted of 71 items (divided into 13 sub-scales) and four background information questions. The scales used in the questionnaire were broadly related to:

- Attitudinal Factors
- Factors related to L2 Motivational Self System
- Socio-contextual and Relational Factors
- Emotional Factor
- Criterion Measure
- Background Information of the Participants

The details of these scales are as follows:

3.4.3.1 Attitudinal Factors

Cultural Interest

The scale of Cultural Interest represented important aspects of the socio-cultural attributes of L2 community - Anglophone countries - in the socio-psychological traditions of L2 motivation research. It was observed that the awareness about the cultural items of an L2 community influenced L2 attitudes of the learners as it was considered a gateway to the acquaintance with L2 community at large (Dörnyei et al., 2006; Ryan, 2009; Taguchi, 2009). Even in those L2 learning environments where direct contact with the native speakers or community of the target language is rare (usually termed as EFL contexts), cultural products, such as books, media (both printed and electronic) and music provide L2 learners with the opportunity to be familiar with L2 community and maintain an indirect contact with it. This construct was comprised of four items in this study.

Attitudes towards L2 Community

Attitudes towards L2 Community has been a key factor in most of the L2 motivation research since Gardner proposed it in his motivation theory (Ryan, 2008). It is also closely related to and crucial in understanding and analysing integrativeness in detail (Dörnyei et al., 2006). This scale is usually based on the proposition that successful L2 learning is largely driven by learners' attitudes towards the community of the target language. In this study, the variable focused not only on learners' attitudes towards L2 community and its ethno-linguistic vitality but also on their desire to meet with this community and travel to the countries that belong to it. For this purpose, it included six items adapted from Dörnyei et al. (2006) and Ryan (2009).

Integrativeness

Because of its significant association with the theoretical concerns of L2 Motivational Self System and the traditional motivational research so far, Integrativeness was included in this study. Integrativeness is a central element of Gardnerian theory of L2 motivation and implies ' a positive outlook on the L2 and its culture, to the extent that learners scoring high on this factor may want to integrate into the L2 culture and become similar to the L2 speakers' (Dörnyei et al., 2006, p. 10). However, this notion has been criticised because of its appropriateness

in many L2 contexts, especially in those where direct contact with native speakers of the target language is not possible. Since Pakistan is also one of these contexts, this study intended to investigate this notion among the participants from Central Punjab, Pakistan. The study aimed to focus on measuring its capacity to explain participants' L2 motivation as well as its relation with their ideal selves. The scale includes three items adapted from Dörnyei et al., (2006) and Taguchi et al., (2009).

Instrumentality (Promotion and Prevention)

Instrumentality is one of the most important and widely accepted aspects of motivational research in L2 settings. It also emerged as a significant motivational factor in the previous Pakistani studies (Akram, 2007, Mansoor, 2003) conducted within the traditional instrumental-integrativeness dichotomy of L2 motivation research. Instrumentality highlights that the utilitarian value of the target language serves as an important incentive for the learners. In short, this variable has been included in this study because of its relevance in the Pakistani context, special importance in L2 motivation research and close relation with future L2 selves (Taguchi et al., 2009, Dörnyei, 2009a).

In addition, in order to investigate the multifarious aspects of instrumentality (see Dörnyei, 2009a) and their role in shaping L2 selves of the participants, the study has divided this traditional scale into two variables; Instrumentality - promotion and Instrumentality - prevention. The former is associated with learners' hopes and aspirations about their future and thus seems to represent their L2 ideal self. While the latter represents their fears, duties and obligations and, therefore, may be related to their ought-to L2 selves. This distinction is based on Higgins' (1998) concepts of promotion and prevention (see literature review). Instrumentality - promotion includes seven items while Instrumentality - prevention has five items, which have been adapted from Taguchi et al., (2009) and Ryan (2009).

International Posture

The scale of International Posture, primarily adapted from Yashima (2009), included eight items. It proved to be a valid construct in a number of studies conducted in the Japanese context (see Yashima, 2009, Ryan, 2009). In my previous study in a Pakistani context (Islam, 2009), it was also found to be an important motivational factor among the selected Pakistani L2 learners. International posture represents 'a

tendency to see oneself as connected to the international community, have concerns for international affairs, and possess a readiness to interact with the people other than those from the local context (Yashima, 2009, p. 146). In this study, it also subsumed the constructs of 'international contact' and 'international empathy' proposed by Ryan (2008, 2009) and investigated a sample of Pakistani students' desire to participate in the contemporary globalized world and to learn English as a medium of communication to interact with the people from the world at large and not only English speaking countries.

3.4.3.2 Factors Related to the L2 Motivational Self System

Ideal L2 Self

Ideal L2 self was one of the most important motivational factors included in this study and held a central position in relation to its primary aims. The study aimed to investigate its effectiveness in explaining L2 motivations of a sample of Pakistani students. It also sought to investigate Dörnyei's (2009a) proposition about the subsumption of integrative motives by the ideal L2 selves of learners in the contemporary EFL contexts. This construct lies at the core of Dörnyei's (2005, 2009a) L2 Motivational Self System. In this study, its eight items have been adapted from Ryan (2009) and Taguchi et al., (2009).

Ought-to L2 Self

Ought-to L2 self is another important construct of Dörnyei's L2 Motivational Self System, which aims to investigate learners' aspirations to achieve L2 proficiency in order to avoid negative future outcomes or fulfil future responsibilities and expectations of significant others. Studies have shown that family influences (Lockwood et al., 2005) and learners' fears about their future may play a key role in shaping learners' L2 attitudes (Taguchi et al., 2009).

This study also aimed to analyse the effectiveness of this construct in the selected Pakistani context, as it is believed to be an important construct in Asian contexts (Taguchi, et al., 2009). For this purpose, six items were adapted from Taguchi et al., (2009).

Attitudes to Learning English

Attitudes to learning English was adapted from Ryan (2009) and Taguchi (2009) with an aim to investigate respondents' experiences of immediate learning context and to see whether they enjoy their L2 learning experience. This construct was also used in this study to represent an important component of Dörnyei's L2 Motivational Self System (2005, 2009a); L2 Learning Experience. It is important to explain here that the scales 'Attitudes to L2 Learning' (used in my study) and 'L2 Learning Experience/s' (used in some studies mentioned above) are almost the same as they measure similar dimensions of L2 motivation and use identical items most of the times. Moreover, the former has been considered a constituent part of the latter in Dörnyei's (2005) L2 Motivational Self System (Kormos and Csizér, 2008, p. 22).

The inclusion of this construct in this study was based on the assumption that positive learning experiences result in a higher level of L2 motivation (Ushioda, 2001, Dörnyei, 2005). In addition, Attitudes to learning English were found to be closely related to Ideal L2 self (Taguchi et al., 2009). Therefore, it appeared to be a crucial element while investigating learners' motivation from the self perspective. In this study, this construct includes three items.

3.4.3.3 Socio-contextual and Relational Factors

National Interest

This newly developed construct measures respondents' perceptions of the benefits of English for the progress and healthy reputation of their country. The theoretical background of this construct have been derived from the studies focusing on emerging and perceived national and collective uses of English in various global contexts including Pakistan (See section 2.16). This proposed construct had collective overtones and embodied positive views about English as a powerful language which would help individuals to bring in some important socio-economic changes within their country also by taking advantage of the rich reservoirs of knowledge in the fields of science, technology, etc. which are available in this language.

National Interest also reflected a popular belief in various developing nations of the world where English is seen as a potential force of change (See Pan and Block, 2011). Because of its idealistic yet plausible nature, the construct of National

Interest was proposed to be closely related to the ideal L2 selves of this sample of Pakistani L2 learners. This scale of National Interest included five items.

Milieu

The scale of Milieu was selected for this study to measure the influence of ‘significant others’ present in the ‘immediate learning environment’ (Dörnyei et al., 2006) on L2 motivation of the participants. Milieu is different from the broader socio-cultural factors and includes people, such as friends and family including parents. In this regard, the role of parents is of great potential importance because of their involvement in learners’ academic and professional careers in Pakistani society. This construct has also been an essential part of L2 motivation research in various EFL contexts. In this study, the construct of Milieu (included six items) was adapted from Dörnyei et al. (2006) and subsumed the scales of ‘parental encouragement’ and ‘family influence’ from some recent studies by Ryan (2009) and Taguchi et al. (2009) respectively.

3.4.3.4 Emotional Factor

English Anxiety

This four items scale was included in this study to measure learners’ anxiety while using English language inside and outside the classroom and helped me to analyse ‘negative emotional reaction’ (MacIntyre, 1999, p. 27) of learners towards the learning or use English language. Thus, it provided me a better view of participants’ overall perceptions about immediate situational factors that shape their L2 experience. From an L2 self perspective, it was aimed to see its relation with future L2 selves of the participants, which was also in line with Dörnyei and Ushioda’s (Dörnyei and Ushioda, 2009) emphasis on the need to investigate the link between learners’ ‘emotions and future self-guides’ (p. 352). This construct was primarily adapted from Ryan (2009).

3.4.3.5 Criterion Measure

Intended Learning Efforts

In this study, the construct of Intended Learning Efforts was used as the criterion for L2 motivated behaviour. It was also used as a criterion measure by Ryan (2008, 2009) and Taguchi, et al. (2009) for the L2 motivation research in other Asian contexts. This construct aimed to measure learners’ perceptions regarding their on-

going as well as anticipated future efforts to learn L2. It included items not only to measure their efforts within a classroom environment but also to analyse their efforts outside the classroom in a broader social context. For this purpose, the study adapted six items from Ryan (2009) and Taguchi (2009).

3.4.3.6 Background Information of the Participants

Four items were included at the end of the questionnaire to get important background information of the participants. The first item sought to know the gender of the respondents and was included in the questionnaire to see any gender-based L2 motivational differences in the sample of this study as these differences were found to be prominent in other L2 contexts (see Kissau, 2010, Kim and Kim, 2011). Overall, there has been a scarcity of studies in EFL/ESL contexts investigating gender differences in L2 motivation despite the crucial importance of this area. However, some available studies have reflected a ‘systematic difference’ in the language learning attitudes of males and females (See Dörnyei and Clément, 2001, p. 402, Ryan, 2009, Dörnyei et al., 2006). While taking into account overall gender differences/discrimination in various spheres of public life, including education, in Pakistani society (Aslam, 2007) and its traditional outlook, I assumed that these differences might be reflected in respondents’ L2 motivation. The second background information item aimed at knowing about the year of a respondent’s undergraduate study. This was included to investigate any possible motivational differences between the participants studying at different stages of undergraduate study.

Keeping in mind a clear urban-rural socio-economic divide in Pakistani society (Javaid, 2011), the study also aimed to analyse whether this divide had any motivational impact on respondents’ L2 learning. Though the universities included in this study were situated in big cities but they also cater for the higher education needs of the students from small cities and rural areas. It is a trend in Pakistan that most of the institutions of higher education are located in big cities and people from other parts come there to get higher education. Assuming a possible impact of this socio-economic factor on participants’ L2 motivation, I inquired about their permanent place of residence in the third item related to the background information. The last item sought information about the medium of instruction at participants’ previous schools/colleges since English and Urdu medium schools are also a major source of educational divide in Pakistan. This divide results in a

discriminatory access to the education and socio-economic benefits related to English in Pakistani society (Shamim, 2008, Coleman, 2010), and may possibly have some impact on students' L2 attitudes and motivation.

3.4.4 Semi-structured Interviews

Interviews are the most frequently used tool for qualitative data collection in various spheres of knowledge generation including applied linguistics (Dörnyei, 2007). They provide an opportunity to the participants to share their understanding and detailed interpretations of various issues in their contexts. Because of its valuable role and capacity to allow the researcher to collect in-depth data, an interview may be used as a sole means or in combination with other methods to support and validate their findings (Cohen et al., 2007: 351). Interviews provide a researcher an opportunity not only to get deeper views of the participants on an issue but also to know reasons which shaped their views.

Keeping in mind the comprehensive nature of the motivational factors questionnaire and the complex nature of socio-contextual, personal and emotional issues involved in the development of L2 motivation and identities in the contemporary globalized world (see section 2.14), I assumed that there might be certain areas in this study that would require qualitative interpretation and explanation. In this study, therefore, I conducted semi-structured interviews to collect in-depth subjective opinions of the participants about their L2 selves and motivation. This was also in line with my pragmatic research belief that a combined interpretation of quantitative and qualitative data would present a better picture of various L2 motivational factors and their impact in this Pakistani context.

The selection of semi-structured interview format for this study was based on its two-fold advantages; first, it allows a researcher to plan the initial structure of his interviews in advance, secondly, its open-endedness encourages a researcher to ask questions and their follow-ups in a flexible and exploratory way to get in-depth data on important issues (Dörnyei, 2007). The structure/plan of semi-structured interviews is also flexible as the interviewer can change the sequence and wording of already prepared questions to guide the interviewee or probe into the interesting developments that emerge during the interview (Cohen et al., 2007).

The interview guide for this study (see Appendix H) was prepared by taking into account the possible motivational aspect of the participants and seeking help from

L2 Motivation theory (e.g. L2 Motivational Self System) as well as from the findings of the empirical studies in contemporary global contexts similar to Pakistan (discussed in chapter 2). This interview guide included open-ended questions and some possible probes related to them. In addition, the interview guide was piloted by interviewing two university students in Pakistan before conducting actual interviews with the target sample. The purpose of the piloting interview guide was to ensure that its questions were easy to understand for the target sample; convey the meanings I intended; ‘elicit sufficiently rich data’; and ‘do not dominate the flow of the conversation’ (Dörnyei, 2007, p. 137) or challenge the interviewee in any other way.

3.5 Procedures for data collection

Following are the procedures adopted for the collection of quantitative and qualitative data for this study:

3.5.1 Procedure for Quantitative Data Collection

The Motivational Factors Questionnaire (MFQ) was administered in English language classrooms of the selected universities with the collaboration of class teachers. In this regard, I sought formal permission from the concerned universities. All universities, except one, issued me with permission letters to conduct my study in their premises. The administration of one university insisted on the point that mere verbal permission was enough for the purpose of my study, to which, eventually, I had to agree. In addition to these permission letters, I also sought individual teachers’ verbal consent before administering questionnaires in their classes. The questionnaires were administered during January to April, 2011. The selected period was suitable for the survey-based data collection in Pakistan because it fell in the term time (January to June) when the academic activities are in full swing in the universities, which made it easier for me to access large numbers of students and their teachers.

The questionnaire was administered anonymously. I accompanied teachers to the classrooms during the administration of the questionnaire, which ensured a very high response. In line with the clear suggestions of the Ethical Review Committee of the University of Leeds, I distributed the ‘Participant Information Sheet’ (see Appendix F) – containing brief details about the study and participants’ choice to

participate in it - among the participants before the administration of questionnaires. In addition, I also explained to the students in the selected classrooms orally the purpose of the study, the nature and freedom of participants' involvement and the way to complete the questionnaire. The questionnaire also contained instructions, about how to fill it, to ensure that participants faced no difficulty to answer the items. I also distributed a consent form (see Appendix C) – seeking their intention to participate in the interview part of this study – along with each questionnaire. Every participant was given an envelope to put the questionnaire in after completing it. The consent forms for interviews were collected separately in order to ensure that the anonymity and confidentiality of the participants and their data were preserved. The questionnaire took approximately 25 minutes to complete.

3.5.2 Procedure for Qualitative Data Collection

As mentioned above, semi-structured interviews were conducted to gather qualitative data which might provide support and elaboration for the findings of questionnaire data. The semi-structured interviews of twenty students were conducted individually after seeking their informed consent on a written form - containing the title and purpose of the study (see Appendix D) - signed by them. In addition, the purpose and procedure of the interview were also explained orally to every participant before seeking their consent. The interviewees were informed that the confidentiality of their talk will be ensured.

The interviews were conducted within the university premises of each participant. Therefore, the participants seemed to feel at home during the interviews. On my request, each concerned university had allotted me a separate room for this purpose. Because of the cooperation and support of the university staff, which I must appreciate, the interviews were conducted smoothly. There were only two minor instances of interruption (some students entered in the room but left as early as I told them about interview activity) during two separate interviews but those did not affect the flow or environment of the interviews. My own position as a university teacher in the same Pakistani context also helped me a lot while negotiating with universities' administration and academic staff.

Seventeen out of 20 interviews were conducted in English at the request of the participants. I really found them enthusiastic and motivated to express their views in English, which also resulted in their greater involvement in the interview process.

Still, they were clearly told to use Urdu or Punjabi when they find it difficult to express their thoughts in English. Only three interviews were conducted primarily in Urdu as these participants thought it more convenient to express their in-depth views in the national language. I made attempts to conduct interviews in a friendly manner to give participants chances to express their feelings, thoughts and experiences freely. At the beginning of each interview, some biographical/university details were discussed just to put the participants at ease. I then used various probes (including “silent probes”), “echo prompts” (e.g. repeating their words), nods (e.g. the use of word yeah), and friendly gestures (Dörnyei, 2007, p. 142) to encourage the participants to elaborate their views. At the end of the interview, each participant was thanked for his/her time and cooperation. The average length of an interview was approximately 32 minutes. All interviews were recorded with the explicit oral and written consent of the participants.

3.6 Procedures for Data Analysis

The following procedures were used to analyse quantitative and qualitative data in this study:

3.6.1 Procedure for the Analysis of Quantitative Data

The data obtained from the Motivational Factors Questionnaire (MFQ) was entered into SPSS (version 17.0) for windows and analyzed with the help of its statistical tools. The coefficients of internal consistency (reliability) of all scales used in the final questionnaire were measured to examine their reliability in this Pakistani context. Descriptive statistics were used to calculate the motivational strength of each scale in relation to the sample.

In addition, the following statistical procedures were exploited during data analysis:

1. Independent sample t-test was used to see the differences in the responses of the respondents with respect to their gender.
2. One-way analysis of variance (ANOVA) was conducted to examine the differences in motivational factors in relation to the sub-groups of the sample based on their year of study, permanent places of residence and mediums of instruction (Urdu, English and both mediums).

3. Correlation analysis was used to explore linear relationships among the scales/factors included in the questionnaire (e.g. between Intended Learning Efforts and all other motivational factors; two types of Instrumentality and future L2 selves; National Interest and Ideal L2 self).
4. Step-wise regression analysis was used to investigate the prediction of the criterion measure 'Intended Learning Efforts' by other motivational factors in the questionnaire. It was also used to understand which motivational factors contributed to the components of L2 Motivational Self system.

3.6.2 Procedure for the Analysis of Qualitative Data

At the beginning of the qualitative data analysis, the interview recordings were transcribed to transform them into texts in order to prepare data for further investigation. Three interviews conducted in Urdu were also translated into English after their transcription. Then, the present study used thematic analysis to examine the qualitative data. Berg (2009) argues that qualitative data should be analyzed by reducing and managing data into intelligible forms and themes that usually emerge from and interconnect various sections of the data. The process of 'data reduction' into comprehensible patterns should be conducted in a way that does not allow any compromise on the 'quality' of the detailed data in a qualitative research (Cohen, et al., 2007, p. 475).

In the light of accepted procedures of the qualitative analysis, I arranged the data into different open codes partly derived from the existing literature and motivational factors used in the questionnaire and partly from new ideas emerging from the data. Since a primary purpose of the qualitative data was to find support for the findings of quantitative data, all motivational aspects investigated in the questionnaire were initially included in the list of predefined codes. Then the codes were revised to simplify and interconnect the important characteristics of the data, which helped me to prepare a comprehensible group of pre-existing and emergent categories. For example, the motivational factors of 'Cultural Interest, Attitudes towards L2 Community, and Integrativeness', which were analysed separately in the quantitative data, appeared strongly interconnected in the qualitative data. Therefore, these have been presented in one broader category 'Attitudes towards L2 Community' (see section 5.5). Finally, I presented categories/themes of the

qualitative data by highlighting their particular motivational aspects and contextual background available in the data. During the process of qualitative data analysis, I used Nvivo 9 to transcribe and manage the data, and its coding tools saved me time.

The findings of both quantitative and qualitative data were interpreted and discussed together in a separate chapter to answer research questions of the study and highlight its important findings.

3.7 Ethical Considerations

In this section, I will explain certain points from the perspective of ethical considerations. As this study involved students (human subjects) inside their academic institutions/classrooms, some ethical implications were expected to come up. The content and wording of the questionnaire and interview guide were carefully selected to ensure that they might not cause any emotional or psychological harm to the participants. In addition, in the process of questionnaire designing, I had avoided including any question evaluating participants' English language teachers directly because it could have put participants in an awkward position while responding to such inquiries. I also discussed the ethical appropriateness of the content of data collection instruments with some Pakistani teachers before their administration, who considered it suitable for the classroom research.

I gained formal written permission to carry out my research in the concerned universities by providing their administration the written and oral explanation of the purpose of my study (for details, see section 3.5). The universities' administration and teachers provided me access to their students for the purpose of data collection. Similarly, the participants of the study were also clearly informed, in both written and verbal forms, about the aims of the study and the details of their participation in the data collection process. The participants of both the quantitative and qualitative data collection processes were given separate information sheets explaining the nature of their participations and the measures taken to address ethical concerns of the study.

Overall, before seeking their consent, the participants were told that their participation in the study was voluntary and they could withdraw it at any time. Besides informed consent, 'confidentiality in the process of conducting the research and the anonymization of individuals in reporting' can be important ethical

concerns in a research in the field of social sciences (Piper and Simons, 2005, p. 57). In order to address these concerns, I stressed the confidentiality of the data and told participants that it would not be disclosed to their teachers or any other person in the surroundings. I also explained about their anonymity in the final presentation of the data in this study or in any future publication from the data. Therefore, fictitious names were used in the data transcriptions and analysis. The data of the study were also securely saved on the data storage drive provided by the University of Leeds because the disclosure or leakage of data, especially audio recordings in the case of this study, could be a possible ‘threat to anonymity’ (Dörnyei, 2007, p. 65).

The details of my study (instruments, data collection and analysis procedures) were reviewed by the *AREA Faculty Research Ethics Committee* of the University of Leeds for the ethical concerns related to the participants. The committee granted my study an ethical approval vide letter no. AREA 10-058 (see Appendix E).

3.8 Summary of the Chapter

This chapter explained various methodological decisions taken to conduct this study. It has provided an illustration of the mixed method approach and research design of this study. With the help of various viewpoints provided in the literature on research methodology, I explained some prominent features of both quantitative and qualitative methods as well as highlighted the philosophical claims regarding their strict demarcation, which were questioned by many theorists. Then, I presented the stance of pragmatic approach which denounced the views about the irreconcilability of quantitative and qualitative methods and provided a ground for the mixed method approach, i.e. a combination of the strengths of both methods in the research design of a study to answer its research inquiries and validate/explain its findings. I also described my own experience and views about the effectiveness of the mixed method approach in this study.

This chapter provided details of the participants of questionnaire survey and semi-structured interviews as well as of the procedures followed for the collection of both quantitative and qualitative data. In this regard, I highlighted the measures taken to conduct the piloting of the instruments used for this study. A detailed explanation of the methodological tools and techniques used to analyse both quantitative and

qualitative data was also provided in this chapter. Finally, I mentioned how I had dealt with various ethical concerns.

CHAPTER 4: FINDINGS OF THE QUANTITATIVE DATA

4.1 Introduction

In this chapter, I present the results of the quantitative data collected for the study. I will first focus on the findings informing about the internal consistency of the scales used in the final questionnaire (see Appendix A). Then I will present the descriptive statistics, comparative analyses of the scales used in the questionnaire and motivational differences among the sample based on their gender, the year of undergraduate study, the place of permanent residence, and the medium of instruction at their previous schools. This will be followed by the details of linear relationships between all scales investigated with the help of correlation analysis. Finally, I will report the findings of multiple regression analyses focusing on the contribution of motivational factors to the reported learning efforts of the participants. In this section, I will also present the details about the prediction of the components of L2 Motivational Self System by other motivational factors.

4.2 Reliability Analysis of the Final Questionnaire

Once complete quantitative data was collected and entered into SPSS (version 16.0), another test of internal consistency of all scales was conducted in order to see its reliability in relation to the sample of this study. Therefore, both Cronbach Alpha coefficients and mean inter-item correlations were calculated with the help of SPSS. The results of this test are presented in the table (4).

Five scales (Attitude towards L2 Community, English Anxiety, Ideal L2 self, Intended Learning Efforts and Ought-to L2 self) have an alpha value of .7 or more which is considered highly acceptable in social sciences and previous L2 motivation studies. In addition, six scales (Attitudes to Learning English, Cultural interest, Instrumentality - promotion, Instrumentality - prevention, International Posture, and Milieu) have Alpha values very close to .7. The mean inter-item correlations of these scales are also satisfactory. Similar to some other studies in Asian contexts (e.g. Taguchi et al., 2009 and Ryan 2009), the scales related to Dörnyei's Motivational Self System (2009a) have shown good reliability coefficients in the context of my study. The scale of 'National Interest' has a comparatively lower

Alpha value (.57) as compared to above-mentioned scales but it is still not a bad value keeping in mind the number of items it contains. Moreover, its mean inter-item correlation (.21) is also satisfactory, therefore, I have decided to retain it for further analysis.

Table 4: Reliability of Scales in the Final Questionnaire

Sr. no	Name of the Scales	Number of Items	Cronbach Alpha Value	Mean Inter-item Correlation
1	Attitude towards L2 Community	6	.75	.33
2	Attitudes to Learning English	3	.66	.40
3	Cultural Interest	4	.68	.35
4	English Anxiety	4	.76	.43
5	Ideal L2 self	8	.72	.25
6	Intended Learning Efforts	6	.70	.27
7	Instrumentality - prevention	5	.68	.30
8	Instrumentality - promotion	7	.65	.23
9	Integrativeness	3	.30	.12
10	International Posture	8	.64	.18
11	National Interest	5	.57	.21
12	Milieu	6	.66	.24
13	Ought-to L2 self	6	.73	.31

Only one scale Integrativeness has shown a very low Alpha value (.30) and mean inter-item correlation (.12). Therefore, I decided to exclude it from further analysis because it appears to have very little reliability to measure L2 motivation of the sample. It may also be noticed that increase in the number of items in scales Milieu, Instrumentality-prevention and Ought-to L2 self and the sample of the study after piloting has resulted in a considerable increase in their Alpha coefficients. It supports the argument that their previous low reliability was largely because of a low number of items. It may also indicate that students in the context of this study

have not only internalized the influence of their family, friends and significant others regarding L2 learning but also realized the fears and disadvantages they may have to face in case of failure to get command over L2. Unlike some recent studies, e.g. (Csizér and Lukács, 2010, Kormos and Csizér, 2008, Lamb, 2012), the Ought-to L2 self (which is an important component of Dörnyei's proposed L2 Motivational Self System) has shown a high reliability value (.73) here and, therefore, has been included in the study for further analysis. Both kinds of instrumentality (promotion and prevention) have acceptable Alpha values and, similarly to Taguchi et al. (2009), will be included for analysis.

4.3 Descriptive Statistics and Comparative Analyses of Motivational Scales

4.3.1 Overall Mean Values of All Scales

Descriptive statistics involving mean scores and standard deviations of all motivational scales selected for the main analysis for this study are presented in table 5. The mean values were obtained to analyze which motivational scales score comparatively high or low and are, therefore, considered important or less important stimuli for learning English by the participants. The standard deviation measures may indicate some important variations from the mean within the score of each motivational scale. In this way, it may highlight dissimilarities among participants in relation to their reported scores of particular motivational factors, and, therefore, point out the need for further analysis of such scales based on various divisions of the sample.

For the whole sample, all motivational scales except one (English Anxiety) have shown high mean values (above 4.0). It indicates that the participants of this study are highly motivated to learn English language and they consider a number of factors influencing their desire to learn it. Among these scales, Instrumentality - promotion, Ideal L2 self, National Interest, Instrumentality - prevention, Attitudes to Learning English and International Posture have the highest mean values (4.50 and above), suggesting that young Pakistani undergraduate students from Central Punjab are fully aware of the importance of English for their own selves and Pakistani society in general. They also appear to have an understanding of the role of this language in today's globalized world and of the consequences of failure to learn this language. Therefore, they seem to have positive attitudes towards the learning of

English. The scales of Intended Learning Efforts and Ought-to L2 self also have relatively high mean scores (very close to 4.50).

Table 5: Mean Values of Scales

Names of the Scales	Mean	Std. Deviation
Intended Learning Efforts	4.47	.78
Attitude towards L2 Community	4.35	.90
Attitudes to Learning English	4.52	.96
Cultural Interest	4.13	1.06
English Anxiety	3.79	1.15
Ideal L2 self	4.74	.74
Instrumentality - prevention	4.58	.90
Instrumentality - promotion	4.99	.65
International Posture	4.50	.69
Milieu	4.46	.79
National Interest	4.63	.75
Ought-to L2 self	4.11	.90

English Anxiety has the lowest mean score (3.79) among all scales but this score is still not negligible. It indicates that the participants of this study may feel a bit anxious while learning English, the language for which they appear to have a lot of learning motivation. In addition, Anxiety scale also has the highest standard deviation score which reflects that some participants may be more anxious than others. Hence, a detailed analysis of this scale based on the background information of the participants may produce a clearer picture of which section of the sample feel greater English language anxiety. Along with Anxiety, Cultural Interest also has a relatively high standard deviation score.

The following four sections of this chapter include further analysis of descriptive statistics based on the background information of participants.

4.3.2 Mean Values and Differences Based on the Gender of the Sample (T-test Analysis)

The study has also investigated English language motivation differences among the participants of this study based on their sex and are presented in the table (6). The significance (p. 2-tailed) values of the differences, which are less than the cut-off point of .05 (Pallant, 2007, p. 235) indicate a significant statistical difference in the mean scores of the scales mentioned below (see table 6).

Based on Cohen's (1988 reported in Pallant, 2007, p. 236) formula for interpreting effect size values related to t-test, I can argue that only one of the statistically significant differences has a considerable effect size, namely Instrumentality - prevention (-.01). Even this largest effect size in table 6 is the smallest one according to Cohen's (1988) guidelines (Pallant, 2007, p. 236), which implies that only 10 percent of variance in Instrumentality - prevention scale is explained by the sex of participants. While, the effect sizes of statistical differences in four scales (Attitudes to Learning English, English Anxiety, International Posture and National Interest) reveal that even less than 10 percent of their variance is explained by the gender.

Overall, girls seems to have more positive attitudes to learning English which implies they have more positive feelings about the immediate learning context (classroom, teacher) and also enjoy the overall language learning process more than boys. Interestingly, quite against my expectations, female participants' overall mean score related to Instrumentality - prevention is significantly higher than male participants, which implies that girls are more worried than boys regarding the fear of failure in learning English.

In addition, female students seemed to be more convinced about the role of learning English language in their national development. Both these results reflect a changing Pakistani society where females now seem to be more willing to participate in public and national life through their personal achievement. Finally, male participants showed a comparatively strong International Posture than females. Broadly speaking, both male and female participants have shown highly motivated behavior to learn it and the differences in their various L2 motivation dimensions are minor.

Table 6: Mean Values and Differences based on Gender

Scales	Male		Female		Mean Diff.	F	t-value	Df	P.(2-tailed)	Effect Size (eta ²)
	Mean	SD	Mean	SD						
Attitude towards L2 Community	4.33	0.96	4.36	.86	-.03	7.63	-.50	783	.616	---
Attitudes to Learning English	4.42	1.00	4.59	.92	-.17	3.87	2.76	797	.006	.007
Cultural Interest	4.10	1.07	4.15	1.05	-.05	.000	-.731	973	.465	----
English Anxiety	3.89	1.11	3.72	1.17	.17	1.85	2.21	973	.027	.004
Ideal L2 self	4.71	.73	4.76	.74	-.04	.03	-.898	973	.369	----
Intended Learning Efforts	4.46	.77	4.47	.79	-.01	.14	-.242	973	.809	----
Instrumentality - prevention	4.47	.90	4.66	.89	-.19	.09	-3.22	973	.001	.01
Instrumentality - promotion	4.98	.70	5.00	.62	-.02	5.69	-.412	775	.681	----
International Posture	4.58	.69	4.45	.69	.13	.005	2.82	973	.005	.008
Milieu	4.41	.84	4.49	.75	-.08	5.67	-1.59	787	.111	----
National Interest	4.55	.79	4.69	.73	-.14	2.61	2.88	973	.004	.008
Ought-to L2 self	4.13	.88	4.10	.91	.03	.564	.581	973	.562	----

4.3.3 Analysis of Variance (ANOVA) Based on Participants' Year of Study

With an aim to see whether there is a difference between the L2 motivations of the participants who have more and those who have less experience of learning at their present universities, I have also analyzed their various L2 motivation dimensions in relation to their particular years of study. The details of this analysis are presented in the following table (7).

Table 7: Analysis of Variance - Year of Study

Scales	Sample	Mean	SD	F	P	Sequence of Difference*	Effect Size (eta ²)
Attitude towards L2 Community	1 st	4.29	1.01	2.58	.053	-----	-----
	2 nd	4.39	.85				
	3 rd	4.46	.86				
	4 th	4.22	.87				
Attitudes to Learning English	1 st	4.51	1.03	5.49	.002	4 < 2,3,1	.016
	2 nd	4.60	.93				
	3 rd	4.59	.82				
	4 th	4.24	1.01				
Cultural Interest	1 st	4.04	1.17	1.04	.411	-----	-----
	2 nd	4.15	1.07				
	3 rd	4.21	.98				
	4 th	4.15	.93				
English Anxiety	1 st	3.77	1.17	2.46	.061	-----	-----
	2 nd	3.86	1.13				
	3 rd	3.85	1.16				
	4 th	3.56	1.13				
Ideal L2 self	1 st	4.78	.76	.96	.409	-----	-----
	2 nd	4.76	.71				
	3 rd	4.72	.73				
	4 th	4.66	.77				
Intended Learning Efforts	1 st	4.43	.86	1.64	.173	-----	-----
	2 nd	4.50	.75				
	3 rd	4.51	.78				
	4 th	4.35	.70				

Instrumentality - prevention	1 st	4.64	.89	4.23	.006	4 < 1,2,3	.012
	2 nd	4.64	.88				
	3 rd	4.60	.91				
	4 th	4.34	.92				
Instrumentality - promotion	1 st	5.07	.69	2.35	.071	-----	-----
	2 nd	4.98	.65				
	3 rd	5.00	.57				
	4 th	4.89	.68				
International Posture	1 st	4.56	.75	2.95	.029	4 < 1	.009
	2 nd	4.51	.69				
	3 rd	4.51	.63				
	4 th	4.35	.65				
Milieu	1 st	4.40	.85	4.33	.005	4 < 3,2	.013
	2 nd	4.52	.78				
	3 rd	4.55	.73				
	4 th	4.29	.78				
National Interest	1 st	4.71	.79	4.14	.006	4 < 1,3	.012
	2 nd	4.62	.75				
	3 rd	4.71	.66				
	4 th	4.45	.77				
Ought-to L2 self	1 st	4.11	.89	4.16	.006	4 < 2,3	.012
	2 nd	4.18	.90				
	3 rd	4.18	.94				
	4 th	3.88	.83				

*In this column, only those sub-samples have been mentioned among which statistically significant difference exists. Here, sub-samples have been represented by the following numbers: 1= 1st year of study, 2= 2nd year of study, 3= 3rd year of study and 4= 4th year of study. Statistically significant difference was measured at $P < .05$.

The participants in the final (4th) year of their undergraduate programme have shown slightly less positive attitude towards immediate learning situation as compared to those studying in other three years of their study. This may be because they do not study English in the final year of the undergraduate programme, or at most have only one session per week, and therefore have little contact with the language. At this stage, their own fears of the negative consequences and pressures of the family and significant others in case of failure to learn English in future also

seem to alleviate slightly. As final year participants' mean scores related to L2 motivation dimensions of Ought-to L2 self, Milieu and Instrumentality - prevention are significantly less than those of all other participants. This may partially be supported by the finding that final year participants' mean score on English anxiety is less than that of others, though a statistically significant difference was not found. The fourth year participants have also shown significantly weaker international posture than first year students.

4.3.4 Analysis of Variance (ANOVA) Based on Participants' Main/Permanent Places of Residence

This study also aims to examine any social background or region-specific differences in English language motivation of the participants as these socio-cultural realities of the students may affect their L2 motivation (Lamb, 2012). The results of my study showing this kind of L2 motivation differences are presented in the following table (8).

Table 8: Analysis of Variance – Main Place of Residence

Scales	Sample	Mean	SD	F	P	Sequence of Difference*	Effect Size (eta ²)
Attitude towards L2 Community	Metropolitan	4.35	.92	1.44	.24	-----	-----
	City	4.41	.88				
	Village	4.28	.92				
Attitudes to Learning English	Metropolitan	4.51	.94	.11	.89	-----	-----
	City	4.54	.99				
	Village	4.52	.94				
Cultural Interest	Metropolitan	4.23	1.04	7.03	.001	3 < 1,2	.014
	City	4.15	1.08				
	Village	3.89	1.04				
English Anxiety	Metropolitan	3.67	1.17	4.38	.013	1 < 3	.008
	City	3.79	1.15				
	Village	3.99	1.07				

Ideal L2 self	Metropolitan	4.73	.76	.76	.46	----	----
	City	4.78	.72				
	Village	4.71	.73				
Intended Learning Efforts	Metropolitan	4.42	.80	1.67	.18	----	----
	City	4.49	.78				
	Village	4.53	.75				
Instrumentality - Prevention	Metropolitan	4.51	.94	3.08	.046	1 < 3,2	.006
	City	4.64	.86				
	Village	4.67	.88				
Instrumentality - Promotion	Metropolitan	4.99	.65	.054	.94	----	----
	City	5.00	.65				
	Village	4.99	.69				
International Posture	Metropolitan	4.47	.69	1.76	.17	----	----
	City	4.50	.72				
	Village	4.58	.66				
Milieu	Metropolitan	4.42	.83	1.41	.24	----	----
	City	4.51	.72				
	Village	4.48	.84				
National Interest	Metropolitan	4.62	.73	.98	.37	----	----
	City	4.68	.78				
	Village	4.60	.77				
Ought-to L2 self	Metropolitan	4.03	.94	3.56	.029	1 < 3	.007
	City	4.16	.86				
	Village	4.22	.88				

*In this column, only those sub-samples have been mentioned among which statistically significant difference exists. Here, sub-samples have been represented by the following numbers: 1= Metropolitan City, 2= City, and 3= Village. Statistically significant difference was measured at $P < .05$.

The overall pattern of the results of my study, similar to Lamb's (2012) findings, reveals differences in urban (including both metropolitan and provincial urban settings) and rural settings where the largest differences are found between the L2 motivations of the participants belonging to metropolitan and rural contexts. However, the findings of my study are slightly different from those of Lamb (2012, p. 23) in their occurrences (related to particular motivational scales) and strengths of statistical significance and effect size. Table 8 shows that only four scales (Cultural Interest, English Anxiety, Instrumentality - prevention and Ought-to L2 self) indicate statistically significant differences. Moreover, the effect sizes of these differences are very small.

There is a statistically significant difference in the levels of English Anxiety between participants living in metropolitan cities and those from rural areas. The participants from metropolitan cities have reported lesser anxiety as compared to their rural counterparts. This finding is not surprising because in a developing country like Pakistan, students living in large cities may be assumed to have better experiences of learning and speaking English in their past than the participants living in rural or far-off areas. In this regard, they are expected to have good learning conditions and teachers in their previous schools and colleges as well as more opportunities to communicate in English language within and outside the academic institutions. In addition, they may also have better and faster access to English language press and electronic media including internet. All these factors are expected to have contributed positively to their self confidence related to English language. Therefore, they should be less vulnerable to the states of anxiety while learning English.

4.3.5 Analysis of Variance (ANOVA) Based on Participants' Medium of Instruction

The study also examined the possible differences in participants' L2 motivation by dividing the sample according to the mediums of instruction at their previous schools and colleges. This aspect is quite particular to the Pakistani socio-educational set-up where various systems of education and mediums of instruction run in public and private schools/colleges simultaneously. The following table presents a detailed view of the significant differences among participants' L2 motivation in this regard.

Table 9: Analysis of Variance - Medium of Instruction

Scales	Sample	Mean	SD	F	P	Sequence of Difference*	Effect Size (eta²)
Attitude towards L2 Community	Urdu	4.30	.87	2.00	.135	-----	-----
	English	4.41	.92				
	Both Mediums	4.30	.91				
Attitudes to Learning English	Urdu	4.54	.90	1.02	.360	-----	-----
	English	4.55	.96				
	Both Mediums	4.44	1.02				
Cultural Interest	Urdu	3.94	1.08	14.9	.000	1,3 < 2	.029
	English	4.32	1.03				
	Both Mediums	3.97	1.06				
English Anxiety	Urdu	4.13	1.03	34.8	.000	2 < 1,3	.066
	English	3.49	1.17				
	Both Mediums	4.01	1.09				
Ideal L2 self	Urdu	4.77	.67	.23	.789	-----	-----
	English	4.74	.78				
	Both Mediums	4.72	.74				
Intended Learning Efforts	Urdu	4.57	.72	3.15	.043	2,3 < 1	.006
	English	4.44	.82				
	Both Mediums	4.41	.77				

Instrumentality - Prevention	Urdu	4.64	.83	3.80	.022	2 < 3	.007
	English	4.51	.99				
	Both Mediums	4.69	.79				
Instrumentality - Promotion	Urdu	5.00	.60	.14	.869	----	----
	English	4.98	.69				
	Both Mediums	5.01	.65				
International Posture	Urdu	4.52	.69	.39	.673	----	----
	English	4.51	.71				
	Both Mediums	4.47	.67				
Milieu	Urdu	4.56	.74	3.08	.040	2,3 < 1	.006
	English	4.42	.83				
	Both Mediums	4.42	.77				
National Interest	Urdu	4.60	.74	.48	.613	----	----
	English	4.63	.79				
	Both Mediums	4.67	.71				
Ought-to L2 self	Urdu	4.25	.82	6.82	.001	2 < 1,3	.013
	English	4.01	.944				
	Both Mediums	4.18	.893				

*In this column, only those sub-samples have been mentioned among which statistically significant differences exist. Here, sub-samples have been represented by the following numbers: 1= Urdu Medium, 2= English Medium, and 3= Both English and Urdu Medium. Statistically significant difference was measured at $P < .05$.

The results have indicated statistically significant differences among participants, from three different educational backgrounds, in relation to six L2 motivation

aspects - Cultural Interest, English Anxiety, Ought-to L2 self, Intended Learning Efforts, Instrumentality- prevention and Milieu. Among them, the differences found in the first three scales are considerable whereas those found in relation to last three scales can be considered minor because of their extremely low effect size. The mean scores of English Anxiety have shown the most conspicuous statistical difference among participants where the students with English medium background were found to be considerably less anxious about the learning and use of English language as compared to those from Urdu and both mediums. However, this result was expected because English medium background students usually have more experience of learning and speaking English during classroom interaction. Interestingly, we find that the most anxious group of participants, i.e. Urdu medium, according to this division of the sample is also the most willing to put more effort into learning English.

English medium students have also shown significantly more cultural interest in English speaking countries. In contrast, participants with English medium backgrounds have shown lower mean scores, as compared to those with Urdu medium backgrounds, in the scales of Ought-to L2 self, Milieu and Instrumentality - prevention. It implies that students from Urdu medium backgrounds are more worried about the expectations of their families and significant others as well as about the negative impact of failure to learn English on their own selves in future. This could also possibly be the cause of their more anxious L2 behavior.

4.4 The Interconnections among Scales Measuring L2 Motivation of the Sample

Before conducting the detailed regression analysis to identify the best predictors for the intended learning efforts of the participants, I decided to carry out correlation analyses of all scales which qualified, after reliability test, for further analysis. It helped me to understand and analyze the strength of the linear relationships existing among these scales, especially between reported learning efforts (Criterion Measure) of the participants and all other scales. This correlation analysis will also help to test the assumption of 'multicollinearity' (Pallant, 2007, p. 149) for the regression analysis later on in this chapter. Table 10 shows the relationships among all subscales for the whole sample.

Table 10: Correlations among Scales

Scales	1	2	3	4	5	6	7	8	9	10	11	12
1. Intended Learning Efforts	-----											
2. Attitude towards L2 Community	.540	-----										
3. Attitudes to Learning English	.633	.524	-----									
4. Cultural Interest	.444	.564	.369	-----								
5. English Anxiety	.157	.132	.166	-.081	-----							
6. Ideal L2 self	.639	.578	.599	.458	.102	-----						
7. Instrumentality - prevention	.379	.318	.386	.085	.331	.417	-----					
8. Instrumentality - promotion	.480	.481	.462	.298	.161	.628	.439	-----				
9. International Posture	.541	.543	.449	.472	.047	.569	.325	.539	-----			
10. Milieu	.588	.462	.544	.289	.269	.569	.487	.485	.469	-----		
11. National Interest	.517	.489	.525	.306	.180	.580	.405	.535	.496	.513	-----	
12. Ought-to L2 self	.493	.438	.508	.183	.416	.518	.596	.447	.362	.591	.476	---

I will first report the relationship between Intended Learning Efforts (criterion measure) and other scales. In the light of this table, we can see that Ideal L2 self has the strongest linear relation (.639) with the criterion measure. Its correlation with the criterion measure is also greater than those found in Chinese (.55) and Iranian (.58) contexts in Taguchi et al.'s (2009, p. 78) study. However, it seems similar to the one found in a Japanese (.68) context (Taguchi et al., 2009, p. 78) while less than one (.77) in another Japanese context (Ryan, 2009, p.133). It may imply that Pakistani students, similar to their Japanese counterparts, understand the importance of the competence in English for their future selves. Their imagined future picture of themselves seems to have the colour of English language skills and this vision appears to affect their L2 motivation positively.

The students also seem to have derived a lot of inspiration for learning English from their immediate and broader social contextual factors; Attitudes to Learning English and Milieu. The participants of this study seem to have strongly favourable views about English as well as its immediate learning context, i.e. classroom, teachers, etc. because the correlation between their attitudes to learn this language and reported

learning efforts is also quite high (.633). However, it is still less than one found in Japanese context (.86) (Ryan, 2008, p.178). Milieu also has a relatively high correlation (.588) with the criterion measure. However, it is absolutely in contrast with those found in Japanese (.13) (Ryan, 2009, p. 130) and Hungarian (.33) contexts (reported in Ryan, 2009, p. 130). The high correlation of these contextual factors with participants' willingness to make efforts to learn English highlights the critical roles of classrooms, teachers, parents, friends and significant others in shaping students' views about L2.

The positive attitudes of the sample towards the L2 community also seem to have a reasonably significant relationship with their L2 learning efforts (.540). However, their cultural interest in the L2 community has a relatively weaker relationship (.444). In comparison, it is slightly less than the one found in Japan (.52) but much higher than the one in Hungary (.10) (cited in Ryan, 2009, p.130). International Posture also has a relatively strong linear correlation with the criterion measure which may imply that learners' desire to participate in the world at large has positive effects on their English learning efforts. International Posture coupled with L2 community related scales present Pakistani students' openness to the contemporary international community including English speaking countries as well as their acute realization of the communicative role of English in it.

The participants also seem to believe that the knowledge of English would contribute to their national interest and may also help them in achieving a better recognition for their country among all nations. The National Interest also relates quite positively (.517) with their intended learning efforts. Ought-to L2 self's correlation with the criterion measure is weaker (.493) implying that it does not catalyse participants' L2 learning efforts as much as Ideal L2 self, Attitudes to Learning English and some other motivational dimension do. In line with my expectations, the correlation of English anxiety with Participants' learning effort (.157) is quite negligible. However, it is interesting that this relation is positive which is similar to Ryan (2009, p. 128) as well as to Papi (2010, p.474) where English Anxiety made a minor but positive contribution to Intended Efforts.

Besides the correlations of all scales with the criterion measure, some other important relationships among scales were also observed in the table (10). Two scales Ideal L2 self and Attitude towards learning English which show the strongest

linear relationship with the criterion measure are also strongly correlated (.599) with each other. It implies that participants' future L2 related images of themselves are influenced by their learning experiences. Similarly, their L2 learning experiences may also have become more pleasant owing to their dreams of seeing themselves as successful English language speakers in future.

Similar to Kormos & Csizér (2008, p.18), a high correlation is also seen between Ideal L2 Self and International Posture which indicates that participants' desire to interact with the world at large is an important aspect of their own idealised future selves. Therefore, it also underlines the critical role of English for the communicative needs of Pakistani students in today's rapidly globalizing world. Pakistani context related scale 'National Interest' also has a high correlation with Ideal L2 self, Attitudes to Learning English and Instrumentality - promotion. It may lead us to believe that both international and national aspects of participants' L2 motivation have some kind of relationship with their future L2 images of themselves. In addition, some other scales - Attitude towards L2 Community, Milieu, and Ought-to L2 self - have a higher but English Anxiety has a weaker correlation with both Ideal L2 self and Attitudes to Learning English. Quite expectedly, Ought-to L2 self has a strong correlation with Milieu as they both, broadly speaking, seek to measure the role of significant others in affecting learners' L2 attitudes and motivation.

4.4.1 Relationship among the Components of L2 Motivational Self System

Correlation analysis reveals that a strong relationship exists among three scales - Ideal L2 self, Ought-to L2 self and Attitudes to Learning English - representing Dörnyei's L2 Motivational Self System (2009a, Dörnyei & Ushioda, 2011) in this study. Their correlations with the criterion measure are also quite significant. However, the correlation between Ideal L2 self and Attitudes to Learning English is stronger than Ought-to L2 self's correlation with each of them. Besides, none of the correlations between any two of them is strong enough to create a doubt in my mind that they are measuring the same thing. Therefore, it may be assumed that though a strong relationship exists between three components of Dörnyei's L2 Motivational Self System (2009a) but they are independent, distinct and reliable measuring three important dimensions of L2 Motivation. This correlation analysis has not only answered to a certain extent an important inquiry of this study about the relationship

between the components of L2 Motivational Self System but also provided some support to my assumption that this system may be an important means of understanding and explaining L2 motivation of Pakistani students. However, regression analysis involving the components of this system may elaborate this point further.

4.4.2 Comparison of Instrumentality - promotion - Ideal L2 Self and Instrumentality - prevention - Ought-to L2 Self Relationships

Instrumentality - promotion had the highest mean value but it does not show a high correlation with participants' intended learning efforts which is a surprising finding and needs some attention. I deliberately intended to discuss it in a separate section because it may involve the empirical investigation of an important theoretical proposition also related to Dörnyei's L2 Motivational Self System (2009a, Dörnyei & Ushioda, 2011). Based on Higgins' Self Discrepancy theory (1987, 1998), Dörnyei (2009a, p. 28) proposed that second/foreign language learners' future selves may also be differentiated as promotion and prevention selves where Ideal L2 self represents the promotional while Ought-to L2 self is related to preventional aspects of their future selves.

The results of correlation analysis reveal that Instrumentality - promotion has the highest correlation (.628) with Ideal L2 self which is markedly greater than its correlation with Ought-to L2 self (.447). Similarly, Instrumentality - prevention has the highest correlation with Ought-to L2 self (.596) which is markedly greater than its correlation with Ideal L2 self (.417). Moreover, the correlation between promotion and prevention dimensions of instrumentality is not high. Therefore, they may be considered separate constructs measuring two different aspects of L2 motivation and related to distinctive forms of future selves. These results are in line with previous studies and empirically support Dörnyei's theoretical proposals (see Dörnyei, 2009a, p. 31, Taguchi, et al., 2009, p. 78, Dörnyei & Ushioda, 2011, p. 88).

4.5 Multiple Regression Analyses

Stepwise multiple regression analysis was conducted to ascertain which motivational scales have contributed most to the L2 motivation of the participants as a whole by predicting their reported learning efforts. Initially, the assumptions of multicollinearity, linearity and normality were tested. In addition, no outliers were

required to be excluded for the regression analysis. In relation to multicollinearity, it can be seen in table 9 that no two variables have ‘a bivariate correlation of .7 or more’ (Pallant, 2007, p. 155). Moreover, the values of ‘Tolerance’ and ‘VIF’ for each scale in the coefficients produced by SPSS output also testify to the absence of multicollinearity among scales used for this regression analysis. The data showed that none of these assumptions were violated.

The model of the best predictors for the reported learning efforts of the sample has been presented below in table 11. This model involves six scales and a R^2 value of .57. It means that the model explains 57 percent of the variance in the reported learning efforts of the participants. It may be considered a highly respectable value as per the standards of research in L2 motivation (Dörnyei, 2009a, p. 31).

Table 11: Multiple Regression Analysis - Intended Learning Efforts as the Criterion Measure

Scales	Final Model					
	B	SE B	β	Correlations		
				Zero-order	Partial	Part
Attitude towards Learning English	.22	.02	.27*	.63	.29	.20
Ideal L2 self	.21	.03	.20*	.64	.20	.14
Milieu	.18	.03	.19*	.59	.20	.13
International Posture	.15	.03	.13*	.54	.15	.10
Cultural Interest	.09	.02	.12*	.44	.15	.10
Ought-to L2 self	.06	.02	.07*	.49	.08	.05
R^2	.571					
F for change in R^2	6.24*					

* $p < .05$

The model shows that out of twelve scales examined for the regression analysis, only six contributed significantly to predict the reported learning efforts of the sample. The contribution of all scales was significant at $p < .05$. Attitudes towards Learning English and Ideal L2 self are the strongest predictors of the criterion measure (Intended Learning Efforts) and are followed by Milieu, International Posture, Cultural Interest and Ought-to L2 self in the strength of their prediction.

The strongest contribution of Attitudes towards Learning English was surprising for me keeping in mind the unsatisfactory learning conditions in the Pakistani classrooms (see section 1.2.5). Similar to the findings of Papi (2010) in Iran, the Ought-to L2 self made the lowest contribution (explaining only 7% of the variance) to the Intended Learning Efforts among the three components of Dörnyei's self system (2009a).

Overall, the contribution of all three main components of Dörnyei's L2 Motivational Self System (2009a) - Attitudes to language learning English, Ideal L2 self, Ought-to L2 self - to the reported learning efforts may be seen as a distinctive feature of this model, which also extends substantial support to Dörnyei's L2 Motivational Self System. Similar to the findings of this study, all three components of L2 Motivational System were also found to be significant aspects of L2 motivation of the participants in a comparative study of three Asian contexts, China, Japan and Iran (Taguchi et al., 2009).

An important contextual factor, Milieu, is the third major contributor in the list and explains 19% of variance which is slightly less than Ideal L2 self. This result is dissimilar to the one found in Kormos and Csizér (2008) where Milieu did not contribute to the motivated behaviour at all. However, this result is not surprising because of the typical nature of Pakistani society where parents and family play a central role in young people's future planning, educational decisions and career choices. The Regression Model (Table 11) shows that participants' international posture (13%) and cultural interest in English speaking countries (12%) have also explained almost equal and significant variance in their reported learning efforts for English language. Therefore, the participants also seem to have an international posture reflecting on their openness for the world at large and the awareness of the importance of English in it as a lingua franca. It is coupled with their interest in and openness to the cultures of English speaking community which also affirms their openness to the world outside Pakistan.

4.5.1 Multiple Regression Analysis Based on Ideal L2 Self, Ought-to L2 Self and Attitudes to Learning English as the Criterion Measures

After analysing the contribution of various motivational dimensions predicting reported L2 learning efforts of the participants, the regression analysis based on Ideal L2 self, Ought-to L2 self and Attitudes to Learning English was also

conducted to evaluate which motivational aspects of the participants are contributing towards these major components of the L2 Motivational Self System. In addition, it may help me in explaining the mutual relationship of its components and, therefore, enhance our understanding of the L2 motivation of participants. It will also be interesting to see whether any of the scales that showed higher mean values (e.g. Instrumentality - promotion, Instrumentality - prevention, National Interest) contribute towards the components of L2 Motivational Self System. Three Stepwise regression models (table 12) based on the components of L2 Motivational System as criterion measures are presented below.

Table 12: Regression Models based on the Components of L2 Motivational Self System

Scales	Final Models			Correlations		
	B	SE B	β	Zero-order	Partial	Partial
	Criterion Measure 1: Ideal L2 self					
Instrumentality - promotion	0.28	0.03	0.25*	0.63	0.29	0.19
Intended Learning Efforts	0.16	0.03	0.17*	0.64	0.18	0.11
Ought-to L2 self	0.10	0.02	0.12*	0.52	0.14	0.08
Attitudes to Learning English	0.09	0.02	0.12*	0.60	0.14	0.08
National Interest	0.11	0.03	0.11*	0.58	0.13	0.08
Cultural Interest	0.07	0.02	0.10*	0.46	0.13	0.08
Milieu	0.08	0.03	0.08*	0.57	0.09	0.06
English Anxiety	-0.05	0.01	-0.08*	0.10	-0.12	0.07
Attitude towards L2						
Community	0.06	0.02	0.08*	0.58	0.09	0.05
International Posture	0.07	0.03	0.07*	0.57	0.08	0.05
R ²	0.79					
F for change in R ²	6.01*					
Criterion Measure 2: Ought-to L2 self						
Instrumentality - prevention	0.28	0.03	.284*	0.60	0.33	0.23
Milieu	0.24	0.03	.211*	0.59	0.23	0.16
English Anxiety	0.17	0.02	.211*	0.42	0.28	0.19
Ideal L2 self	0.18	0.04	.150*	0.52	0.15	0.10

Attitudes to Learning English	0.12	0.03	.126*	0.51	0.14	0.09
Attitude to L2 Community	0.10	0.03	.101*	0.44	0.11	0.07
Cultural Interest	-0.05	0.02	-.058*	0.18	-0.07	-0.05
R ²	0.56					
F for change in R ²	4.44*					
Criterion Measure 3: Attitudes to Learning English						
Intended Learning Efforts	0.35	0.04	0.29*	0.63	0.28	0.20
Ideal L2 self	0.21	0.04	0.16*	0.60	0.15	0.11
Attitude towards L2						
Community	0.13	0.03	0.12*	0.52	0.13	0.09
National Interest	0.15	0.04	0.12*	0.53	0.13	0.09
Ought-to L2 self	0.12	0.03	0.11*	0.51	0.12	0.09
Milieu	0.12	0.04	0.10*	0.54	0.10	0.07
R ²	0.52					
F for change in R ²	9.52*					

* p < .05

These regression models indicate that Instrumentality - promotion and Instrumentality - prevention are the strongest predictors of Ideal L2 self and Ought-to L2 self respectively. This is in line with the results of the correlation analysis showing strong relationship between these constructs (see section 4.4.2). Even more importantly, neither Instrumentality - promotion contributes to the Ought-to L2 self nor Instrumentality - prevention contributes to the Ideal L2 self at all which confirms their representation of different L2 dimensions. This finding strongly supports Dörnyei's (2009a) argument proposing not only the distinctive nature of Instrumentality - promotion and Instrumentality - prevention but also their strong relationship with two separate aspects of L2 selves. Therefore, it may be argued here that Instrumentality - promotion and Instrumentality - prevention should be considered two separate constructs to measure L2 motivation.

Previously, we have noticed (see section 4.5) that both Attitudes to Learning English and self guides (both Ideal and Ought-to) had significantly contributed towards Intended Learning Efforts. In these models, we can see that Intended Learning Efforts also contributes to the Ideal L2 self and Attitudes to learning English. Further, future self guides and Attitudes to Learning English have also shown significant reciprocal relation to each other. The results (table 12) have shown that

Attitudes to learning English have significantly (and almost equally as well) contributed to both faces of future L2 selves: ideal and ought-to. Similarly, these future self-guides also contribute significantly to Attitudes to Learning English.

These results are in line with Kormos et al.'s (2011) recently proposed 'interactive model of motivation' (p. 511) which posits that the relationship among self-guides (Ideal or Ought-to self), L2 learning attitudes and motivated behavior is 'reciprocal' or causal (p.512). From the perspective of the L2 Motivational Self System (Dörnyei, 2009a), it can be reported that all three main components contribute significantly to one another without any fear of sameness because their mutual contributions and correlations are not excessively high. Therefore, they seem to be independent and distinct constructs. Moreover, a significant mutual contribution of ideal and ought-to L2 self may also be seen an important feature of these participants' L2 motivation.

4.5.2 The Role of English Anxiety and Future Selves

The findings reveal that English Anxiety contributes significantly to the ideal and ought-to selves (table 12). However, in line with my expectations, its contribution to the Ideal L2 self is negative whereas its prediction of Ought-to L2 self is positive. It seems to suggest that students with anxious learning behavior are likely to develop feared or ought-to future L2 self while they may not be able to develop a clear and strong ideal L2 self. With the aim of getting an in-depth understanding of the anxiety-future selves relationship, I also investigated the contributions of future selves and other motivational scales to English Anxiety. For this purpose, I conducted another stepwise regression analysis based on English anxiety as the criterion measure.

This model (table 13) also shows a reciprocal pattern in anxiety-future selves relationship as both ought-to and ideal self also contribute, though inversely, to English Anxiety. Again as per my expectations, Ought-to L2 self can be seen as the positive whereas Ideal L2 self as the negative predictor of anxiety. In addition, the Ought-to L2 self has made the strongest contribution to anxiety. In contrast, Ideal L2 self has made the strongest negative contribution to anxiety. These results are similar to the findings of Papi (2010, p.467) which suggest that the Ideal L2 self may ameliorate English language learners' anxiety, while a strong Ought-to L2 self may induce it.

Table 13: Regression Model - English Anxiety as the Criterion Measure

Scales	Final Model			Correlations		
	B	SE B	β	Zero-order	Partial	Partial
					1	1
Ought-to L2 self	.484	.051	.380	.416	.292	.269
Instrumentality-prevention	.163	.047	.128	.331	.112	.099
Milieu	.151	.056	.104	.269	.086	.076
Cultural Interest	-.133	.035	-.123	-.081	-.121	-.108
Ideal L2 self	-.236	.061	-.152	.102	-.124	-.110
R ²	.223					
F for change in R ²	7.26*					

* p < .05

4.5.3 The Relationship of Milieu and Ought-to L2 Self

Milieu has contributed significantly to all three components of L2 Motivational Self System. However, its contribution to Ought-to L2 self is the strongest and much higher than other two. This result is similar to the findings of Kormos et al. (2011, p. 506), Csizér & Kormos (2009, p. 105) and Taguchi, et al. (2009, p. 86) where similar constructs ('Parental encouragement' and 'Family influence') showed the highest contribution to Ought-to L2 self. It implies that pressure of learning English on this sample of Pakistani students for their future selves is largely triggered by the expectations of their family and significant others.

4.5.4 National Interest and International Posture

Among three components of L2 motivational Self System, International Posture has contributed significantly only to the Ideal Self, as in some previous studies (Kormos and Csizér, 2008, Csizér and Kormos, 2009, Kormos et al., 2011, Yashima, 2009) though here the contribution is relatively modest and ranks as the lowest among all contributions made to the Ideal L2 self (table 12). In contrast, a newly developed construct National Interest has made a relatively high contribution to the Ideal L2 self. In addition, it also contributed significantly to participants' Attitudes to Learning English. This is in line with the findings of Sullivan and Schatz (2009) where 'Nationalism' (a Japan-specific aspect of national attachment measuring

learners' 'perceptions... and support for national dominance') contributed significantly to 'attitudes toward learning English' and 'self-assessed English proficiency' (p. 486).

Interestingly, instead of viewing English as a colonial language or as a threat to their personal or national identity, these Pakistani students are willing to learn it in order to further their personal, immediate group and national interest and identity/image. It will be interesting to explore, in the qualitative data, in what ways the interviewees aim to use English to strengthen their national image. In addition, National Interest seems to be an independent and a distinct new construct. Statistically speaking, it has shown correlations with other constructs (table 10) including Ideal L2 self and International Posture but those relations were not high enough to create any doubts about its status as a distinct variable.

4.6 Regression Models Based on Background Information

4.6.1 Gender

In order to see whether any gender difference exists in various motivational scales' prediction of the Criterion Measure (Intended Learning Efforts), I also conducted stepwise regression analysis based on gender. The gender differences may be expected and are important to be known in a Pakistani setting where male and female differences are quite obvious in various walks of life including educational and professional ones. The following table (14) presents regression analysis conducted after male-female separation of the sample.

The analysis did not indicate major gender differences in relation to the motivational factors contributing in both regression models based on male and female participants respectively. Four scales, Attitudes to Learning English, Ideal L2 self, Milieu and International Posture, were found in both models. Among them, three top ranked scales are the same in both models though there is a minor variation in their order. We can see that Attitudes to Learning English is the highest contributor in both models which means that positive experiences of learning English have the strongest positive effects on L2 motivation of males and females and, therefore, strongly induce them to exert more efforts to learn English. Although Ideal L2 self contributed quite strongly in both models, however, its contribution in female

participants' reported learning efforts (second highest contributor) was relatively higher than that in male participants' efforts.

Table 14: Regression Analysis (Gender) - Intended Learning Efforts as the Criterion Measure

Scales	Final Models			Correlations		
	B	SE B	β	Zero-order	Partial	Part
Gender: Male						
Attitudes to Learning English	0.22	0.03	0.29*	0.63	0.32	0.22
Milieu	0.20	0.04	0.22*	0.59	0.25	0.17
Ideal L2 self	0.18	0.05	0.17*	0.63	0.16	0.11
International Posture	0.16	0.05	0.14*	0.55	0.16	0.11
Attitude towards L2 Community	0.11	0.04	0.14*	0.55	0.16	0.10
R ²	0.57					
F for change in R ²	9.79*					
Gender: Female						
Attitudes to Learning English	0.22	0.03	0.26*	0.64	0.27	0.18
Ideal L2 self	0.23	0.04	0.22*	0.65	0.23	0.15
Milieu	0.19	0.04	0.18*	0.59	0.19	0.13
Cultural Interest	0.13	0.02	0.17*	0.45	0.22	0.14
International Posture	0.12	0.04	0.11*	0.54	0.13	0.08
Ought-to L2 self	0.07	0.03	0.09*	0.49	0.10	0.07
R ²	0.58					
F for change in R ²	5.70*					

* p < .05

Milieu was also a strong motivational force for both boys and girls but its contribution in boys' efforts was slightly higher. Similarly, the scale of International Posture also contributed slightly more in male students' learning efforts. One of the quite unexpected and interesting result was the significant contribution of Ought-to L2 self to the reported learning efforts of female students and not to those of male students. It is in contrast with the findings of Kim and Kim (2011, P. 64-5) where Ought-to L2 self contributed only to the learning efforts of male participants.

Finally, the contribution of Cultural Interest to females' learning efforts is also very interesting and needs some explanation.

4.6.2 Main Place of Residence

-- The stepwise regression models (table 15) show that Attitudes to Learning English and Ideal L2 self strongly contributed to the criterion measure in all three settings - Metropolitan, Urban and rural. However, an important component of L2 Motivational Self System, Ought-to L2 self, did not contribute to the criterion measure in any of the settings when the sample was divided based on the geographical backgrounds of the participants.

Table 15: Regression Analysis (Main Place of Residence) - Intended Learning Efforts as the Criterion Measure

Scales	Final Models			Correlations		
	B	SE B	β	Zero-	Partial	Part
				order		
Metropolitan City						
Attitudes to Learning English	0.23	0.04	0.27*	0.64	0.30	0.20
Ideal L2 self	0.25	0.05	0.24*	0.65	0.252	0.17
Milieu	0.16	0.04	0.16*	0.60	0.18	0.11
Cultural Interest	0.10	0.03	0.13*	0.42	0.16	0.11
Attitude towards L2 Community	0.11	0.04	0.12*	0.58	0.13	0.08
Instrumentality – prevention	0.07	0.03	0.09*	0.42	0.11	0.07
R ²	0.59					
F for change in R ²	5.14*					
City/Urban Areas						
Attitudes to Learning English	0.26	0.04	0.33*	0.66	0.36	0.25
Milieu	0.24	0.05	0.23*	0.60	0.27	0.18
Ideal L2 self	0.18	0.06	0.16*	0.63	0.17	0.11
International Posture	0.17	0.05	0.16*	0.57	0.18	0.12
Cultural Interest	0.08	0.03	0.10*	0.48	0.13	0.08
R ²	0.60					
F for change in R ²	5.89*					

Rural Areas (Village/Town)

Milieu	0.20	0.06	0.23*	0.56	0.25	0.18
Ideal L2 self	0.22	0.08	0.21*	0.63	0.19	0.13
Cultural Interest	0.14	0.04	0.19*	0.49	0.22	0.16
Instrumentality – promotion	0.17	0.07	0.16*	0.52	0.17	0.12
Attitudes to Learning English	0.12	0.06	0.15*	0.57	0.15	0.11
R ²	0.52					
F for change in R ²	4.77*					

* p < .05

Attitudes to learning English made the strongest contribution to the learning efforts of the participants from metropolitan and urban settings. This result was quite expected in Pakistani settings where urban - rural resource inequality is increasing every day. Ideal L2 self also contributed strongly in all three settings. Milieu is another motivational dimension which contributed significantly to the criterion measure in all three settings, however, this contribution was higher in case of participants from rural and urban/city settings.

Cultural Interest also predicted participants' reported learning efforts in all three settings which implies that these Pakistani learners' interest in the cultural items of English speaking countries positively influences their L2 motivation. International Posture's contribution was significant only in urban/city settings. The contribution of Instrumentality - prevention only to the learning efforts of students living in metropolitan setting might be explained by their proximity to the competitive world where the failure to learn English is a real disadvantage.

4.6.3 Medium of Instruction

The regression models (table 16) indicate that Attitudes to Learning English and Ideal L2 self are two motivational scales which contributed significantly to the intended learning efforts of the participants coming from all three mediums of instruction - Urdu, English and Both mediums - in their previous schools and colleges. However, positive feelings about learning experience and situation is the strongest factor which encourages participants, coming from three different mediums, to make more concerted efforts to learn English. This result confirms the importance of this construct in overall Pakistani educational system.

Table 16: Regression Analysis (Medium of Instruction) - Intended Learning Efforts as the Criterion Measure

Scales	Final Models			Correlations		
	B	SE B	β	Zero-order	Partial	Part
Urdu Medium						
Attitudes to Learning English	0.23	0.04	0.29*	0.59	0.33	0.24
Milieu	0.20	0.05	0.21*	0.58	0.23	0.16
International Posture	0.20	0.06	0.19*	0.56	0.21	0.15
Ideal L2 self	0.20	0.06	0.18*	0.60	0.19	0.13
Cultural Interest	0.06	0.03	0.10*	0.45	0.12	0.08
R ²	0.55					
F for change in R ²	3.93*					
English Medium						
Attitudes to Learning English	0.24	0.04	0.28*	0.65	0.30	0.20
Milieu	0.26	0.04	0.27*	0.62	0.30	0.20
Ideal L2 self	.260	0.05	0.25*	0.65	0.26	0.17
Cultural Interest	0.15	0.03	0.18*	0.44	0.25	0.16
R ²	0.59					
F for change in R ²	29.69*					
Both Mediums						
Attitudes to Learning English	0.24	0.05	0.32*	0.66	0.33	0.23
Ideal L2 self	0.24	0.07	0.23*	0.65	0.23	0.16
International Posture	0.26	0.06	0.23*	0.57	0.28	0.19
National Interest	0.19	0.06	0.17*	0.56	0.21	0.14
R ²	0.58					
F for change in R ²	10.17*					

* p < .05

The Ideal L2 self's contribution to the learning efforts of participants from Urdu medium background was slightly less than those made for the learning efforts of other two mediums. Milieu's contribution was quite strong among students from English and Urdu mediums but it made no significant prediction for the learning efforts of participants from both mediums. Besides these scales, International

Posture contributed significantly to the learning efforts of participants from Urdu and Both mediums. Cultural Interest and National Interest contributed to the efforts of participants from Urdu and Both mediums respectively.

-- **4.6.4 The Year of Study**

In these models (table 17), Attitudes to Learning English and Milieu contributed to the reported learning efforts of the participants from all four years of undergraduate study in seven universities of central Punjab. The results reveal that the strength of Attitudes to Learning English in predicting learning efforts undergoes a minor decrease as we move up in the year of study. Its contribution was the highest in the first year whereas it showed its own lowest contribution in the final/fourth year of study. It implies that the relation between Pakistani students' positive learning attitudes and their learning efforts may slightly weaken with the passage of time during their undergraduate study.

Table 17: Regression Analysis (The Year of Study) - Intended Learning Efforts as the Criterion Measure

Scales	Final Models					
	B	SE B	β	Correlations		
				Zero-order	Partial	Part
1st Year of Study						
Attitudes to Learning English	0.29	0.05	0.34*	0.67	0.36	0.25
International Posture	0.30	0.06	0.26*	0.61	0.29	0.20
Attitude towards L2 Community	0.15	0.05	0.18*	0.58	0.21	0.14
Milieu	0.16	0.06	0.16*	0.56	0.18	0.12
R ²	0.58					
F for change in R ²	8.27*					
2nd Year of Study						
Ideal L2 self	0.34	0.05	0.32*	0.65	0.35	0.24
Attitudes to Learning English	0.23	0.03	0.28*	0.62	0.32	0.22
Milieu	0.22	0.04	0.23*	0.57	0.27	0.19
Cultural Interest	0.09	0.03	0.12*	0.43	0.17	0.11
R ²	0.57					
F for change in R ²	11.01*					

3rd Year of Study

Milieu	0.31	0.06	0.29*	0.62	0.34	0.23
Attitudes to Learning English	0.24	0.06	0.25*	0.61	0.31	0.20
Cultural Interest	0.16	0.04	0.20*	0.47	0.26	0.17
Ideal L2 self	0.17	0.07	0.16*	0.63	0.17	0.11
Attitude towards L2 Community	0.13	0.06	0.14*	0.64	0.15	0.09
R ²	0.62					
F for change in R ²	5.59*					

4th Year of Study

Milieu	0.25	0.07	0.28	0.66	0.30	0.20
Attitudes to Learning English	0.17	0.05	0.25	0.63	0.28	0.19
Ideal L2 self	0.20	0.07	0.22	0.64	0.23	0.15
National Interest	0.17	0.07	0.18	0.58	0.21	0.14
R ²	0.59					
F for change in R ²	6.38*					

* p < .05

The Ideal L2 self contributed significantly to the learning efforts of the participants from all years of study except the first. Perhaps the first year students have other motives for effortful learning e.g. desire to please new teachers, or to score well in assessments, which slightly softens the impact of the Ideal L2 self. Besides, International Posture contributed significantly to the learning efforts of only the first year students whereas National Interest predicts the learning efforts of only the fourth year participants.

4.7 Summary of the Chapter

This chapter has reported the findings of quantitative data used in this study. In the beginning, the chapter presented the details how motivational scales included in the final questionnaire were tested for their internal consistency (Cronbach alpha values and inter-item mean correlations) and then selected for further analysis. Secondly, the chapter presented the descriptive statistics of motivational scales, which showed that Instrumentality - promotion and the Ideal L2 self had the highest mean scores. In this section, the chapter also highlighted important motivational differences among the participants in relation to their background information (gender, year of study, place of main residence and medium of instruction). For example, the

participants with an Urdu medium background were found to be significantly more anxious than those from English medium schools. In the following section, correlation analysis of motivational factors revealed that the components of L2 Motivational Self System are strongly related to each other. In addition, the relationship between any two motivational factors was not strong enough to create a doubt about them being the same.

The last section of this chapter presented the details of regression analyses conducted to address the main inquiries of this study. This section revealed that Attitudes to Learning English and Ideal L2 self were the strongest contributors to the reported learning efforts of the participants. In addition, Milieu, International Posture, Cultural Interest and Ought-to L2 self also contributed to the learning efforts of the participants. The findings of the regression analyses based on the components of L2 Motivational Self System (as criterion measures) revealed that Ideal and Ought-to L2 selves strongly contributed to each other. Instrumentality - promotion strongly predicted the Ideal L2 self, whereas Instrumentality - prevention strongly contributed to Ought-to L2 self. Anxiety made a positive contribution to Ought-to L2 self but a negative contribution to the Ideal L2 self. Milieu predicted all three components of L2 Motivational Self System. The new proposed construct – National Interest – made a strong contribution to the Ideal L2 self and Attitudes to Learning English.

CHAPTER 5: FINDINGS OF THE QUALITATIVE DATA

5.1 Introduction

In this chapter, I report important findings of the qualitative data, which was collected through the interviews of twenty participants. I will begin this chapter by presenting the findings about the motivational role of participants' learning experiences and future L2 selves. This will primarily focus on the findings related to three major components of Dörnyei's L2 Motivational Self System and will also present various socio-economic details which shape these Pakistani students' future selves and learning experiences. I will then present some other motivational factors which emerged from participants' views. In this regard, the details of collective and relational aspects of participants' L2 motivation will be presented first. This section will also focus on the findings related to the national roles of English as well as the details about the influences of participants' families and friends on their L2 motivation. Finally, I will highlight participants' attitudes towards English language and its L2 community – Anglophone countries as well as broader English speaking community.

5.2 Experiences of Learning English

The results of quantitative data analysis (see chapter 4) revealed that the components of Dörnyei's L2 Motivational Self System made a significant contribution to students' intended learning efforts. However, it was quite unexpected that Attitudes to Learning English, a construct appraising participants' overall enjoyment of the L2 learning process, made the strongest contribution to their expected motivated behaviour in a learning context which is generally marked for its unsatisfactory learning conditions such as lack of facilities and very traditional pedagogic style of teachers in Pakistani English language classrooms (see section 1.2.5). Therefore, I will report first the qualitative findings related to participants' learning experiences in order to see how far these corroborate and/or explain the results and issues emerging in the quantitative component of this study.

Similar to the quantitative component, the interviews included questions about participants' overall learning attitudes subsuming both within and outside classroom

experiences. Overall, the interviewees appeared pleased and satisfied with their overall learning experiences of English when I asked them some general questions; e.g. ‘How has it been your experience of learning English so far?’ In comparison, they showed a mixed response to the specific questions about classroom environment and teachers’ roles, which I will explain later in this section. First, I will report the details and possible reasons of their surprising excitement and enjoyment of learning process and experiences despite the relatively poor learning conditions in Pakistani context. The statement ‘Learning English was pleasurable and profiting experience as well’ (**Interviewee G**) reflects, similar to the views of other interviewees, a highly enthusiastic learning attitude which combines the pleasure and excitement of learning with the realization of the advantages attached with it. Probably, it is the strong internalization of the vitality of this social capital – English language – in Pakistan, which makes these young learners discount the difficulties and problems inherent in the classroom context.

They feel motivated and enjoy learning this language every time they learn a new thing without paying much attention to the classroom facilities. Another interviewee when asked ‘why English is important for you to learn?’ echoed a similar self motivation blending personal interest and social reasons (intrinsic and extrinsic motives) and which also goes beyond immediate learning goals of passing exams and the details of classroom environment; ‘It was my own interest I would say. English is also a genuine concern as it is a lingua franca...From individual to society level, you need English’. He added, ‘As far as my interest in English language is concerned, I feel in English another life. I feel English as my own friend’.

(Interviewee B)

Some other participants felt proud of their association with English and were keen to make its learning a permanent feature of their life. This is quite evident from the following responses to the question ‘Have you enjoyed learning English so far?’

Yes, why not, I feel it my objective and wish to learn English. **(Interviewee D)**

I like it so much that I will keep on studying and reading English till I die. **(Interviewee C)**

Another enthusiastic and self-motivated interviewee (originally belonging to a remote area of Pakistan) while also acknowledging the importance of English in various walks of life and for his future endeavours, considered its learning an end in

itself. The following series of comments, uttered in a confident and resolute tone, demonstrated this point:

I love learning this art...I enjoy a lot learning English... I speak with others even I shut the door of my room and I speak with the walls in isolation... it was a wonderful experience for me to learn a language which was not my mother language and I have learned a lot and I am still learning it and this journey will last forever. **(Interviewee A)**

In such a state of self-motivation, it seems likely that a learner may overlook the difficulties of immediate learning context and focus on her/his prime goal of learning itself. Strong sense of self-belief and inner satisfaction while learning English also drives some students' motivational energy above the considerations of classroom environment. For example, the statements 'I haven't felt that English is a different kind of language... it comes to my mind as I want to say it' **(Interviewee N)** and 'It was very natural and it was very comforting' **(Interviewee G)** indicate students' strong liking for the learning of English.

It was quite interesting to note that for many interviewees, the learning of English was not restricted to its association with their future career plans or material gains. They see different exciting places of English in their future lives that make their learning processes interesting and enjoyable. They believe that English may still have some emotional and personal role in their lives even if they fail to achieve their perceived career goals. For example, Interviewee **(H)** said that English language competence is 'a kind of knowledge and this knowledge is always there even if you can't accomplish your aims... knowledge is within you, I think it really helps'. In a similar vein, some interviewees despite knowing their limited communicative skills in English as compared to their own native and national language enjoy speaking English with others:

It is a mixed experience. Sometimes while speaking English you are not able to interpret completely your views, your ideas because we are not very good in English as compared to Urdu but we enjoy English. **(Interviewee I)**

5.2.1 The Role of Educational Institutions, Classroom Environment and Teachers

Although the participants, at times, seemed to overlook the difficulties of learning conditions while enjoying learning English for various reasons, they also appeared

to understand the importance of broader educational system, classroom environment and teachers in the learning process and discussed their different aspects and roles. The qualitative data revealed that in the dichotomized education system of Pakistan, where state-owned Urdu medium and privately-run English schools continue to exist simultaneously, the broader role of educational institutions in disseminating knowledge and developing attitudes for English language education becomes extremely important. I noted that interviewees were conscious of this class-based educational divide and its strong influence on English related learning ability and self-confidence of Pakistani students; 'Some people study from very good institutions and they are very fluent in speaking English'. (**Interviewee A**)

During interviews, I observed that the students with English medium background, in line with the common perception, were more confident about and satisfied with their present knowledge of English, learning skills and experience. In comparison, the participants with Urdu medium background were less expressive and sometimes less sure of what they were saying. They took long pauses, switched to Urdu and became nervous more frequently as compared to the participants from English medium schools. They were also hesitant to speak sometimes as their answers to my inquiries were shorter and the average length of their interviews is also shorter than their English medium counterparts. Here, I will refer to the words of interviewee (**F**) that may explain the difference of Urdu and English mediums in the minds of young Pakistanis:

Definitely those students who are from Urdu medium they would have some difficulty in that because they have done their matriculation in Urdu medium then again all of sudden they have to study all in all in English. They would have some difficulty and might be they cram... Because I have been from the English medium school, I have been learning English since my childhood. I have been interacting that's why it's easier for me and I was always good at English.

English medium educational background implies a critical advantage for an already advantaged class of the society. Some participants expressed that good communication skills of English language are directly linked to an elite social background. Let us see what this interviewee has to say about one of her class fellows:

In fact there is just one girl who speaks good English and it is just because of good schooling because she comes from a very good, I would

say an elite kind of background. So, that is why she speaks good English. **(Interviewee G)**

The students from less elite English medium schools/institutions, for the people falling in or about middle class, may not have the quality education similar to those from elite schools but they too have an advantage over Urdu medium students because these institutions do focus on English language skills. One participant from such an institution comments about teaching practices there:

It was a practice that you have to speak in English because it is an English medium school so it is a rule that you have to speak whether you speak it wrong or right. **(Interviewee C)**

Because of this tolerant approach in relation to English speaking in their previous institutions, the students from less prestigious English medium schools appear to be more proficient in English than those from Urdu medium schools.

The interviewees acknowledged the critical role of classroom environment and teachers in improving English language skills of the students. However, they showed mixed responses to the questions specific to the practical working of their classrooms. Most of the students with good communications skills appeared more satisfied with the environment. However, less proficient and less confident students found classroom environment less friendly and below their learning expectations. An interviewee complained about the non-availability of the conducive environment for speaking English, when asked about the experience of speaking English in the university class, in the following words:

I am telling you that I don't have the environment in which I could easily convey my thoughts or anything what I have to say in English. **(Interviewee N)**

When asked, most of the participants suggested that their teachers encourage them verbally to learn English by emphasizing the importance of this language for their future. However, the opinions of some participants suggested that teachers do not devise a practical motivational strategy to make less proficient and shy students participate in the learning process and classroom interaction. Therefore, some students, despite their desire and effort to participate, feel alienated in the classroom settings. As this participant opined:

And teachers can play an important role. So far I have seen so many teachers that students while talking in their class feel that nobody is accompanying us. The thing is that teachers should support students,

whether they are committing mistakes, whatever they are doing. They should just create that environment. **(Interviewee B)**

The authoritative and less friendly role of teachers make these students feel in this way; ‘someone superior to you is standing right in front of you’ **(Interviewee J)**. In this regard, even some good speakers hesitate to participate in the classroom interaction in order to avoid committing any mistake because of the fear of being judged by their teachers. When I asked a hypothetical question to a relatively good speaker of English about the disadvantages he might have to suffer in the absence of good communication skills, he replied; ‘my teachers would not have known me well. And in a semester system, it is very important that your teachers should know you’ **(Interviewee G)**. This statement reveals that this participant’s teachers are more interactive and friendly with those who already participate well in the classroom.

In addition to formal classroom teaching, most of the participants also seemed to adopt some informal methods of learning English. They discuss their knowledge of and communicate in English with their friends and class fellows outside the classroom (hostel rooms, canteens, etc.). Some highly motivated students told me that they make it binding among friends to communicate with one another in English in certain settings. Such an informal/broader environment seems helpful in learning and making their learning experiences enriched, varied and entertaining. As interviewee **(D)** pointed out ‘If you discuss with your friends in English like general discussion, your English definitely will improve’. The students feel much at ease/liberated while communicating in these informal settings. This compensates for the controlled and less friendly classroom environment:

Mostly I speak English when we are having fun, I can really express myself better when I am with my friends and they also realize me that I can speak good but I personally think that I can’t speak well while in front of the class, while in front of my teacher. **(Interviewee H)**

This additional informal platform for learning English (e.g. with friends at different social places) seems to have broadened the scope of learning environment of students and contributed to their overall liking for the learning process.

5.3 Future L2 Selves

The examination of interview data revealed a strong presence among participants of the idealized personal visions of their future lives as well as a realization of future obligations which seem to have emanated from their own fears and the critical influence of significant others and society in general. I found that their perceptions of future life have both internal and external references and are also strongly connected to their competence in the English language.

5.3.1 Ideal L2 Self Related Future Visions

The interviewees seemed to possess strong and clear visions of ideal selves. Most of them had more than one choice of future career in line with their current educational achievements. Among most cherished dreams of these students were appearing in different competitive examinations to get hold of prestigious civil services, working as university teacher, engineer, lawyer, journalist, TV presenter, psychologist, and securing some executive position in esteemed national and multinational organizations. The following table (18) will show the division of these participants according to their first choice career.

Table 18: Ideal Future Career Choices

First Choice Career	Total Participants	Male	Female
University Teaching	5	4	1
Central Superior Services (CSS)	5	4	1
Engineering	5	4	1
Psychologist	3	-	3
NGO Sector	1	-	1
Law	1	1	-

In addition, thirteen out of twenty participants wished to pursue higher/research studies (M Phil and PhD) before or after joining their dream future career/s and most of them wanted to go abroad for this purpose. Overall, the participants also had fair ideas of their second or third choices, if they fail to achieve their first choice of career. As interviewee (J) said:

I want to be a lawyer [of International Law] of International Law. If for some reason I fail to achieve that then I will go for civil service. Failure of that will leave me with no option but to go for journalism.

The participants were fully aware of the fact that access to their future careers is also dependent on their knowledge of English. For example, the participant referred to above, who stated that passing the central superior services (CSS) examination and becoming an officer was his second ideal career, revealed a detailed understanding of the process to reach this goal; 'For the entry in civil service, you need good English skills and communication skills as well... I think 80 to 90 percent [written examination] is in English and plus the interview' (**Interviewee J**). Similarly, another interviewee whose father is a lawyer expressed the view that success in this career depends 'fifty percent' (**Interviewee G**) on English language communication skills. It should be noted that law is a profession that mostly deals with the problems of common people who do not know English in the Pakistani context. But this profession involves a lot of English from preparing cases to the presentation of cases in the court (from a lawyer's perspective). The same student, while commenting further on the role of English in becoming a successful professional in any of his ideal careers, said:

I would say even if I go for any job I personally believe because of my good communication skills of English I would be more close to my boss. My boss would give me much exposure, ok you give the presentation, ok you should handle this because English has given me the confidence and English matters a lot in our country. For example, let's talk about jobs generally, nowadays, in jobs, we do give presentations on power point slides. They are all in English. I believe my boss would prefer a person who can better communicate in English.

Another prominent feature of students' future visions was the idealizations portrayed by female interviewees. Their aspirations about future career and life in general were identical to those of male participants which reflects the changing social norms in Pakistan society. The following three statements expressed by female participants from different academic fields reflect this point:

At first, I will go for M.Phil ... then even Ph D. After that, I want to be a professional lady till the end of my life basically. (**Interviewee E**)

After ten years, I would like to see myself as a working woman, perhaps I would be in civil service. (**Interviewee F**)

In next ten years, I see myself on an executive position in a multinational company... [want to go on a] world tour and enjoying sites of historical places especially Egypt. (**Interviewee I**)

Their desires to seek higher education, lead a thorough professional life or travel around the world are, in fact, an indication of their effort to enter into the male-dominated life styles in Pakistani society and reflective of their contemporary empowerment. It is a clear break from the past where most Pakistani women, even educated ones, were expected to restrict themselves to household or less mobile local jobs primarily.

Adding to these future career aspirations, some dreams related to future personality and outlook lead both male and female students to see the knowledge of English as an important trait of their own ideal future selves. English is, they believe, not only a passport to professional supremacy but also helps them to acquire essential personality traits that would make their own ideal self complete and socially attractive as well. Interviewee **(F)** states:

Obviously I can interact easily with the people. I can gain much good status, much more better jobs which I would like to choose and anything which I like to do, I can do easily if I know English.

Another student, visualizing herself as a proficient speaker of English, echoed similar views in a more ambitious tone:

I have a confident outlook. I can understand anyone. I can speak with anyone. So it makes that complex [of not knowing English] lesser than those who can't and it makes you dominating also...you can surpass others... **(Interviewee E)**.

This reveals that their ideal L2 future selves are also well-groomed in social communication and manners. They see English as an important tool for 'shaping up [their] personality', or acquire vital 'social learning' **(Interviewee J)**. Broadly speaking, their personality-related future aspirations involve improvements in personal outlook, communication methods, confidence level and amicability or popularity among others. Interviewee **(H)** expressed that 'the biggest benefit [of knowing English] is that confidence level is boosted up'. Similarly, interviewee **(E)** further illustrated this point and informed me about various advantages of English:

It adds to your confidence a lot. Like, at first, people have a view [outer impression], is she impressive? Confidence is [the] basic requirement to get it... Secondly, you can make others understand that you are not in a state at which you cannot even interact with person who is speaking English. You go even in a restaurant you meet those people who are always speaking English, you will have the menu in English. You have

cards in English, invitations, messages everything. It's overwhelming in our life.

In short, most of these students feel that the skills of English language will not only help them professionally but also develop their personality and provide them with a confident and positive demeanour to deal with different social situations.

5.3.2 Concreteness and Practicality of the Ideal Visions of Future

Most of the interviewees seem to have not only clear visions of their future L2 selves but also have fair ideas about how to achieve them. A cursory view of their academic standings during and after interviews (from the details they provided me) gave me some evidence to show confidence in the practicality and achievability of their dreams. These interviewees knew exactly what they want to be and what is needed to realize their imagined selves. They even had action plans or strategies to reach their future goals, which is an indication of the realistic nature of future aspirations. For example, an aspiring candidate of civil service (**Interviewee J**) reveals a general idea about the skills and knowledge he needs to get through the entry examination, written and oral, and become an officer:

You not only need English but a comprehensive knowledge of world affairs, current affairs and local affairs happening in your country.... and you also need to have very good English for the interview.

We can see that the ideal future selves of the interviewees and the desires these are based upon are not disorderly ideas or aimless fantasies, rather these are purposeful and passionate pursuits. Some of them even know the ways/environments that would be more suitable for the fulfillment of their dreams and they are already preparing to reach there. An interviewee who is planning to become a researcher explains his pursuit thus:

I am going to research on the production of Bio-diesel. It has higher application and higher support in Europe. So, that's why I prefer to go to these countries...I am looking for the scholarships currently, I am preparing for GRE, IELTS and TOEFL as well. (**Interviewee N**)

Similarly, a student who wishes to be a university teacher had already identified the places where his future profession can bring in maximum economic benefits. As he told me that 'I would teach English and I would try to get a good job in Middle East Asian countries because they give good money like Saudi Arabia' (**Interviewee G**).

5.3.3 Ought-to L2 Self related Beliefs

The analysis of quantitative data revealed that Ought-to L2 self contributed significantly to the intended learning efforts of the participants. In addition, the detailed regression analysis of all three aspects of L2 Motivational Self System showed a strong mutual contribution of Ideal and Ought-to self of the participants. Viewing this quantitative analysis as a background, this section aims to present various aspects and the strength of interviewees' ought-to L2 beliefs and their possible contribution/relation, if any, to ideal L2 beliefs.

The qualitative analysis revealed that all participants were convinced of the critical role of English in the making of their future life and social place. They seemed to possess strong ought-to selves wrapped in their future responsibilities, fears of career, social status, personal image and expectations of significant others. Overall, both male and female interviewees displayed a general sense of urgency for learning English owing to the understanding of the negative consequences of not learning it properly. For example, the following statement shows us this prevailing mindset among them and the enormous power of English to affect their future in Pakistani society and worldwide; 'I think English is the first and foremost thing to learn. It is binding on everybody to learn English to survive in current scenario. This is what I believe' (**Interviewee H**). The interviewee explained this point further and showed a similar sense of loss in the absence of English language skills while answering to an inquiry regarding the importance of English for his future life; 'If you've got some good ideas but you can't explain it, you are I think useless to everybody'.

Likewise, a female interviewee (**F**) said; 'It is important to you to know the language in which all the things are being provided to you and by which you are given the label of a good status'. She further added; 'if you have to be something, if you want to be something, if you have to gain some status, you have to learn English, you have to know English and without this you are nowhere'. For this participant, the necessity to learn English itself is so intense that the feelings of enjoyment or good learning conditions do not matter at all apparently; 'I enjoy? I don't think so that I enjoy. I just learn it because I am supposed to learn it'. Here is also another participant's account of fears and predicted future loss, if she fails to acquire necessary communicative skills in English:

I think, I don't have any future. I don't go anywhere. I can't do anything.

I can't survive. I can't have my dreams. There won't be any fulfilment of them because it is a mode of communication which is necessarily required everywhere whether you are in Pakistan or anywhere.

(Interviewee E)

Another participant **(H)** expressed his fear related to success in future career; 'I will [be] left far behind from my other partners or colleagues'. These statements provide a strong evidence of the prevention-orientation of the ought-to self – e.g. the fear of failure, thinking of the possible consequences, stopping bad things from happening.

When a participant expressed such prevailing and overwhelming fears, I enquired further about them in order to identify some more specific aspects of her/his ought-to future selves. Their answers to my probes helped me further to understand the nature of their ought-to selves which were based on expectations of significant others, fears of future career, self image and broader social pressures. In this regard, most of the participants expressed that they would not be considered as educated/learned by others, if they fail to learn and speak English. For example, Interviewee **(A)** said; 'A lot of knowledge is produced in English language and if a person is unable to understand English, how can he be a learned man'. This view was strongly endorsed by the views of other participants as they believed that the people speaking English grab more public attention and their words are thought more valuable and serious as compared to those speaking other languages:

There is a difference because when some people speak English, we take them as intellectuals while when others speak [local languages], people make fun of them or don't take them seriously. **(Interviewee I)**

This broader social attitude drives young students to learn English to see themselves counted as educated and well-respected members of Pakistani society. The Pakistani education system itself makes English an important pre-requisite for becoming a well-educated person because most of the higher education in Pakistan is dispensed in this language as Interviewee **(I)** suggested; 'intellectuals do communicate in English. See all our work on high level, our project and thesis is in English. If you know English only then you can do it'. However, a couple of participants questioned the appropriateness of this broader social behaviour of seeing English as a criterion for somebody's erudition and/or social standing. For example, interviewee **(N)**, who thinks English comes natural to him and is an important part of his future life, during his interview repeatedly objected to the prevailing mindset. He said;

They [English speaking people of Pakistan] are getting more importance. There is a trend but I don't actually prefer English being a standard to categorize people for their educational purposes or for their social respect.

All participants, except one (**Interviewee P**), also feared that the lack of English language knowledge would affect their social image, personal growth and outlook and may lead to social neglect by others. They believe that good communication skills, especially, in English language are essential to present their point of view and image in the society. A strong presence of ought-to self related beliefs echoed in the following words of a participant uttered while he was expressing his views regarding the disadvantages of not learning English:

I think the first disadvantage is that your personality doesn't groom. You are deteriorated in the class, in the society and you are not good enough to communicate better and you are not quite expressive and the other things. Other person will obviously think that he doesn't know anything. If you are good in communicating, you are good in expressing yourself that it is my opinion, it is my point and if you want to clarify your point, you have good solid points to prove that point. If you don't have then you will be neglected in the society. (**Interviewee H**)

The statement reveals that English language skills are important traits of these students' perceived future personalities which they wish to see more successful and likeable in the broader social context. Another participant (**A**) reinforced this point in the following words:

If you are living with the people who are very much qualified [and] you are not communicating in English, you see [an] inferiority complex in your personality that they are speaking very fluently and look at me I am not able to converse even a single thing. There is a personality flaw if you can't speak English or can't speak any other language.

The statement reveals a strong fear that lack of English skills may develop an inferiority complex or flaw in his future personality. The above mentioned findings revealed some social pressures and realities which affect or even control the making of these students' ought-to beliefs.

In addition, most of the participants acknowledged that these social factors are mediated by another external factor of significant others - parents, family, friends, etc. This apparently paternalistic intervention by significant others was noticed more prominently among those participants who were more expressive about the presence

of broader external social factors as well. The following statement exemplifies the role of significant others in mediating social pressures and fears. A student (**Interviewee F**) informed me what her father usually advises her regarding the learning of English:

He says that if you want to be a good and successful person, you should know English language. If you want to interact with people, if you want to be something, if you want status in society, you have to know English.

She added further:

The society has made it this way. I mean your personal point of view does not matter here. You have to do what the society is approving and what the society is all about.

The latter statement seems to echo the impact of the former statement, which shows how the awareness of social needs and pressures is transferred by parents to the children. Similarly, when asked whether people/acquaintances/colleagues inspired him to learn English, an interviewee (**R**) said; 'I don't think so that they inspire but they realize me that it is important'. The statement further elaborates the intensity of social pressure on this Pakistani student to learn English. In other words, his efforts to learn English are indeed directed towards seeking some kind of social validation.

In some cases, students' future obligation and social fears are intermixed and reflect each other. Another student's (**Interviewee E**) account of possible disadvantages of not learning English showed this combination:

At first, inferiority complex because we are, I think, mentally impressed by this. It is all encompassing in all fields of life. Then my parents even they will not regard me anything. They will not consider me.

All participants, when asked, agreed to the point that their family members will be disappointed with them, if they fail to acquire enough English language skills. As interviewee (**I**) said; 'My parents, my family will be disappointed if I fail to learn English and suffer in my future career because of this'. Some of them also added that people other than immediate family members, e.g. friends, uncles, etc. may also be disappointed in such a situation.

On a detailed inquiry, it became evident that most of the people, who were mentioned by interviewees would be affectively concerned with their outcome of learning English and future success, themselves were educated and pursuing professional careers and had seen advantages/disadvantages of knowing/not

knowing English in their practical lives. These people were also the force behind students' academic choices and future career planning which is not a surprising factor in the relational context of Pakistani society. Therefore, all students appeared to accept this guidance/interference willingly and acknowledged their elders' concerns positively:

My elder brother will be definitely [disappointed] because he is the one who always encourages me to speak English and he is always there. He says that if you want any help then I am there but if I'll do nothing, it will obviously hurt him badly. **(Interviewee H)**

Similarly, the importance of English as an important social capital in Pakistani society also compels some parents to make their children learn English. For example, interviewee **(H)** said:

My family also forces me to speak English and that's why they have given me good education throughout, they have given me good schooling upto now. They force me to speak English in home, with my friends, with my family.

Another participant **(F)** said; 'I was supposed to learn English because my father wanted me to learn'. This statement also reveals that the authoritative role of parents pushes some students to learn English and may also help them to develop their ought-to L2 selves as well. Because of their parents' will, they feel obliged to learn English. Overall, we have seen that participants seemed afraid of letting down their families, which implies that future responsibilities influenced their future selves.

5.3.4 The Combination of Ideal and Ought-to L2 Selves

The image of a professionally successful and socially respectable person is these participants' own ideal as well as a social necessity which seems impossible to achieve without the knowledge of English. As interviewee **(J)** opined in an answer to an inquiry regarding his fears about any student who fails to learn English in coming years; 'I don't think then you can be respectable enough in your society because respect comes with knowledge and that knowledge is mostly in English'. We have seen that the notions of 'respect' and 'knowledge' are a part of their ideal as well as of their ought-to selves mediated by external factors. Similar to this statement, there are numerous examples, among participants' comments, which illustrate their ought-to L2 selves supporting ideal L2 selves. On certain occasions, these future selves become so intermixed that it appears extremely difficult to present a cut and dried distinction between them. When I asked some students about

the relevance of English in their life beyond career aspirations, in this hypothetical situation, their answers were blended with both ideal and socially fuelled motivations, as the following statement indicates:

Even if I cannot get any of these aims, I am existing, confidence will be there, self-respect will be there and with that outlook of life, that mode of communication, that level of frankness with others, it will be myself nobody can snatch it. **(Interviewee E)**

The factors of *confidence, self-respect, outlook of life and mode of communication* in this statement may be self-motivated and driven internally but are governed by social and external elements. Even if we remove the motive of future career aspirations of participants, their relation to English is still strong and full of internal and external references. In a realistic situation, the knowledge of English is not only essential to realize their future career dreams and but also to reduce their fears of failure in personal and professional life. An interviewee, who wishes to conduct research in his field of study on an international level, sees English as a potential vehicle to reduce the communication gap between him and the outside world as it is vital to fulfill his dream and career needs:

English will be a very powerful tool there. Here when we are doing research we are using our common language or whatever. But there when we have to do research with the foreign natives in that case the good thing is to have the minimum resistance between the communication. If you want to do research, you have to minimize the difference between the communication medium. You have to minimize, you have to make sure that you don't have to struggle hard to communicate all the research work to others. **(Interviewee N)**

This statement reflects both ideal and ought-to L2 selves of the participant.

5.4 Collective and Relational Aspects of L2 Motivation

The qualitative data revealed some interesting collective or relational aspects of Participants' L2 motivation. In the quantitative portion of this study, the construct of 'National Interest' - representing participants' collective/relational attitudes towards the development and image of their broader national society - had also made a significant contribution to the Ideal L2 self and Attitudes towards Learning English of the participants. These results showed National Interest not only as an interesting new construct in this Pakistani context but also provided a justification for its further

investigation in the qualitative data. During interviews, I found students expressing various collective, national or broader societal reasons to learn English.

Among these reasons, there were also many related to the immediate and micro level social and family pressures and aspirations, which have been discussed above in relation to participants' future selves. However, a large number of these reasons belonged to the broader social and national affiliations of the participants, which fall in the purview of this theme. Overall, the participants were concerned about the development and national image of their country in the world and they were convinced that by learning English they and other Pakistanis can serve their country in these spheres in a better way. Such nationalistic aspirations also appeared to be a part of their future visions. Here, I will report their views about the importance and role of English in various areas of national interest.

5.4.1 National Interest and English Language

5.4.1.1 English not an alien language – No Threat to National and Religious Identity

Eighteen out of 20 interviewees did not consider apparently that English is still a colonial or imperialistic language. Similarly, none of the interviewees stated that English is against their religious ideology/identity. Rather, they viewed English as an important international language, which can be used as a vital force for their own national and religious purposes:

Gone are the days when we used to say that English is the language of non-Muslims. Right now, I have observed Islam rising from the West. So English does not hamper your growth or does not hamper your affiliation with your religion. We should put our emotions aside. English is an international language. We should recognize this fact. **(Interviewee G)**

After listening to this argument, I asked the interviewee about any possible effects of the spread and learning of English on national feelings and identity of Pakistanis. He added:

The same thing applies over here. My love for Pakistan is totally a different thing from my love for English and for my learning English. We should keep it aside from learning English.

Overall, it appeared that these young Pakistanis did not perceive learning English a threat to their religious or national identity. Even if any threat of this kind exists, the

utilitarian worth of this language within and outside the country has overshadowed it. For example, the participant (**R**) expressed strong views about the negative effects of English on Pakistani culture - 'It is totally killing our history, totally changing our culture' - but he still believes that Pakistanis should learn English because of its increasing roles in the contemporary national and international spheres of life: 'You can say in every discipline of life we can't move because it is an international language. We must learn this language'. These interviewees are not only unequivocally supportive of the spread of English in today's Pakistan but are also critical of those segments of the society which speak against its promotion. This support for English is not based on hollow emotional renditions but on strong awareness of its consequences and historical perspective as this interviewee said:

I think in the present scenario Pakistani people needs a lot to speak English or they need to work hard for speaking English because we are lagging behind because of English. If we look before partition [of subcontinent into India and Pakistan, 1947], Muslims were not in the favour of English and I think it was the biggest mistake, which we had done at that time. And presently our religious leaders are also doing the same mistake, they are not allowing us to study English. In this way, we'll not comprehend [express] ourselves because English prevails everywhere. And I think this is the biggest mistake which we have done.

(Interviewee H)

This view implicitly shows us the role of so-called religious leaders and poor government policies in obstructing common people of Pakistan from learning English which is an important skill these days. Overall, this liberal and open-minded view also reflects an obvious English-related social change in Pakistani society. These students deny the conservative views of the past which present English as a challenge to their personal, national or religious identity. Rather, they see English not only as an opportunity for their personal and national growth but also as a vehicle to present their national and religious identity to the world in a better way. As interviewee (**B**) said; 'If you want to communicate, if you want to be on the top, you have to stick to this language. It is not that you lose your root, rather you improve it'.

In this perspective, the notions of English as a colonial language do not seem to affect these interviewees' desire to learn this language. They seem to have an apparently unbiased view of English as an important international language - the learning of which does not pose any question to their loyalty for their country nor

does it seem to be in conflict with their cultural or religious identity. Because of its penetration in Pakistani education system, English does not seem to be an alien or hostile language to these students as interviewee (N) said; 'I have not felt that English is a different kind of language. I feel it fairly natural'. He further added; 'It doesn't seem to me as an outsider's language'.

5.4.1.2 Ideal L2 Selves and National Interest

During interviews, there were various instances when a strong sense of national interest became evident in relation to the participants' L2 motivation. Prominent among these instances was to find some interviewees relating their future career choices to some national or collective aspiration. For example, the interviewee's (J) choice to become an international lawyer was closely related to his desire to present his country's case on international forums and safeguard collective national interests:

I was told about International law and how Pakistan needs international lawyers to represent Pakistan or the case of Pakistan in UN. I have heard that there are hardly two or three lawyers for Pakistan while if you take the example of India, there are almost 40 international lawyers to represent Indian case before the UN council. So there is a need. I want to be a successful lawyer and country need[s] that too. **(Interviewee J)**

Similarly, another interviewee's (H) desire to go abroad for higher studies is coupled with his aim to engage in some kind of cultural dialogue and knowledge sharing with the natives. On his return from abroad, he proposes to share his experience and knowledge with his own people so that they may benefit from it and contribute to the larger interest of the society. He described his future plans this way:

I will go abroad for further studies and want to know the difference between their and our culture. I will prefer to come back and educate our people so that we can flourish also. **(Interviewee H)**

While explaining this point further, he said:

I will engage with the English speaking persons more over there. I will get their perception, the way they perceive things, the way they get knowledge from their readings, from their writings. It will really enhance my abilities as well.

The future aspirations of another participant (B) also involve personal and collective reasons as he wishes to go abroad not only for higher education but also to promote

his local culture and to become an ambassador of peace between Pakistani people and the rest of world. It may be worth-mentioning here that his area (FATA) is among the most affected areas of Pakistan in the war against terrorism. This student seems to disagree with the perceptions about his area and is on a self-assumed mission to promote peace and culture of his area:

To be very frank, as far as my goal is concerned, why I opted for English literature is that I want to be a sort of bridge between Pakistani people and those foreigners. I want to shun their doubts. I want to be peace promoter. First of all, I want to have a reading of their culture. That what do they think, what are those common points we can talk to each other. There are common things we can share. We should come on those points.

He further added:

I would like to translate my own native books written in Urdu and Pashtu into English so that they should come to know the point of view of our people; like Ghani Khan's 'The Pathans' written in Pashtu. So many people have translated it but as I am the resident of that area, I can better translate it.

He strongly believed that these translations would promote his culture as 'we read English literature, we read their culture through their books. We think that they are closer. If our books reach them, we can shun their misconceptions'.

The above-mentioned statements present a strong combination of personal and collective goals. In this way, these statements also support the hypothesis that national interests and ideal selves of young people may be closely linked to each other in collective societies similar to that of Pakistan.

5.4.1.3 International Image of the country

The interviewees were found to be extremely concerned about the international image of their country as a peace loving, progressive and liberal country. Since Pakistani society has suffered enormous human and economic loss in the war against terrorism, the participants were found to be unhappy with its negative projection in rest of the world, especially in the West and its media. This seems to have created a feeling of alienation among young Pakistanis who have grown up during the period of this war. They expressed the belief that they can communicate the true image and situation of their country to the world after becoming proficient in English as it is an international language. As interviewee (G) commented:

They are getting us wrong. They term [think] Jihad is all about bloodshed, it's all about killing and that Muslims are barbarians. That's because of the sole reason that we don't have effective English speakers who can convey our ideas or ideology to the world. Just look at the India. They have their own accent. They speak a much weird kind of English [accent] but they speak good English. They portray themselves to the West and the Western media catches them.

The participants seem to argue that Muslims, especially Pakistanis, are being stereotyped as something what they are not. In addition, they seem worried that Muslims are allowing it to happen because they do not have a proper communication link working with the West. They also believe that the lack of English language communication skills among Muslims and Pakistanis is widening this communication gap. All interviewees, when asked, agreed that the knowledge of English is essential for young Pakistanis to present a healthy image of Pakistan to the world. Similarly, the quantitative data of this study also revealed that most of the students think that English can be a powerful tool to promote a better image of Pakistani society in the world. An interviewee (**J**) reinforced this position in this way; 'I need good [English] communication skills along with sharp senses of reason and rationality to prove that Pakistan is like any other state a peace loving state'. Another participant (**C**) seemed immersed in this sense of collective responsibility and expressed the view that young Pakistanis can combat anti-peace image of Pakistan through the forces of argument and rationality:

They are considering Pakistan another name of terrorism and we have to fight against it. How can we fight? [The] youth of Pakistan can fight against it and when I say fighting, it does not mean come out of your homes and start fighting. Be more intellectual and vote for Imran Khan.

Imran Khan is a cricketer-turned-politician and a relatively liberal face of Pakistani politics. He supports dialogue with people at war in Pakistan and with the West to show the peaceful image of Pakistan. According to many surveys, he is the most liked politician among the youth of Pakistan which implies strong disliking among these young Pakistanis for the way their country is being painted to the world because of war. Therefore, they have a strong desire to present a better image of their country to the world. At the end of an interview, when I gave the interviewee (**J**) a choice to ask me anything he wishes, instead of asking a question, he expressed his desire to send a message for English people. He said:

I have a message for English people, if they listen to this recording, that we are like you, we are peace-loving like you. We hate terrorism just like you. So do not link us to the handful of people that are out there causing this turmoil. So we love peace, you love peace, we are alike. We are brothers living in a global village.

This reflects the desperation among Pakistani youth to present a peaceful image of Pakistan and their religion to the world. To achieve this purpose, they think, good communication skills of English language are imperative. As another interviewee (**B**) said:

The negative impression they have created about Pakistani people, we can only shun this impression only when we have command over English language. Suppose you go to Britain or somebody else to America, we talk to them, we exchange our views with them that our people are not like this as you people have created that image. When we have our communication with those people, we can clarify their doubts. We can clarify their doubts only if we have command over this language.

He reiterated that 'we can only erase, we can only clarify their doubts by talking to them. We can show our culture to them that this is our culture'. However, these young Pakistanis do not trust their political and religious elite's ability to present Pakistan's case on international forums or with the people of other nations. Lack of effective communication skills in English, they think, is one of the major reasons for these so-called leaders' lack of confidence and inability in conveying a healthy image of Pakistan to the world. This may appear to be a simplistic view of complicated international relations but it emerged quite forcefully during interviewees' discussions. For example, interviewee (**A**) said that 'it is a dilemma with our nation that our leaders cannot converse properly in English'. Similarly, interviewee (**H**) argued that Pakistani political and religious leaders are unable to communicate their argument to the leaders of other nations because of their poor communication skills in English:

Until now, we have not got good politicians who can speak English or we don't have any good religious leaders who can speak English. They don't communicate their point of view. They just say that it is wrong. They don't know how to prove that. And while they are communicating with the Europeans or English-speaking countries, they are, I think, dumbfounded over there. I would say that this is the only reason they can't communicate their point.

These interviewees' views strongly reflect that they consider English extremely important to promote vital national interests and image, especially, when the country is going through some crisis. An interviewee even argued that those countries in the Asian continent, which have shown no ideological distance to the learning of English, have been able to portray their image to the world in a better way because they understood the importance of English better than Pakistani people:

India, Israel, Sri Lanka, all these countries have good English. They don't say it distances you from your country. They knew the importance because English is not just the language of [the] West now, it's the language of the world, it's the language of UNO. So, you should know English to convey your ideas. **(Interviewee G)**

In addition, the students thought that not only those of Pakistan but the political and religious leaders of entire Muslim world lack necessary courage and English language skills to protect their interests and image on international forums. Interviewee (G) shared these views while counting the benefits of English language:

There are many, you know, benefits. No. 1, we can express ourselves better. Yesterday, I was listening to a speech of the Israeli prime minister in the congress and he spoke very good English, he talked with the Americans. He was speaking in the congress and it is not that he was speaking the truth but it was just that he had a very effective personality and then I thought that Arabs should answer him. And Arab leaders, Saudis and maybe Egyptians have no person who could speak effective English. There was no person who could advocate their cause..... What we should realize is that of if we want to represent yourself [ourselves], if you want to represent our ideas to the West, we should know their language.

In short, these interviewees think that their national image as a Pakistani and a Muslim is not portrayed positively in the West, which needs to be corrected. However, they think their leaders cannot amend this situation because they lack good communication skills in English which is a language of international communication. Therefore, the participants believe that Pakistanis including themselves should learn English as this language can help them to interact with the people of other nations and, thereby, present a positive image of their country and people to them.

5.4.1.4 National Development and English

These Pakistani students strongly believed that learning English language can help them play an important role in the development of their country because this language is a key to rich resources of scientific knowledge, technology and information in the contemporary world. In this regard, an important argument emerged from the ideas about the vitality and technological superiority of English speaking countries and the significance of English as a storehouse of contemporary world knowledge. More than half of the interviewees expressed their fear that Pakistanis as a nation cannot have a meaningful engagement or sharing of knowledge with these countries without the knowledge of English. When I inquired further about this point, one interviewee responded:

Yes, it is a major reason, we deal with them [English speaking developed countries], we have trade with them, and we have social and political networks working with them. So if we want to communicate with them or get benefit from them and if we have ties with them, then we will have to learn English because we cannot sustain without it. We have to do dealings with them. Even if we wish, we cannot communicate with them in Urdu. Those are developed nations, they will not learn Urdu, we will have to learn their language.

The participant believes her own national language, Urdu, is not an appropriate medium of communication, and later in the interview she implies that the language is not as capable of meeting Pakistanis' needs for scientific knowledge:

Firstly, English has a huge storehouse of knowledge. Secondly, it will bring them [Pakistanis] in competition with the world. If they will insist on using Urdu, it means that they are already one-step behind the world. With the knowledge of English, they can compete with the world in a better way. And they can also present their image in a better way.
(Interviewee I)

The students, overall, believed that the knowledge of English is essential in the contemporary competitive world to progress and survive among other nations. Mere emotional following of local languages without developing them for scientific knowledge and international interaction would lead Pakistani people nowhere. Another interviewee (**F**), similar to others, argued that since Pakistan is a developing state, it has to follow developed nations in order to compete with other nations in the race of socio-economic and technological development:

[B]ecause they are the people who are setting examples before you, because they are the people who are developed and if you are supposed to survive and you have to survive, you have to follow them because you are not anything by yourself. Either you have to be something by yourself or you have to follow them. You have two choices.

I sometimes overtly questioned their hypothesis of relating English to the national development of Pakistan by suggesting the alternative of equipping the national language, Urdu, with scientific knowledge through translations and taking measures to make it more acceptable and popular on international arena. But the participants were not fully convinced with my argument as they thought that such measures would be time consuming. One of them (**Interviewee A**) said; ‘it will definitely take a lot of time and we are standing at a point from which there is no returning back. I think now we should carry on with it [English language]’.

The students think that there should be a sense of urgency among Pakistanis to adapt to the changing world situation in order to bring Pakistan on the road of progress. Otherwise, the state of affairs in Pakistan would worsen further as Interviewee (**A**) further said; ‘The world has become a global village. If you are not knowing what your neighbour is doing, then you will certainly lag behind... we have to get some ideas from other nations’. The interviewee believed that lack of competence in English in some sections of Pakistani society is the reason why Pakistanis have failed to keep pace with the world so far. He added:

We are quite a third world nation and the reason is that we are unable to converse in English. And if we have to remove this blemish [of third world nation] from us, we have to adapt to the situation. I can still remember Sir Syed Ahmad Khan, he established Aligarh University. We saw that Muslims were lagging behind because they were unable to adapt to the conditions and Hindus were. So he said that do as Romans do. So it is a prevalent trend and we have to accept it.

Sir Syed Ahmad Khan was a Muslim leader in the United India (19th century) and one of his major achievements was to convince Indian Muslims to learn English for their own progress and bridge the gap between them and British rulers of that time. For this purpose, he established a university in Aligarh and promoted the learning of English. The reference to the teachings of Sir Syed here itself highlights the need among Pakistanis to learn English on a mass level for the prosperity and well-being of their nation. Therefore, there seemed to be a consensus among the interviewees of this study that Pakistani people should learn from other developed countries of the

world and develop an understanding of the changing world realities in various spheres of life in order to progress collectively. Moreover, such learning is not possible without the knowledge and skills of English. In order to see whether their stance is based on mere rhetoric or some sound understanding of the reality, I further asked what do they mean by learning from other countries. Interviewee (D) responded:

To learn from other countries means to see what they are doing, how they do things especially the development in science and technology. We can get all these things by learning English language.

To me, this explanation seemed to involve some concrete understanding of the reality on the ground in relation to the needs of Pakistani nation. Another participant, who spoke favourably about following the developed English speaking countries, said; ‘They are the most powerful people globally. You cannot deny that all the new technologies are coming from there. If you don’t know English, how can you interpret their technology’ (Interviewee C). To sum up this point, I would like to cite here the words of Interviewee (B) which highlight two important issues of the Pakistani nation and how the knowledge of English can be helpful in addressing them collectively:

We are in a psychological isolation. We can break those barriers while sticking to this language. We can talk to those people that we are not that sort of people the image you have created. Second thing is that a lot of literature and scientific advancement have been taken out in this language, English. So, we can pursue it in that context.

It shows that these Pakistani students believe that the dissemination of the knowledge of English language skills would help Pakistanis in tackling their national issues by learning from the examples of other developed nations and benefitting from the rich storehouse of scientific and technological knowledge available in this language.

5.4.1.5 Intercultural / interfaith Dialogue for National Purposes

Besides the portrayal of a healthy image of their country to the world, the students also feel the need to have a positive intercultural/interfaith dialogue and sharing among nations in the contemporary globalized world. The findings above have indicated that the participants of this study realize that isolation from other nations for any reason is not a viable option for any country in the contemporary globalized world as it can seriously hamper the progress of a country. Therefore, they suggest

that Pakistanis should learn English as it would help them to understand important world affairs and build crucial intercultural relations with other societies of the world:

The actual thing is here that this tells us where we are; where we lie in the whole world. This English builds the connection between other societies and us. If we stick just to Urdu and say that we cannot turn to English or we will not turn to English, in that case we will just increase the differences or distances between the other nations and us. There is [a] positive point of English that we [can] have closer connection with foreign nations and foreign developments. **(Interviewee N)**

Some students even expressed the view that English can be used for both intercultural and interfaith communication. The idea of using English to promote one's cultural and religious views was quite interesting but came as no surprise keeping in mind the increasing roles of English as an international language. Interviewee **(B)** said; 'Even we can promote our religion through this language. We can talk to them. It is not only confined to culture, we can also have a promotion of our religion through this language'. Interviewee **(D)** also told me that an important 'role of English in Pakistani society is, I have already told you, to communicate with foreign or other countries or neighbor countries. I think it's a global language'.

In short, I found that these students fully understand the importance of positive interaction between Pakistani and other societies of the world as it would help Pakistani people not only to share their own socio-cultural values but also to learn from those of others. They also consider English a key to this intercultural or interfaith communication between different nations of the world because it is a dominant international language these days. In a similar vein, interviewee **(J)** expressed the following things while talking about the benefits of learning English for Pakistani nation as a whole:

I think it will make them more integrated with rest of the world. They will not be secluded from the other people. If they learn English and know English, it will help them to comprehend the differences that there are prevalent in the world with their ideology. It will be easier for them to communicate to other people that how their point of view stands corrected and rest of the things come with it.

5.4.2 Milieu

In the findings of quantitative data, we found that participants perceived Milieu as an important motivational factor and it also contributed quite significantly to their

reported learning efforts. The details of qualitative data seem to endorse these findings as all interviewees stated that they are motivated by their milieu (parents, family members, friends, etc.) to learn English. The role of parents was found to be the most important in encouraging participants to learn English. Seventeen out of twenty interviewees informed me that they are regularly motivated by their parents to learn English. For example, interviewee **(I)** said:

Our parents encourage us because they think it is a symbol of our success. By learning English, we can improve our future. They think it is important for us so they do encourage us.

The other three participants mentioned that they are primarily encouraged by their brothers. In addition, very few participants also mentioned other people, e.g. friends, distant relatives, etc. but these people did not appear to be the major source of motivation. Even in the case of parents, the influence of father was predominant as sixteen participants were primarily encouraged by their father and only one interviewee mentioned her mother as the main motivator within family.

Generally speaking, the participants found their families supportive and a healthy influence on their desire to learn English. The participants expressed the influence of their families in different ways, which I would attempt to recount here. Some participants feel inspired to learn English because of the active involvement of their family members in their learning process. For example, an interviewee stated:

My family is an educated family and my father talks to me in English that inspires me and my father is a gifted man. And I admire him a lot because he is very good in English. **(Interviewee A)**

The statement reveals educated and socially well-placed families focus on their children's learning of English. The participant himself is inspired by the position and communicative skills of his father. Another participant **(J)** expressed similar thoughts when asked whether his family encourages him to learn English or not; 'Yes, off course. My father is a lawyer, so he knows the importance of English because the law is also inspired much by English law'. Interviewee **(N)** is also encouraged by his father to learn English. He is also impressed by his father's command over English and success in career because of it. He stated:

He is currently in Saudi Arabia. His strength so far is English. I think he is there and all of the Arabians and whosoever are the in charge there. [They] always appreciate his written work, appreciate, give him assignments for writing important purposes. And they also send him

outside as a representative of the organization because of better command in English.

The above-mentioned statements seem to reveal that the role of English in the success of these participants' parents' careers is a source of inspiration for them. Educated parents' life experiences seem to have a motivational impact on these participants. Another participant (**C**), whose father is a CSS officer speaks English with his father and followed his advice in academic choices so far, said; 'I speak with my dad. My dad actually appreciates a lot. He was the one who said me [to] go in English literature; it is best for you'. It seems that parents' appreciation is a also positive motivational force for these learners.

Similarly, a participant related his keen interest in learning English to his family's (especially fathers) guidance and interest in this regard. He said:

Actually, first reason was my family background. My brother, he guides me a lot. And I think it plays an important role, when you are provided with that environment, you are trained in that environment.

He added:

My another brother is doing Masters in English literature from XXX university. They do encourage me. They tell me that they have all the interaction with the people. They tell me that this language is very much important. If you are fluent in this language, you can express yourself. This gives you confidence. (**Interviewee B**)

These statements reflect a supporting and inspirational culture, in relation to English learning, within the families of these participants. In this environment, sometimes parents even set targets or present models for their children. For example, interviewee (**R**) told me; 'Yes my dad encourages me a lot. When he watches BBC news, he said to me that you should speak English like that anchor'. The statement shows his father's strong desire to see his son speaking English fluently. In a similar vein, an interviewee's (**A**) father told him a way to reduce hesitation to speak English from his own life:

Actually, my father used to tell me that I (father) wanted to improve my English. We had some cows at that time. So, I used to talk with cows. I knew that they would not reply me but just to lessen my hesitation I used to talk to them.

These statements reveal strong influential and inspirational role of participants' fathers in relation to their L2 learning. This is quite understandable in the patriarchal society of Pakistan where father or eldest male runs the main affairs of

family. He is also very influential in young people's decisions of career. Secondly, the fathers of most of the interviewees seem to be successful persons or have seen the fruits of English language in their own lives. In addition, the fathers being the head of their families also provide important socio-economic capital to the young ones of their families so that they may pursue their dreams. Therefore, their experiences, success or words of advice serve as a vital motivational force for these participants.

The data also showed that none of the participants belongs to an English speaking family. However, all participants get some chance to speak English with at least one member of their family occasionally in order to improve their English skills or prove their ability in them. In addition, the social environment outside family also encourages participants to learn English some times. When asked, all participants save one replied affirmatively that they feel impressed or inspired when they listen to a person speaking good English. For example, interviewee (A) said; 'I do get impressed by that a lot if a person speaks English fluently and if he uses good vocabulary'. He further referred to a teacher who is a source of inspiration for him; 'Actually, I see my teacher XXX, Sir, he is very good when he is on mike. Sir, his English is very fluent and I get a lot of inspiration. I do want to be a speaker like him'.

Talking about the efforts to improve English skills, interviewee (D) suggested creating an environment of speaking English with friends; 'Only the environment, I think, only the environment. If you discuss with your friends in English like general discussion, then your English definitely will improve'. Overall, we can see that milieu has played an important in motivating these Pakistani students to put efforts in order to learn English.

5.5 Attitudes towards L2 and its Community

5.5.1 Liking for English

Nineteen out of 20 interviewees spontaneously expressed a strong liking for the English language. It may be pertinent to explain here that liking for the English language is different from the liking of learning English, which includes attitudes towards learning environment within and outside the classroom. Whereas, the element of liking for English involves participants' general disposition towards and

respect for English language itself. Overall, the findings of the qualitative data have informed us that no interviewee showed dislike for the English language itself.

The participants provided me with different reasons for their attachment to the English language. When asked, some of them expressed genuine liking for the language at that time beyond its utilitarian advantages. English appeared to be a part of their new individual/personal youthful identities as well as of developing social relations. An interviewee (**N**) told me that:

One of the most critical things is this that I myself feel it easier to convey in English my personal feelings, my personal thoughts. Even, for example, if I am alone in my room, I am thinking about some dreams or I am thinking about what I have to say to somebody. I, primarily, try to say all of that in English.

He added; 'it is [a] sort of my personal or my own language, so I never get fed up with it'. These statements reveal participants' strong and intrinsic liking for, as well as some kind of affective association with, English language itself as they seem to have internalized their relation with the language.

The point related to the affective association of the participants with English may become more prominent and understandable, if we compare these statements with those showing pure instrumental reasons to like English. Some interviewees stressed that their liking for English is only because of its social advantages and international status. For example, interviewee (**R**) stated;

I like English because it is an international language. But from my internal core, I like my own languages, Urdu and Punjabi. I like to speak Urdu and Punjabi more. Because it is very necessary in Pakistan to learn English and internationally as well, that's why, they go for English.

The statement seems to reveal that the participant's reasons for liking English are purely external and pragmatic. In comparison, his liking for local languages, Urdu and Punjabi is internal and emotional.

It appeared most of the participants have some kind of emotional attachment with their local language/s as well as with English language – a powerful international language which also has a plenty of domestic uses and meanings for them. This dual linguistic affiliation seems to produce some kind of ambivalence in their attitudes towards English language. For example, an interviewee (**G**), who claimed to have

won much appreciation and prizes because of his good speaking skills of English, is quite concerned about his skills in Urdu language:

I am not bossy about my English. I don't go outside and say oh yes I speak in English and can't understand Urdu because learning English has been a very wonderful experience but I also observe that my ties with my national language Urdu. I am not that much good in my Urdu.

The statement shows that despite his proficiency in English and the enjoyment of its learning experience, this participant has a strong emotional bond with his national language, which comes naturally in his expressions without any prompting. Similarly, the fact that English is not the native language of these participants affects the intensity of some participants' liking for this language. For example, when asked how many marks she would give to her liking for English out of ten, an interviewee (E) replied; 'Eight, two [marks not given] because it's not my native one; deduction'. We had noticed in the section 5.4.1.1 that the participants do not see English a threat to their national identity, but still, this statement illustrates, the non-native status of English language might weaken some participants' emotional association with the language.

Most of the participants presented mixed or multiple reasons for liking/learning English which sometimes also reflected their ambivalent attitude towards this language. For example, an interviewee (G) stated different reasons for liking English on a detailed inquiry. First, he said; 'just because I wanted to go abroad, I never learnt English. I just pursued English because I like it'. In response, when I asked whether he really liked English, he replied; 'Yes, I have to because it's my job'. Here, we can see that former statement reflects a genuine liking and feelings for English language, which motivated the participant to learn it. In comparison, the latter statement shows that some career or academic consideration is the motive behind his liking for English. Further, the same participant said the following words while explaining his decision of giving nine out of ten marks to his liking for English:

The reason behind, there are some languages for example Urdu, Urdu is not that rich. I found Farsi (Persian) is rich. Arabic is rich. Urdu sometimes it fails to comprehend the subject very effectively. I may be wrong because I have not studied Urdu literature that much but the much English literature I have read I found it rich. It has discussed various subjects very effectively and it is a beautiful language.

This statement shows that it is the vitality or richness of English language as compared to Urdu, which has endeared English to this participant. From another perspective, this statement, contrary to the apparent views of the majority of participants, may also indirectly reveal a colonized state of mind and an evidence for linguistic imperialism in which local languages are estimated low as compared to English.

Only one (the 20th) interviewee (**F**) showed an impassive attitude towards English language as she said; ‘I don’t like it or I don’t hate it. I am just neutral about it’. This statement shows that this interviewee has learnt this language as a compulsory subject, a social obligation or a personal need but without any special feelings for English. Overall, all remaining participants showed strong liking for English.

5.5.2 Attitudes towards L2 Community and its Culture

The majority of participants (seventeen out of twenty), when asked, showed liking and openness for L2 community and its culture. When asked whether she had any idea about the culture of English speaking countries, a female participant (**E**) presented a brief comparison between the culture of English speaking countries and that of Pakistan:

Liberal, no gender distinction and no controversial views like we have here [Pakistan] - disputing always, have a gender distinction, male and female, all this stuff. And particularly liberal, to be very precise and clear.

This participant sees the culture of English speaking countries as liberal though her understanding of the term liberal is vague and limited to only those social aspects, which, she thinks, are absent in Pakistani society in general. She seems to hold an ideal picture of the culture of these countries, therefore, liked it strongly and wished to explore it by visiting these countries. Another participant (**I**) explained the culture of English speaking countries in similar idealistic terms while expressing her views about it; ‘liberal, democratic, have freedom of everything; every age group has their own freedom’. This statement is also based on the common perceptions of western culture in Pakistan portrayed by western media and movies. However, this statement carries a mixed message of liking and disliking. If we read this statement carefully, it seems that the expression of ‘freedom of everything’ is cynical and refers to social norms and relationships not permissible in Pakistani society. It becomes even more evident when she herself expresses a disliking for these aspects of the culture. She

said; 'No. I am a bit conservative in this way. I don't like much of their culture'. Similarly, another female participant (C) expressed her partial liking for the culture of English speaking countries:

No, not inspired by their culture but if you take culture in terms of their literature then I am very well inspired by literature but not their culture, the way they perceive human relationships.

The statement also reflects an ambivalent attitude of another participant towards the culture of Anglophone countries as she showed liking for a cultural item (literature) but was not inspired by their culture in totality. She has also referred to the same notion of social relations as a reason for her psychological distance from the culture of English speaking countries. A male participant also raised similar points about the life style and relational aspects of English speaking societies:

I don't hate anyone but if culture of their countries I don't like their culture. I like my own culture, my own country culture... [we are] different on the base of living style. They [do] not belong to a family system and we live in a family system, which I want to live in [a] family system where we care [for] each other, we notice other people's problem but I think so in foreign countries they even admit their parents in old house after when they become aged. **(Interviewee D)**

This participant also gave his perceptions about some social aspects of broader western societies as a reason for not liking their culture. However, he seems to be more assertive than other participants about his own cultural identity and the differences existing between his and western cultures. Overall, it may also be seen another example of ambivalent attitude of participants towards the aspects of social relations in the broader western culture including Anglophone countries.

In comparison, another participant alluded to some political reasons for the disliking of a particular English speaking country (USA) by a section of Pakistani people:

Actually as far as the people of FATA are concerned, first of all, they hate English people very much. Because when they see the people of USA, the way they are launching their operation there. All these things, they hate American people very much. Even when I talk to them that I have opted English literature as my subject, they start looking at me in a strange way. **(Interviewee B)**

This statement reveals public sentiment about American interference in some bordering parts of Pakistan instead of a deliberate anger against English and its wider speaking community. This severe reaction should be seen in its political

backdrop and geo-strategic situation of contemporary Pakistan. It should also be noted that this participant himself claimed to have different views, from the other people of his area, about English and its native speakers as he had a strong liking for both. He even drew a comparison between the people of his area and English speaking communities, especially, the British. He stated:

What I extract from the so far literature I have read is that English people, they are very conventional people. When I see them in this context, I feel proud that people of FATA or Pakistan are also conventional people. The only thing is that we are lacking is will. In those people, they take everything seriously, they have a sort of vision, we people do have vision but we don't have that medium to express that vision, to give colour to that vision. **(Interviewee B)**

The statement reveals that the participant likes English people and their love for their conventions. It is also evident not only from his positive comparison between Pakistani and British people but also from his implied desire to see his people emulating British people in their vision and commitment and seriousness to their work. It, overall, shows great liking for and inspiration from an English speaking community. Similarly, another participant (**J**), who claimed to have studied about the people and culture of English speaking countries in detail, also praised English speaking people's love for their socio-cultural conventions:

When you study English, you also study the conventions of English people and English people are conceived here decent, regardless of mind colonization. Whatever you may think of it, but the English people are conceived decent all over the world because of their respect to their own traditions and norms.

It seemed that these participants consider the love for socio-cultural conventions and traditions an important and likeable characteristic of the people of English speaking communities. In addition, some participants viewed English people as devoted professionals and liked the work ethic prevalent in English speaking societies. While sharing his perception of the people from English speaking countries, an interviewee said:

Hardworking, sticking to their own business, knowing what they have to do, busy, of course, not wasting so much of their time or not letting others to waste their time. When they spend on somebody, they want their return and they take it, and also the one who is taking the salary he knows that he has to give something back. He has to work hard to make

it sure that the one who is paying him will be happy from him. Yes, that's a particular. (**Interviewee N**)

This statement highlights some qualities, which reflect true professionalism of English speaking people perceived by these participants. Another participant (**G**), when asked whether he liked the culture of English speaking countries, replied in a similar vein; 'Yes, they are very professional'. Besides their professionalism, the participants also appreciated English speaking countries (especially USA and UK) for their vitality, scientific development in the world. All interviewees agreed on the point that English speaking people are developed and vital in the world. During interviews, the participants highlighted various aspects of the vitality of English speaking communities. For example, interviewee (**B**) focused on the creative way of thinking of the people of these countries and said; 'Because English people are very much creative. We have to take it. We have to recognize their way of life'. Another participant (**C**) mentioned about the political power and scientific development of these countries while answering to an inquiry related to the importance of English in the world:

It is the language of Great Britain. It is the language of United States. They are the most powerful people globally. You cannot deny that all the new technologies are coming from there.

Interviewee (**F**) also answered in a similar fashion to a similar inquiry; 'Because those people are much developed than us, they are powerful'. These statements reveal participants' perception about the vitality of English speaking countries, which, they think, may be an important reason for the present powerful status of English in the world. Interviewee (**D**) also reinforced this point strongly:

Because you know that the country that is in power, its culture is adopted by other countries, the developing countries. If English is the language of a developed country, so we have to learn English. In case, if it is China then we have to [learn] Chinese.... It means I don't like then English language, I like Chinese language.

This interviewee went a step further and seemed to suggest that the political and economic power of English speaking countries is the most important reason for the spread of English in the world, as if any other country would be powerful, her language will be learnt by the people of developing countries. Another participant (**J**) appreciated the vitality of socio-cultural norms of an English speaking country and expressed that these can also be a source of learning for Pakistani people:

They respect their institutions a lot. They know how to treat people, they know when they are wrong, they know [when] they are right. They know how to stand up for their rights. So they know [a] number of things that we definitely are lacking with. If we know we are wrong, we do not care to amend it. If we know we are right, we don't care to stand up for it. There are a number of things, we can learn from English people.

In addition, all participants, even those interviewees that showed disliking for some social aspects of English speaking countries, revealed strong liking for the cultural items of English speaking countries accessible in Pakistan. For example, interviewee **(D)** said:

I like to read English newspapers, they write in English in better way according to international level as compared to those publish in English locally. So in this way I am interested in English language...I listen English I listen normally BBC and other channels.

Similarly, interviewee **(I)** stated; 'I enjoy watching English movies and of course I learn from it'. These statements reveal a strong cultural interest among these participants. They not only enjoy cultural items but also consider them an effective way to improve their English language skills. Another participant found English music helpful in learning English; 'if sometimes I listen music English music, I think it's a good way to learn English'. Another participant **(J)** mentioned that he became inspired to improve his English language knowledge while attempting to read a book of 'Harry Potter'. When asked, he narrated an interesting experience of learning English in this way:

The good incident was that when I bought first Harry Potter book. It really told me that this is the language, I should learn this language. That was the good thing. If that incident is taken out of my life, I don't know what I would have been doing. So that is a good incident, probably better than many incidents of my life.

Movies, music, literature, TV programs, newspapers and magazines are various cultural items mentioned and liked by the participants. In order to see the genuineness of their interest in cultural items, I also asked most of the participants to name their favourite cultural items. All but one interviewee were able to do this, which showed their keen interest and liking for these items. For example, interviewee **(A)** mentioned 'The Pianist' and 'Beautiful Mind' as his favourite

movies. Similarly, interviewee (**J**) stated ‘One Republic’ and ‘Harry Potter series’ as his favourite music band and movies respectively.

Overall, we can see that most of the participants showed their liking and appreciation for the people and culture of English speaking countries. These positive feelings were largely based on the vitality of English speaking countries in various socio-cultural, political and economic spheres as well as the on the prominence of their culture in the world because of its progressive, democratic and liberal norms. In comparison, some participants also highlighted some aspects of the culture of these countries, which were in contrast to their own cultural norms and, therefore, were not acceptable to them. However, despite sporadic feelings of disliking for the norms of social relations in English speaking communities, no participant showed a complete indifference or hatred towards their culture.

In addition, I noticed some interesting gender based differences in participants’ attitudes towards L2 community. While describing the culture of English speaking countries, most of female participants (e.g. **C, I** cited above) primarily focused on certain social aspects (e.g. freedom of social relations, gender equality, liberal outlook, etc.), in comparison, most of male participants (e.g. **G, J, N** cited above) mentioned professional, conventional and political aspects. It seems that these participants focused on those aspects of the culture of English speaking countries, which are noticed and debated strongly in Pakistani society with respect to their gender. Besides, most of male participants, even if they talked about the issues of social relations mentioned by some participants, showed a more tolerant view as compared to their female counterparts. For example, interviewee (**G**) said:

When we read English, we know about English people, we know about their culture, we know that yes they describe sex very naturally. For them it’s not [a] taboo I want to say that yes because of my religion, I can’t like these things. I do say ok you are apart but I can’t oppose them.

From another perspective, this statement also shows an ambivalent attitude of the participant where he is pulled towards and repelled from the culture of Anglophone countries at the same time.

No interviewee, when asked, showed an intention to integrate into the culture of English speaking countries at the cost of their own cultural, religious or national identity. However, some participants showed a desire to adopt some ‘positive’

aspects of western cultures, if they visit these countries in future, to ensure healthy cultural exchange and peaceful coexistence in a globalizing world:

I would try my best to come on common points, common terms. Common terms mean that you want to adopt their culture and, of course, I will try to keep high my identity because that is very much important. Another thing is that flexibility is very much important in this context. If they, I see, are very much tolerant people. They have tolerance, so I will try my best to adjust [to] their culture, their point of view, their way of life. **(Interviewee B)**

The interviewee seems to show a willingness to adjust to, and not adopt, the culture of English speaking countries, as he is equally concerned about his own cultural identity. The statement supports the need of flexibility of views in order to understand the people of other cultures. Other participants also showed similar feelings of flexibility and respect for cultural diversity without any serious desire to merge into other cultures or compromise their identity. In this regard, interviewee **(J)** suggested that, if he goes abroad, he might bring some minor changes in his outlook so that he may not look an alien or a cultural anomaly. He replied in the following way when asked would he like to follow the culture of English speaking countries:

Not really, follow. I believe in the proverb that when you are in Rome, do as Romans do, of course. But that does not mean that I will indulge myself for all my life to become an English man. Even if I am living in Lahore, I will become, I will, you know, sleep in a pant or do whatever English people are doing. That is not the case. But if you are in England or in there, in their land, you have to be like them if you don't want to be standing out or if you don't want people staring at you. Off course, I don't want to leave my roots, that's where I belong [to].

The statement reveals participant's intention to adopt temporarily certain external aspects of the culture of English speaking countries in order to avoid any unnecessary prominence of cultural differences existing between him and the people of these countries. Interviewee **(N)** expressed similar views in an elaborated manner; 'I mean, at some point when you have to adjust there, I may adopt culture temporarily but I will stick to my culture when I return to my country'. Later on, he added:

It's just I may want to stay there but I don't want to take their culture totally. I don't want to adopt the culture totally. I have some fixed rules that I cannot compromise. I have some fixed background, cultural points

that I cannot compare with any culture. I will stick to them while adopting their culture.

When asked, he made it clear that his desire to learn English is based on personal reasons and not on any plan to follow the culture of its native speakers:

Well, purely related to English, I think, it's for my personal growth. It is not to adopt their culture or anything but that plays a part later on in my own growth medium. For example, if I go for the research that may play a significant part in that.

Some interviewees expressed similar views in their intention to adopt and respect good things or ideas of native speakers' culture while also keeping in mind their own cultural values and identity. Interviewee (G) said:

Well my answer would be that I want to be myself [while] picking the good things from their culture. I think there is no harm in imbibing good things. I have learnt, I see that they are very professionals. ... I won't say that I abhor that culture but the things which do not go with my personality, I believe in what Voltaire said that I agree with your right to disagree. So if it comes to English man and if it comes to Pakistan I respect their culture, values, I respect their resistance, I respect the space between us.

Another interviewee said;

I don't want to be a part of them particularly like permanent manner. Like, I want to live there or remain my whole life like their citizenship, I don't. I am not willing in that way. Rather, I wanna approach those ideas. (interviewee E)

These statements clearly indicate that these Pakistani students are not cherishing any desire of integration into the culture of English speaking community. However, they have shown an understanding of and respect for the cultural diversity of the contemporary world.

5.5.3 Attitudes towards a Broader and Vague International Community

In fact, it appeared that their strong liking and respect for the people and culture of English speaking countries was a part of their general openness towards the world outside Pakistan in general and developed western countries in particular. In addition, it reveals their international posture as they also see English as a powerful international language and a passport to get access to the world at large outside Pakistan. I observed that while answering inquiries not specific to English speaking communities or while talking about the international uses of English, the participants

seemed to see a relationship of English with a vague international community, which lies outside Pakistan and not with the native speakers of English only. In this regard, the participants used vague terms, e.g. *foreign*, *abroad*, *international*, etc. while explaining their plans to go outside Pakistan in future as interviewee (F) said; 'If I have to go abroad, I would go'. Similarly, interviewee (A) said the following words while highlighting the importance of English for his future; 'If we go to foreign countries or abroad then it matters a lot. If you are not able to communicate, it will create difficulties for you'. Another interviewee told me what would happen, if he fails to get command over English language:

I can't move internationally, I can't be an international man. You can say in every discipline of life, we can't move because it is an international language. We must learn this language. (Interviewee R)

These statements reveal that for these participants English belongs to a vague international community they wish to explore for different purposes in future. Even those students who were asked to specify the countries they would like to travel to in future, they referred to a broader international community and not only English speaking countries. For example, interviewee (N) stated; 'I am more or less extrovert person. I like to explore the foreign culture myself. So, exploring the culture is also one of my focuses going abroad'. On my inquiry, he told me that he is interested in the culture of European countries. I further asked if he is interested in the culture of any particular European country and he replied; 'Particular country, no, overall culture. For example, I am particularly interested in Spain, Germany, France and UK'. We can see that three out of four countries he named are those where English is not a native language of the majority of people.

Another participant (C) shared similar thoughts of travelling across the world instead of English speaking countries only:

I wish to have world travel and see everyone, everybody, all cultures and come back to Pakistan. I would like to go to Scandinavian countries. And to Dubai, it's so very cheap, all my family residing there and to UK because we have read so much literature and I wish I could see Westminster Abbey where all of these people are buried.

All participants stated that English would help them to interact with the people of international community. Interviewee (A) said; 'It is a good language because most of the books are written in English, people converse in English, and it should be

carried on as an international language'. Interviewee (**J**) also opined that English is a key to international communication on individual basis and even recommended a minimum level of English knowledge for this purpose. He said:

English is probably the only medium how you can interact because you do not have, if it comes to the local level, the individuality, you do not have translators or the team of translators, you need to have the knowledge of English... English is very important if you want to interact with the rest of the world, not only English speaking countries but rest of the world because they themselves, rest of the world, know how English is important to communicate with [the] other rest of the world.

This interviewee has explained in detail how English is important to build communication among the people of various nations. When asked, he added that English is very useful in making international friends, especially through social networking opportunities available on internet:

It helps me making more friends in cyber world, off course. In Pakistan, you don't need English as such to make more friends but in cyber world, social networking, you need English if you want to make friends out of Pakistan in England, Canada, Australia. You need English because you cannot speak, write Roman Urdu with them, you cannot write any other language they don't know. If you don't know English then I don't think you can make friends outside Pakistan.

Another participant shared similar views while explaining the benefits of English in his eyes:

It has given me confidence to explore the world because the world is now the world of English. I have some friends from foreign and I talk to them on internet and yes I find myself that I can speak better than them. I can convey my ideas better. A few years back I had to go to a visit to the South Asian countries, which include Singapore, Malaysia, and Korea. I went there and felt that that I can speak better English and I can convey my ideas to them in better way. (**Interviewee G**)

To me, this statement appeared comprehensive and explanatory in the context of participants' international posture and a critical role of English in this regard. The statement not only endorses the usefulness of English in making international friends and interacting with them on internet but also implies that this role of English is not restricted to interact with the people of English speaking countries. Quite interestingly, all three countries, this participant mentioned, are situated in the Asian continent and are not even European or Western countries, which are sometimes misunderstood as English speaking countries by some people in Pakistan.

Therefore, it shows a clear understanding of the participant about the vitality of English in making and maintaining individual relations among the people of a vague and wider international community. When asked, another participant (C) affirmed this function of English; ‘Yes, to make friends around the world. It is the one medium through which you can talk to that friend. You cannot make signs and symbols and he will understand it’.

The above-mentioned statements highlight the presence of a strong international posture among the participants of this study. With the help of their communication skills in English, they are clearly interested in travelling to and interacting with a wider international community and not only English speaking countries.

5.6 Summary of the Chapter

This chapter presented important findings of the qualitative data in four major sections. The first section underlined interviewees’ experiences of learning English in this Pakistani context, where most of them appeared satisfied and pleased with their learning experiences and showed overall positive attitudes to learning English. However, some students raised some questions about the specific roles of educational institutions, classroom settings and teachers. In this regard, participants argued that their teachers pay more attention to the students with good communication skills and tend to overlook less confident and weak students. Similarly, the students with English medium school background were perceived to have a clear edge over others (e.g. Urdu medium) in relation to their English communicative ability and prospects to gain socio-economic advantages associated with this language.

The second section of this chapter presented a detailed portrayal of participants’ future L2 selves emerged from their interviews. The participants appeared to possess strong and clear ideal L2 selves, which also seemed realistic and practical keeping in mind their current educational choices and status. Similarly, the participants also showed strong and multi-faceted Ought-to L2 selves. They mentioned various social responsibilities, needs and expectations of significant others that urge them to learn English.

The third section of this chapter highlighted the collective and relational aspects of participants’ L2 motivation. Most of the participants did not consider English a

threat to their national and religious identity. Further, they believed that English can help them in improving the image and socio-economic health of their country. Their perceptions about the national roles of English and ideal L2 selves also seemed to be associated with each other. The last section of this chapter focused on the findings related to participants' attitudes towards English and its speaking community. Overall, the participants showed a strong liking for English and for a broader English speaking community worldwide. However, they expressed no desire to assimilate to the culture of Anglophone countries.

CHAPTER 6: DISCUSSION

6.1 Introduction

This chapter presents a detailed discussion on the findings of quantitative and qualitative data. First, it will interpret the results related to Dörnyei's L2 Motivational Self System and its components. In this regard, the chapter will focus the validation of L2 Motivational Self System, the motivational impact of its components, their mutual relationships as well as their association with participants' reported learning efforts and socio-cultural motivational influences. Secondly, the chapter will discuss in detail the motivational role of socio-contextual factors, including Milieu, International Posture and National Interest. Thirdly, I will discuss the symbolic value of English found in the data and its possible motivational influences on the participants. Fourthly, the chapter will highlight and interpret the ambivalent attitudes of the participants towards English language as well as towards the community and culture of its native speakers. Fifthly, the relationship between anxiety and L2 motivation and future selves will be discussed. Sixthly, I will discuss some important findings and distinctive motivational features of the participants based on their background information – gender, the place of main residence, medium of instruction in previous schools and the year of undergraduate study. Finally, a discussion about the effectiveness of a mixed methods approach for L2 motivation research will be presented in this chapter.

6.2 L2 Motivational Self System

6.2.1 The Validation of the Dörnyei's L2 Motivational Self System

The study lends further substantial support to the validity of Dörnyei's L2 Motivational Self System (2009a) as a means of assessing the motivation of learners of English in the contemporary world. Among six scales contributing significantly to the criterion measure, three - Attitudes to language learning English, Ideal L2 self, Ought-to L2 self - represent the main components of the L2 Motivational Self System. Moreover, their mutual relationship and contribution, although by no means they are the same, strongly support Dörnyei's (2009a; Dörnyei and Ushioda, 2011)

stance that these are independent and distinct constructs which measure different aspects of L2 motivation.

The status of Attitudes towards learning English and Ideal L2 self as the strongest contributors to the criterion measure parallels other recent studies in other global contexts e.g. Kormos & Csizér (2008), Csizér & Kormos (2009), Taguchi et al. (2009), Papi (2010), Kormos et al. (2011), Lamb (2012). However, the significant contribution of the Ought-to L2 self was mirrored in Taguchi et al.'s (2009) comparative study of three Asian contexts. This lends credence to Kormos et al.'s (2011) view that this component may have more relevance in some Asian contexts than in western contexts since this construct was not found to be reliable enough to measure L2 motivation (Csizér and Lukács, 2010, Kormos and Csizér, 2008) and did not contribute significantly to the motivated behavior of EFL learners (Kormos et al., 2011) in western contexts.

Overall, the contribution of all three main components of Dörnyei's system to the reported learning efforts of participants may be seen as an important feature of this study and leads me to argue that L2 Motivational Self System may be a valuable tool to measure L2 motivation in a Pakistani context. This study confirms Dörnyei's (2009a) proposition about the distinctive nature of Instrumentality-promotion and Instrumentality-prevention and their strong relationship with Ideal L2 self and Ought-to L2 self respectively. Both kinds of instrumentality neither contribute to each other nor have even a strong linear relation between them. Moreover, each of them is strongly related and contributes to a different future self of the participants. Therefore, Instrumentality-promotion and Instrumentality-prevention may be considered two separate constructs to measure L2 motivation, which is also in line with Taguchi, et al.'s results (2009).

6.2.2 Ideal L2 Self and Learning Efforts

In the present study, Ideal L2 self explains only 20 % of the variance in the criterion measure, in contrast to the summary figure of over 40% claimed by Dörnyei and Ushioda (2011), and the figure of 50% found in other recent studies (Csizér and Lukács, 2010, Kormos et al., 2011). The suppressed result for Ideal L2 self warrants further investigation. However, it does not suggest that the relatively low contribution of Ideal L2 self has completely downplayed its role in explaining L2 motivation of the participants. It may be argued that the intended learning efforts of

a sample of Pakistani students are influenced more by their positive attitudes to L2 learning experiences than their future images of themselves. This also does not mean that they lack a clear vision of the role of English in their future lives, since the examination of interview data clearly revealed that they do not. Probably because of the fact that they were adults and university students, their visions of future were not hollow imaginative fantasies or disorderly ideas.

Their idealized versions of self were quite clear and realistic keeping in mind their current educational status and career planning. These Pakistani learners were not only clear about their possible (includes even second or third choices of career) and desired career opportunities but were also confident that they would achieve them. They showed a detailed understanding of the means (e.g. tests, interviews, public and interpersonal relations, scholarships) and skills (e.g. English language communication skills) necessary to achieve their dreamed career positions and progress in future. They were also apparently aware of the traits that can make their future personalities confident, socially amicable and professionally successful. That is why they were willing to make changes in their future behaviour and adopt new ideas with an aim to reduce the discrepancy between their present and ideal selves. This leads me to argue that these participants are highly motivated to learn English since the construction of elaborated and plausible (likely) ideal selves is an important precondition to achieve their maximum motivational effectiveness (Dörnyei, 2009a, MacIntyre et al., 2009b).

In addition, the finding that some participants had action plans and were already working on them (e.g. preparing for GRE, TOEFL, GRE; applying for scholarships) to materialize their ideal visions also confirmed the potential strength of their ideal L2 selves. This is in line with Dörnyei's (2009a, also see Oyseman et al., 2006) argument that 'effective future self-guides need to come as part of a 'package', consisting of an imagery component and a repertoire of appropriate plans, scripts and self-regulatory strategies' (p. 21). Some participants had even identified the contexts (local and international) where their future selves would be easily realized because of the enabling environment.

The choices of their careers (e.g. becoming a civil servant, engineer, university teacher, psychologist, or working in multi-national companies etc.) were clearly compatible with their current academic endeavours and socio-economic trends of

Pakistani society. All these professions are considered prestigious and lucrative, especially, the civil service which is seen as an instant source of social status (money and power), in Pakistani society; what is more, access to and success in these professions in Pakistan are heavily dependent on English language competence. Overall, these participants' desire to become similar to or identify with the local Pakistani English speaking community reflects the presence of some kind of 'integrativeness' among them, though different from its traditional conceptualization which seeks an identification with native English speakers of Anglophone countries. Instead, the identification is with local speakers of English, and it may have various implications. First, it reaffirms the socio-economic vitality of English speaking community in Pakistan. Secondly, it contributes to the weakening claims of this language's ownership by Anglophone countries. Finally, it might have implications for these learners' linguistic identities and their ties with their local languages.

6.2.3 Motivational Impact of Ought-to L2 Self

The findings of both quantitative and qualitative data revealed a strong presence of L2 motivational aspects related to ought-to L2 selves of the participants. However, in contrast to the meagre contribution of Ought-to L2 self to the reported learning efforts in the quantitative data, the qualitative data reflected that ought-to L2 beliefs (e.g. personal fears, future obligations, expectations of significant others, social pressures and needs) may be a powerful motivational force for these learners. The intensity and range of ought-to beliefs which emerged in the qualitative data was much greater than that included in the questionnaire items related to the construct of Ought-to L2 self. Interview participants showed an overwhelming sense of urgency and need (section 5.3.3) to learn English in order to avoid any sense of loss and fulfil future responsibilities.

There was enough evidence in the data to conclude that students were fully aware of the negative consequences that may accrue to them, if they fail to learn English. For some participants, the need to learn English was so intense that they would even overlook poor learning conditions. There were also various personal fears (e.g. psychological states of inferiority complex, loss of self respect, self-confidence, and personality image) and broader social pressures, compelling them to do what society approves of (e.g. search for social validation and public attention), not included in questionnaire items. It may be proposed that the scope of Ought-to L2 self scale is

broadened in future studies in the Pakistani context and perhaps in other societies sharing some of these collectivist social features. Such a reformulation of Ought-to L2 self may make it more suitable for various L2 contexts and reveal its improved contribution to L2 learners' motivated behavior. The need to reformulate Ought-to L2 self items also came forward in other studies (Csizér and Lukács, 2010, Lamb, 2012).

6.2.4 Mutual Contribution of Ideal and Ought-to L2 selves

The details of the qualitative data also revealed that participants' ideal L2 selves were strongly supported by their ought-to selves. There were many instances where their desire to learn English for ideal visions of the future seemed to be integrated with a need to find social status and validation, as well as a strong realization of social responsibilities, fears and the expectations of significant others. The participants seemed afraid of letting down their families, therefore, their future planning and ideal visions were greatly influenced by the expectations of their families and significant others. In addition, the image of a professionally successful and socially respectable person is their own ideal as well as a social necessity. These details reinforce the findings of the quantitative data in relation to the mutual contribution of ideal and ought-to L2 selves.

The significant mutual contribution of Ideal and Ought-to selves is a positive indicator, because previous studies have suggested that 'harmony between the ideal and ought selves' is an important condition for maximizing their 'motivational impact' and to induce people to make desired efforts to achieve their goals (Dörnyei, 2009a, p. 18). The result is also in line with Oyserman et al.'s (2006) argument that the idealized and ought-to future selves are not necessarily in opposition to each other. They have only different effects on students' learning behaviours and their combined effect can generate highly motivated behaviour as compared to that produced by each of them separately. In addition, the interrelationship of ideal and ought-to selves also suggests that these Pakistani students have internalized the fears of any negative consequences resulting from the failure to learn English as well as the expectations of significant others. This internalization seems to have contributed to the making of their ideal L2 selves. This finding is similar to the one found in Iran (Papi, 2010) and leads us to believe that societies where social pressures, family or significant others play a critical role in learners' academic choices and

achievements, L2 learners 'may internalize the social standards and ideals endorsed by their society or significant others as their own ideal selves' (p.476).

6.2.5 The primacy of the Attitudes to Learning English

The primary importance of the Attitudes to learning English, which included items assessing students' perceptions both of their immediate learning environment in classrooms/universities (e.g. 'I always look forward to my English classes') and also their overall English learning experiences (e.g. 'Learning English is an important aspect of my life'), may be explained by the enormous importance of the English language in the Pakistani education system, where it is taught as a compulsory subject from first grade to graduation. English is also a medium of instruction for most undergraduate programmes in the Pakistani universities. Moreover, for most of these students, classroom or university environment is the only opportunity to learn and speak English because it is not spoken frequently in their homes or society at large. It may possibly be learners' earnest desire to learn English, based on a realization of its utilitarian worth and place in future lives, which has made them rely so heavily on or develop positive feeling about the classroom setting.

Besides, the traditional element of respect for teachers and classroom environment in Pakistani society may be another contributory factor in the largest contribution of Attitudes to learning English. A recent study in a similar Pakistani context (Shahbaz and Liu, 2012) has also revealed a strong and direct relationship between its participants' reported learning efforts and L2 learning attitudes. It was also observed in other settings that 'language learning attitudes of younger students are primarily based on classroom experience and are largely shaped by teachers' (Kormos and Csizér, 2008, p. 22).

The overwhelming liking of the participants, based on the averaging of their responses, for their learning context and its strongest contribution to their learning efforts seemed to be a surprising finding in view of the often unsatisfactory learning conditions - e.g. lack of classroom facilities, traditional teaching styles and methods of teachers (Warsi, 2004) - in the Pakistani context. This increased my curiosity to analyze in detail interview participants' opinions related to their learning experiences since it was also commonly found in recent studies (see section 6.2.1). Overall, the majority of participants showed an overt satisfaction with their experiences of learning English. They found their experiences of learning English

pleasurable as well as profitable. Some of them even seemed to have an emotional and personal bond with the learning of English (e.g. taking pride in speaking English; considering English as a friend and its learning as an aim, wish and a source of internal satisfaction), and considered its use as an art to be enjoyed throughout their lives.

However, some participants also raised their voices against learning conditions and teaching practices in their classrooms. The satisfaction of these participants with their learning experiences appeared partly related to their self-confidence and learning achievement so far, which might have induced them to overlook the problems of learning conditions. In addition, most of the students with good communication skills appeared more satisfied with the environment also because they got lion's share of their teachers' attention and class participation. In contrast, the qualitative data revealed that less proficient and less confident students found the classroom environment less friendly and below their learning expectations. The feeling of classroom isolation may also be heightened by the fact that teachers in the Pakistani context primarily focus on writing skills and pay little attention to students' speaking skills which are desired most by them. Though teachers encourage students sometimes verbally to learn English by emphasizing the importance of this language for their future, they do not devise a practical strategy to involve less proficient or shy students in classroom interaction and activities. Instead of working on students' learning needs, teachers spend most of their time in lecturing course items in a non- interactive and boring way. In the process, some students, despite their desire and effort to participate, feel alienated in classroom settings.

The qualitative data shed light on the broader educational divide in Pakistani society which also defines students' experiences of their immediate learning context. The participants with the English medium background were more confident and satisfied with their English learning experiences as compared to those with the Urdu medium background. The participants rightly believed that studying in an English medium school is a big advantage in Pakistani society and it makes the task of getting proficiency in English a lot easier. The discriminatory role of English medium schools was also observed in other EFL contexts; e.g. Coleman (2011) argued that the Indonesian upper middle class wants their children to study in English medium schools to provide them with a competitive edge over others in relation to future

opportunities in higher education and jobs. Broadly speaking, popular English medium schools in Pakistan are privately run expensive schools and only the upper middle and elite class can afford them. It is the socio-economic background rather than individual brilliance and intelligence, which has a direct impact on the choices of students regarding the institutions in which they can study. This situation is similar to that found in Lamb's (2011) study where affluent/educated family background coupled with good early education experiences of Indonesian teenagers resulted in their better command over English skills later on. Lamb relates this situation to 'Matthew Effect', where the cumulative effects of a slight early advantage lead to the 'rich getting richer and the poor getting poorer' (Lamb, 2011, p. 187).

In this way, less privileged/poor social classes of Pakistan are being systematically deprived of quality English language education through a discriminating educational system. This seriously hampers their chances of the realization of individual talents and future success in Pakistani society where English is an important social capital. This also reminds me of domestic continuation of linguistic imperialism of English by the elitist social classes in various post-colonial societies as proposed by Phillipson (1992, 2009) – (For a detailed discussion on this point, see section 6.4.1). From this perspective, the motivation to learn English is also a reflection of a race between haves and have-nots. The haves want to learn it in order to carry on their control over English related socio-economic benefits and prestige and have-nots desire to learn it to break that social shell that has deprived them of their right to progress and explore future possibilities. It is probably also this compulsive social condition which makes these Pakistani students like even less favourable classroom environments since it is the only place for them to learn English. Overall, it appeared that the intended efforts for learning English may be facilitated by the immediate contextual factors but the desire to learn English is also deeply rooted in the broader division of Pakistani community as well as in participants' emotional and personal factors beyond classroom settings.

6.3 The Motivational Role of Socio-contextual Factors

6.3.1 Milieu and its Relationship with Learning Efforts and Future L2 Selves

Both quantitative and qualitative data have revealed that milieu has a strong and healthy influence on participants' L2 motivation, which may not be a surprising finding in a Pakistani context where parents and other family members provide constant advice to these young learners regarding their academic and future career choices because of socio-cultural and religious norms. Because of the enormous socio-economic vitality of English in Pakistani society, it may be a natural choice for the parents and family members (especially educated people from urban parts of the country) to advise/facilitate their children to learn this language for their betterment. In this regard, the participants were also found to be inspired by the communication skills of their educated and professionally successful family members, friends as well as their enabling family environments. This also implies that these interview participants have seen the advantages of learning English in their proximate social settings and, therefore, also see themselves as the potential beneficiaries of the knowledge of English. The seemingly most prominent and inspirational role of the male-parent (father) in the qualitative data, is also understandable, keeping in mind the patriarchal and male-dominated nature of Pakistani society.

Milieu's significant contribution to all components of the L2 Motivational Self System is another important feature of this study which implies that significant others not only shape these Pakistani students' future selves but also affect their experiences of learning English. Milieu's strong relationship and contribution to the ideal selves of the participants indicates that these Pakistani learners might have internalized the influence of their family and significant others. However, I noticed that Milieu showed the strongest contribution to Ought-to L2 self which is similar to the findings of other studies (e.g. Kormos et al., 2011, Csizér & Kormos, 2009, Taguchi, et al., 2009). It implies that the advice and encouragement of significant others create a sense of responsibility and awareness among participants regarding the future consequences of not learning English. Theoretically speaking, this strong relation of Milieu and Ought-to L2 self is quite possible because the latter is also

‘entirely socially constructed’ (Csizér and Kormos, 2009, p. 107) and mediated by significant others (Higgins, 1987).

From a contextual perspective, the contribution of Milieu to Ought-to L2 self may possibly be explained by the fact that most of these Pakistani students rely heavily on their families for moral and economic support during their studies. Because of a strong conventional family system in Pakistani society, these learners of English also remain well-connected to their families and cherish their value systems and norms. Therefore, they feel a sense of responsibility to meet the expectations of their families.

The fear of not meeting significant others’ expectations in future life was an ought-to belief which also emerged prominently in the qualitative data. Related to this, another finding implied that most of the participants’ ought-to beliefs are actually formed by the realization, of social pressures and future needs, developed because of the active paternalistic involvement of their parents and significant others in their lives. This is in line with Kormos et al.’s (2011) argument that ‘[f]or the majority of language learners, and even for young adults, parents and the family are the mediators of the societal and cultural values and norms’ and may affect their self-concepts (p. 512). This parental intervention can be very influential at times as my own life experiences (both as a student and teacher in Pakistani context) attest: I can recall many instances where young Pakistanis followed the will of their parents even at the cost of their personal choices. Overall, the contextual factors have also played an important role in explaining the L2 motivation of the participants in this study. The relatively strong contribution of Milieu and the Ought-to L2 self to the reported learning efforts of the participants, compared to findings in other contexts (e.g. Hungary in Kormos and Csizér, 2008), may reflect the central role that parents and other family members play in the planning of young people’s futures in Pakistani society.

6.3.2 Reciprocal Relations and Support for Kormos et al.’ Interactive Model

This study provides some support to Kormos et al.’s (2011) emerging ‘interactive model of motivation’ (p. 511), firstly for the way it highlights the reciprocal relationship of self-guides, L2 learning attitudes and motivated behaviour. In regression analysis, we can see that Attitudes to learning English and self guides

significantly contribute towards Intended Learning Efforts. In turn, Intended Learning Efforts also contributes to Attitudes to learning English and a self guide – Ideal L2 self. This implies that a positive future image of oneself as an L2 user and good experiences while learning may increase one’s learning efforts, but at the same time extended and focused learning efforts may lead one to develop a strong Ideal L2 self and a liking for the learning situation.

Further, in line with Kormos et al.’s (2011) interactive model, future self guides and positive attitudes to learning English have also shown significant reciprocal relationship to each other through mutual contributions. However, this relationship between the self guides and Attitudes to Learning English is slightly different from the one observed in the Chilean context (Kormos et al., 2011) where Attitudes to Learning English interacted only with Ideal L2 self and not with the Ought-to L2 self as here. Secondly, the study supports Kormos et al.’s ‘interactive model’ (ibid.) through the prominence, as we have seen, of other factors such as milieu and the learner goals of International Posture and National Interest.

6.3.3 International Posture and National Interest

The contribution of International Posture and Cultural Interest to participants’ reported learning efforts reveals that their openness to the world at large affects their L2 motivation positively. In addition, International Posture’s contribution to the Ideal L2 self is in line with previous studies (Kormos and Csizér, 2008, Csizér and Kormos, 2009, Kormos et al., 2011, Yashima, 2009) and underlines international students’ realization of the critical role of English for communicative needs in today’s rapidly globalizing world. In this way, the study reflects on participants’ desire to participate in the broader international community and supports the findings of a study in another Asian context – China - (Pan and Block, 2011) where L2 learners believed that ‘English opens a window to the world’ for them and also make them feel ‘modern’, ‘international’ and ‘connected with the world’ (p. 396).

However, the contribution of International Posture in my study is modest in contrast to the newly developed construct National Interest, which also contributes to participants’ Attitudes to Learning English. This finding implies that these Pakistani learners’ image of themselves as future English-users is associated with a desire for the socio-economic development, internal harmony and the international reputation of their country. This may reflect the current situation in Pakistan; its involvement in

the international war against terrorism has badly affected local and international trade, investment and tourism, and has also damaged the image of Pakistan as a peaceful, progressive country, and of Islam as a religion of tolerance and compassion (Shah, 2011, Ali, 2010).

These young, relatively well-educated Pakistanis view their own and peers' developing competence in English as a positive step towards restoring the health and reputation of their country. Therefore, it may be assumed that the desire to present a better image of one's country or engaging in meaningful intercultural communication, an important aspect of National Interest, may become more prominent when a nation is going through an image or identity crisis or rapid socio-economic changes. This also leads us to argue that a powerful second or foreign language can be an effective 'medium for expressing group solidarity and shared social purpose' (Tobin et al., 1989, p. 189, cited in Rivers, 2011, p. 111). It also supports Rivers' (2010) argument that some kind of national attachment can be a highly valuable component of English language learning in today's world. The motivational role of national interest in this study confirms Orton's (2009) findings, which show that Chinese people consider English important for the socio-economic development of China by taking advantage of the scientific and technological learning and modern values of the west. This discussion also leads me to argue that a desire to use English in the future for the benefit of society is a characteristic of L2 motivation in more collectivist societies where there is a tendency for individuals to stress group rather than personal goals.

Reviewing the potential value of the L2 Motivational Self System, MacIntyre, et al. (2009a) advised that cultural differences in people's self-concepts may influence the motivational qualities of possible selves. For instance, it is well-established that individuals in collectivist societies tend to view themselves as more interdependent with other members of society (Markus and Kitayama, 1991, Triandis, 1995, Miller and Schaberg, 2003). Researchers in cultural psychology recognize that relational motives for action can be just as powerful for certain individuals as personal motives. Gore, et al. (2009) write:

[M]any Westerners assume that personal motives are the most effective in directing behaviour because they are also expressive of the individual, independent self.... In contrast, members of Eastern cultures may

perceive relational motives as more effective reasons for pursuing goals because they involve a collective interest in the outcome. (p. 77)

Lamb (2013) found that the Ideal selves of young adolescents in Indonesia were heavily infused with social motives, such as making their family proud of them, serving the local community and advancing the interests of their country; their motivation to learn English was therefore not purely driven by personal ambitions. I have discussed above that the relational responsibilities (e.g. family and social expectations) of the participants strongly influence their visions of future selves. Similarly, national interest may also be viewed as a large-scale relational motive, stimulating them to invest effort in learning English for the sake of their wider community. While differences are sure to exist in individuals' identification with their country, we might expect to find national interest acting as a stronger motive for English learning in Eastern cultures than Western.

As a new construct, National Interest seems to be independent and distinct. Statistically speaking, it has shown correlations with other constructs but those relations were not high enough to create any doubt about its status as a distinct variable. There is also a significant difference between National Interest and International Posture but they are not the opposite of each other. They seem to co-exist, each contributing something different to the L2 motivation of Pakistani students. In a Japanese context, we can also find the existence of partially similar concepts, 'Nationalism', and 'Internationalism' (Sullivan and Schatz, 2009, Rivers, 2011) showing a relation with the English language learning attitudes of the participants. Overall, the study supports our proposition that National Interest may be a vital motivational force for Pakistani EFL learners contributing strongly to their Ideal L2 selves.

The qualitative data also brought forward some interesting aspects of national interest in relation to participants' English language motivation. It was interesting to see that these young Pakistanis do not consider English a colonial or imperialistic language. In spite of the knowledge of imperialistic associations of English in the past because of the British rule (1857-1947) and political domination of English speaking countries (USA, UK) in this part of the world after that, the majority of participants do not consider English an emblem of colonial legacy or a representative of imperialistic designs. This may possibly be because of increasing domestic/national and international roles of English in various parts of the

contemporary world where the ownership of English is spreading and is no longer restricted to Anglophone countries.

In contrast, it is also possible that the participants are still too young to fully understand the apparently invisible implications of the imperial past. These findings are in line with Shamim's (2011, p. 293) argument that the perception of English as a tool for personal and national development in Pakistan has overtaken the concerns for social identity and cultural domination 'from an erstwhile colonial language'. This is also in line with the findings of an attitudinal study in a Pakistani EFL context (Jabeen et al., 2011), which revealed that the majority of participants neither considered English a colonial legacy nor did they think its learning could hurt their patriotic feelings in any way. It is probably because of an increase in the local and international uses and 'the transformative power of English' and a decrease in the perceptions about its relation with the imperialistic and divisive social forces (Graddol, 2010, p. 120), that most of the interviewees of the study explicitly denied that the learning or spread of English in Pakistani society can be a threat to their socio-cultural, national or even religious identity.

Overall, the participants do not seem to view English as an alien or hostile language. Instead, they see it as a critical vehicle to promote their national, cultural and religious interests and identities. These views are quite similar to those found in other Muslim societies of Jordan (Al-Haq and Al-Masaeid, 2009) and Saudi Arabia (Al-Haq and Smadi, 1996) where young students do not see English a threat to their religious identity rather they see it an important way of spreading the true teachings of their religion. These Pakistani students' desire to use English for their religious purposes is not simplistic since English as a powerful international language may be an effective medium to voice their true religious identity and teachings, which they think are being misunderstood by the world. The relation between a powerful language and the promotion of religious teachings is not new as Phillipson (1992) has also mentioned the use/spread of English by Christian missions to preach their faith in various parts of the world. In this regard, some more recent works (Wong and Canagarajah, 2009, Wong et al., 2013) have not only explored the relationship between people's beliefs and language learning/teaching but also emphasized the need to highlight various contemporary religious/spiritual aspects of English language learning and teaching.

The wide distribution of English as a lingua franca has encouraged many individuals in EFL contexts to use English for their personal and national purposes. For example, English is also considered as a tool for meaningful cultural exchange with the West and for a positive portrayal and consolidation of Chinese identity (Orton, 2009, p. 290). Moreover, the efforts to make 'English a Chinese language' (Lo-Bianco, 2009, p. 206) is a noticeable development in understanding the changing national role of English in the contemporary China and developing world at large. There seems to be enough evidence to believe that English may serve important national purposes in today's globalized world as the studies in various countries, e.g. Japan (Rivers, 2011), China (Orton, 2009, Lo-Bianco, 2009), Jordan (Al-Haq and Al-Masaeid, 2009), Saudi Arabia (Al-Haq and Smadi, 1996) and Pakistan (Shamim, 2011) have reflected on the role of English in achieving vital national interests. Similarly, this study has also reinforced this view about the positive national roles of English.

During interviews, the participants clearly mentioned their intention to use their knowledge of English to have a dialogue or interact with the people of other cultures/faiths in order to restore the image of their country, which has been distorted recently because of frequent terrorist activities and their socio-economic backlash occurring within its boundaries in the last decade. These collectivist concerns of the participants exacerbate because of their feelings that the rest of world does not understand their point of view and the western media does not portray their country and religious identity fairly. These circumstances have created a sense of alienation among young Pakistanis and also reflect Shahbaz and Liu's (2012) suggestion that the interference of NATO and USA forces in Pakistani policies might have affected young Pakistanis' attitude towards international community.

In this regard, they also blame their countrymen for their lack of communicative skills in English which denies them an access to western media. This highlights, firstly, the need of common platforms and mediums of expression to bridge cultural/national differences in the contemporary world and, secondly, how important English is becoming for the purpose of intercultural communication in a rapidly squeezing world scenario. Participants' suggestion that government should make policies to encourage the effective learning of English on a mass level is associated with their belief that English can help Pakistanis to learn from

progressive and culturally acceptable socio-political western values as well as it can give them access to the rich storehouse of knowledge produced by developed nations and available in this language. This point implies that these Pakistani students view English as important national capital, which can be used to prepare/train young Pakistanis to work for their individual as well as collective national progress. This may further be understood in the light of a trend and discourse, common especially in the countries belonging to Outer and Expanding Circles (Kachru and Nelson, 2006), presenting English as a powerful tool of individual and collective/national empowerment (Pan and Block, 2011, Meganathan, 2011, Graddol, 2010).

The in-depth analysis of interview data also revealed that participants' frequent use of pronouns 'we, us, our' reflects the assertion of their collective/national identity. Similarly, they used 'they, you, them, their' to talk about collective others, e.g. international community, western countries and India. Keeping in mind the historic rivalry between India and Pakistan, it was expected that the participants referred to India as a competitor nation while discussing their own national interests, which may also be understood as an assertion of their national and cultural identity. Given its birth, Pakistan's identity must be closely tied up with that of its big neighbor - India. English has a role here both because it is needed directly in negotiations with the rest of the world, and indirectly it indexes (to some extent) a country's level of development/sophistication.

6.4 The Symbolic Capital of English

The symbolic and instrumental value of English in the society was a great motivator for the participants and it also strongly influenced the formation of their imagined future selves. Therefore, I decided to discuss this in a separate section here. It was quite striking to see that even the two participants who talked about the cultural threats of the English language were also supportive of the mass learning of English because of its utilitarian and communicative vitality within and outside Pakistan. This support for learning and promoting English was based on their realization of the fact that their own national language - Urdu - or other local languages are not fully developed to meet Pakistanis' needs of international communication and scientific knowledge. This situation clearly reflects a superiority of English over local languages, which is not unique to Pakistani society but it spans over other

EFL/ESL contexts in the contemporary world. For example, in Pan and Block's (2011) study, Chinese students assigned a 'higher and superior status' to English over their native language because of the 'communication potential' of this '*de facto* global language' (p. 398). Andrea Parmegiani (2008) provides a similar account of a South African context;

Given the fact that English is a precondition for professional employment, it is not surprising that native speakers of African languages are more concerned with appropriating the highest possible level of English expertise than in increasing the market value of their mother tongues. (p. 121)

The findings of this study are also in line with De Swaan's (2001) hierarchical global language system theory which suggests that speakers of various languages in the world tend to learn a higher order language with greater communication value and socio-economic benefits. Besides the detailed views of interview participants, high scores of both scales of Instrumentality and their relation with participants' future selves in the quantitative data also seem to support this argument.

The overwhelming support for English language among the participants may also be explained by the backdrop of their socio-cultural context. This predominantly urban middle class sample of Pakistani students, already studying in universities and having some proficiency in English language, can see itself taking advantage of better English proficiency in future. Therefore, it may not be surprising that they are in favour of English playing a large role in Pakistani society. This point may further be elaborated in the light of Bourdieu's (1991) forms of capital – economic, social, cultural and linguistic - working in a society. According to Bourdieu (1991), none of these forms of capital can be valued highly unless they achieve symbolic capital, i.e. wider social recognition, legitimacy and acceptance. English carries enormous symbolic capital in Pakistan, which also promises easy access to economic (esteemed jobs, promotions, financial incentives) and social (entry into or the membership of influential social, business or academic communities) capital. It is also considered a language of the educated social elite which has governed over the economic resources of the country since its creation (see section 1.2.3). Moreover, the global spread and increase in the value of English as a lingua franca in recent times (Crystal, 2003, Pennycook, 2001) have also added to its symbolic capital in the country.

Both quantitative and qualitative data have revealed that the participants' strong willingness to learn English is closely associated with their realization of its role as a gatekeeper to economic and social capital. This explanation is also supported by the finding, discussed above (6.2.4) that participants' own idealized future images are not only as successful professionals but also socially amicable and vibrant selves. This also upholds Pennycook's (2001) stance that the global symbolic and cultural power of English yields enormous socio-economic advantages for its native speakers all over the world. In the overall Pakistani context, Shamim (2011, p. 295) maintained that '[t]he huge promise of English as a 'world language' for economic and personal development seems to be a major driving force for the younger generation's desire to learn English in Pakistan', where the recent increase in its global economic capital has also 'added a universalistic dimension' to its teaching and learning (p. 291). Similarly, Shahbaz and Liu (2012, p. 124) highlighted that the powerful global position of English 'works as igniting force' for Pakistani students in relation to their L2 motivation. The participants of another English-related attitudinal study in a Pakistani setting (Jabeen et al., 2011) also viewed it a powerful and beneficial international language. This discussion helps me to argue that the participants of this study may be fully aware of the symbolic capital of English language in both Pakistani and global contexts and they want to convert it into their socio-economic gains.

6.5 Linguistic Imperialism and the Appropriation of English Language

Despite an apparent rejection of the colonial legacy of English by the participants, their overall views and linguistic attitudes suggested a form of continuing colonization of minds and a sustained state of 'linguistic imperialism', in which 'the domination of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages' (Phillipson, 1992, p. 47). Linguistic imperialism is not a static entity and new methods are adopted to maintain the power of a dominant language (e.g. English in the contemporary world) as socio-cultural and political conditions change in the relevant contexts, therefore, it may take 'new forms and realizations' (Canagarajah and Said, 2011, p. 388). After independence from the British rule, the

imperialism of English has been maintained in Pakistan through local socio-cultural, economic, political and educational structures (institutions) and norms.

Participants' views that the proficiency in English is not only a major achievement in itself and an important personal trait but also a gateway to valuable jobs, social groups and the institutions of higher education clearly indicate the continuation of colonial education systems, where the 'successful learning of English was the primary goal', a necessary requirement for university education (Phillipson, 1992, p. 128), 'the official vehicle and the magic formula to colonial elitedom' (Ngugi, 1985, p.115 cited in Phillipson, 1992, p. 130). The situation is also similar to that described by Phillipson (1992, 2009) and Parmegiani (2008) in independent African countries where the imperialism of English and French is still deeply rooted. In Pakistan, it may be explained by the fact that the local ruling elite in the post-colonial era continued colonial educational and professional policies. Despite repeated promises and declarations by the successive governments, Urdu failed to replace English in official and higher education spheres (Rahman, 2003). This may possibly demonstrate an obvious lack of will on the part of the ruling (bureaucratic and social) elite to change English-based professional and educational set up of which they were the greatest beneficiaries.

Urdu and other local languages were systematically ignored and no serious efforts were made to develop it for complex official and higher education purposes, which also resulted in their lower social prestige as compared to English(ibid)(ibid)(ibid). This situation was reflected in some participants' explicit views that they will get less social respect and public attention if they say something in local languages and the situation would be exactly opposite to this, if they speak English. These views may be seen as a 'psychological manifestation of linguisticism' (Canagarajah and Said, 2011, p. 390), which refers to '[i]deologies, structures, and practices which are used to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language' (Phillipson 1992, p. 47).

Linguicism has serious implications for the contemporary contexts where 'English is equated with prestige, while failure to use English or even using other languages may connote lack of status' (Canagarajah and Said, 2011, p. 390). This view was also supported by the by the work of Oda (2000) in Japanese universities.

Canagarajah and Said (2012, p. 390) further explain that linguistic imperialism is ‘analogous to racism and sexism’ and highlights an inequitable attitude towards languages in a society where a certain language is promoted and other languages are stigmatized. These factors led Phillipson (2012) to emphasise the need to understand whether English is expanding in the contemporary world at the expense of cultural/linguistic diversity and academic freedom of the people in many EFL contexts.

Moreover, the declaration of English as a compulsory subject from first class in all schools by the incumbent government, stating the international and domestic importance of this language as a reason behind this decision (Ministry of Education, 2009), has further enhanced the vitality of English in the country. If we couple this with the participants’ desire to learn English because of their interest in international spheres of communication, jobs, media, travel, education, technology, entertainment, fashion, etc., it will indicate the presence of a contemporary aspect of linguistic imperialism in which the dominance of English has been ‘sustained by transnational processes and institutions’ (Canagarajah and Said, 2011, p. 389). Because of strong institutional and agential support of English, most of these Pakistani students might have internalized the domination of English and, therefore, do not consider it as a foreign imposition or colonial legacy. Since these participants are the potential beneficiaries of the dominance of English, they may also possibly be assumed to work unknowingly as agents to further the imperialism of English.

Participants’ statements revealing a liking for the British or American accent or their admiration of those fellow students who speak with these accents and come from elite English medium schools reveal some evidence for the presence of ‘native speakerism’, another aspect of linguistic imperialism (Canagarajah and Said, 2011, p. 391) among them. Pakistan is among those post-colonial societies which have developed their own local variety of English with its own distinctive linguistic features and accent (Baumgardner, 1995, Mahboob and Ahmar, 2004). However, the interview participants of this study seem to admire and prefer the native speakers’ accent (British or American as mentioned by the participants) over their local variety and accent of English.

In contrast to the continuation of linguistic imperialism, there have been enough global changes in last few decades – e.g. fall of direct political imperialism, the spread of English and its ownership worldwide, ever-increasing domestic/national

uses of English, development of indigenous varieties of English, growing possibilities for masses to learn it in many developing societies including Pakistan – which make us believe that the democratic powers of English are also on the rise in the contemporary globalized world. While arguing about this new face of English in the Indian context, Graddol (2010) pointed out that ‘English language has emerged as a powerful agent for change’ and is viewed as a ‘means of inclusion’ in India, where it used to be ‘a key part of the mechanism of exclusion because of its very unequal distribution in society’ (p. 120). Meganathan (2011, p. 58) also asserted that English is ‘now in demand by every quarter as a means of progress and key to a better life’ in India. Therefore, viewing the spread and power of English from the perspective of linguistic imperialism would be a one-sided and deterministic explanation of a broader issue in the contemporary world.

In this study, the apparent disassociation of English from colonial legacies and its perceived relationship with diverse personal and collective purposes may also support the view that the spread of English in recent times is more liberal and democratic than in the past. This may also align with Canagarajah’s (1999, 2006) argument that learners of English as second/foreign language may appropriate English to serve their own socio-cultural needs, values, interests and ideological orientations and therefore they can resist imperialistic associations of this language. For example, L2 users’ desire to achieve and maintain new personal identities (both local and international – see Lamb, 2004), or promote/assert collective, e.g. national, religious, gender-related, cultural identities and goals (see Wong et al., 2013, Wong and Canagarajah, 2009, Orton, 2009, Al-Haq and Al-Masaeid, 2009, Lamb, 2013) may be important reasons for learning English in today’s challenging global world and were also found to be prominent in this Pakistani context.

6.6 Ambivalent Linguistic Attitudes and L2 Community

The lack of reliability and internal consistency of Integrativeness resulted in the exclusion of this construct from the final analysis of this study. As we know, Integrativeness formed an important part of many studies on L2 motivation in various contexts including some recent ones (see Dörnyei et al., 2006, Ryan, 2008, Taguchi et al., 2009). Therefore, its very low reliability in the context of this study needs some elaboration. This may partly be explained by its limitation in number of items (three) and partly by its problematic nature (Ryan, 2008, Shahbaz and Liu,

2012). The young participants of this study have shown a strong liking for English and a realization of its importance for the purpose of interacting with the international English speaking community, of which particular native English speaking countries are also a part. It may be seen as their general openness to English speaking communities all over the world. However, they were found to be afraid of assimilating to another culture at the cost of their national or personal identity. These mixed feelings might have severely affected the internal consistency of the Integrativeness scale. Most of the participants showed an ambivalent attitude in response to the inquiries about their feelings for the culture of English speaking countries. They showed a strong liking for the English language and its native speakers but had reservations about some social aspects (e.g. freedom in extra-marital relations/sex) of the culture of Anglophone countries. In addition, the absence of any explicit desire among interviewees in relation to integration or long term participation in Anglophone communities and culture suggests that Integrativeness - in its traditional sense - may not be a suitable construct to explain the English language motivation of these Pakistani students.

In addition, the qualitative data also revealed that participants referred to/addressed a broader English speaking international community while talking about the communicative uses of English outside Pakistan. The concept of integrativeness loses its strength in the contexts similar to Pakistan where an identifiable community of native speakers does not exist. It has also lost its utility in the contemporary global world scenario where English is used as a major lingua franca and its ownership has shifted from a static Anglophone community to a vague and ever-expanding English speaking international community (Yashima, 2009, Ryan, 2009).

Participants' reasons for liking English also generated mixed and ambivalent responses. They provided various - utilitarian, affective, personal, collective, domestic/national, international - and sometimes even conflicting reasons for liking English which showed that multiple factors are affecting their L2 motivation. Some participants stated emotional attachment with English while others with their local languages and explicitly informed that pragmatic value of English was the only/main reason for learning it. However, I found it quite interesting when most of the participants mentioned both strong pragmatic as well as powerful emotional associations with English language, which showed the complex nature of their L2 motivation. This is in line with Norton's (2000, p.11) proposition that 'a learner's

investment [‘socially and historically constructed relationship of learners to the target language, and their often ambivalent desire to learn and practice it’ (p. 10)] in the target language may be complex, contradictory and in a state of flux’. A recent study in a Pakistani context (Shahbaz and Liu, 2012) also presented a complex picture of L2 attitudes and motivation of the participants.

6.7 Multilingual Identities and L2 Motivation

Participants’ concerns for the deteriorating social place of the local language/s are quite natural and a reflection of their desire to love and preserve what is their own. In comparison, their strong attachment with English implies that they might have internalized the socio-cultural influences, pragmatic gains and positive popular discourses associated with English in Pakistani society. The intensity of this internalization is also evident from the discussion above that participants view English as an important trait of future personality which may help them in furthering their personal, national and international identity. Therefore it could possibly be the association of English with their future and developing identities which has generated affective responses within them for English language. This explanation coincides with Norton’s (2000, p. 11) argument explaining that ‘an investment in the target language is also an investment in a learner’s own identity, an identity which is constantly changing across time and space’. Similarly, an overall assessment of participants’ complex reasons for liking English revealed their desire to learn a language which is not only ‘an instrumental means of communication’ but also ‘a way of generating an identity for themselves, of finding personal significance through explicit attention to articulation and meaning’ (Kramsch, 2009, p. 15).

In this regard, another possible interpretation of participants’ emotional attachment with English lies in their youthfulness because many young people may ‘find in a foreign language a new mode of expression that enables them to escape from the confines of their own grammar and culture’ (ibid, p. 14). Therefore, English may provide these young Pakistanis a medium to manifest their new identities, everyday choices, fashions, relationships. This is in line with the findings of Jabeen et al.’s (2011) study in which many Pakistani students considered English as a popular fashion, which gives them ‘a sense of pride and style’ (p. 115). In other words, it could be a source of internal empowerment and personal fulfillment.

The interviewees' simultaneous attitude of openness to and restraint from the culture of English speaking countries coupled with their liking for some of their cultural aspects (e.g. liberalism, lack of gender bias, tolerant social behaviours) and disliking for other features (e.g. extra-marital social relations) also has implications for their multilingual and socio-cultural identities. The interviewees' liking for some specific cultural aspects of Anglophone countries was based on the desire to see those positive values in their own society. They also believed that English can provide them access to this kind of cultural capital of western countries.

In contrast, their disliking for some cultural aspects may indicate their resistance to the socio-cultural influences challenging their own cultural ethos. This may reflect the reality of many L2 contexts, as argued by Kramersch and von Hoene (Kramersch and von-Hoene, 2001, p. 286), where '[l]earners may be ambivalent about identifying with the native speaker ideal and may indeed resist assimilation'. Kramersch and von Hoene (ibid) further elaborated that '[t]his ambivalence, one could argue, is consistent with the position of postcolonial subjects (Blunt 1994), who may both conform and resist, thus providing a site of productive transgression in their refusal' (p. 286). In this way, their resistance may not be seen as negative aspect of L2 learning rather it may give them an opportunity to appropriate/use English language in line with their cultural orientations, identities and needs.

The development of a Pakistani variety of English may be understood as an example of Pakistani multilinguals' linguistic resistance and 'power to change social reality through the use of multiple symbolic systems' (Kramersch, 2009, p. 200). However, the detailed investigation of the data also revealed that the participants' positive/negative opinions about the culture of Anglophone countries were based on common perceptions and media information rather than their personal experiences of living/visiting there. This implies that popular discourses about L2 and its community may have a critical role in shaping students' learning attitudes in a Pakistani context.

6.8 Anxiety and L2 Motivation

The overall mean score of English Anxiety indicates that the participants of this study may feel slightly anxious while learning English. In addition, its highest standard deviation score reflects that some participants may be more anxious than

others. In this regard, we noted that anxiety was greater among those who had been educated in Urdu-medium schools rather than English-medium schools (table 9). One might think that using the language on a daily basis in school would lessen the fear of using it in the future, though as Papi's (2010) study reminds us, this does not necessarily imply they will invest less effort in learning the language. The participants from metropolitan cities were also found to be less anxious as compared to their rural counterparts (table 8). This may possibly be explained in the light of the socio-economic conditions prevailing in urban-rural divide in Pakistan. In a Pakistani context, students living in urban settings may be assumed to have better experiences of learning (good learning conditions and teachers) in their previous schools and colleges as well as more opportunities to communicate in English language within and outside the academic institutions. In addition, they may also have better access to the English language press and electronic media including the internet. All these factors are expected to have contributed positively to their self-confidence which makes them less vulnerable to the states of anxiety.

The positive correlation between English anxiety and participants' learning efforts is an interesting finding of this study. However, it is dissimilar to the finding of another study in a Pakistani context (Shahbaz and Liu, 2012) where anxiety correlated negatively with the intended learning efforts of the participants. However, it should be noted that anxiety has shown a positive relationship with the intended and not actual learning efforts of the participants. It might have a different relation with their actual efforts and learning success because of 'the possible detrimental effect of anxiety on the quality of learning' (Papi, 2010, p. 475).

The contrasting correlations of language learning anxiety with the Ideal and Ought-to L2 selves align with the findings of Papi (2010), who explained the relationship with reference to the other-directed nature of the Ought-to self and the 'fear of negative evaluation' component of anxiety (Horwitz et al., 1986) i.e. it is the felt need to satisfy the expectations of significant others that underlies both constructs and produces a relatively high correlation. The Ideal L2 self, by contrast, is internally driven. It was further endorsed by the findings of stepwise regression models (table 12 and 13) which suggested that the learners whose L2 motivation is governed by their ideal selves are expected to be far less anxious while learning English than those who are motivated by their ought-to selves. These results also support the findings of research in mainstream psychology (Leary, 2007, Carver et

al., 1999, Higgins, 1987) which argue that anxiety may be caused among people because of the concerns related to others.

6.9 Gender and L2 Motivation

The results (table 6) indicated some important differences in male-female L2 motivation mean scores, which may need some explanation. Female participants' more positive attitudes to learning English is in line with some previous studies on this subject (reported in Mori and Gobel, 2006, p. 198) and was an expected result in Pakistani context where females present the more traditional side of society and may be assumed to adhere to the traditional concepts of special respect for teachers and learning situations more than males. In addition, the traditional association of women with the subjects related to arts and languages (see Mori and Gobel, 2006, p. 198, Wigfield and Eccles, 1992), especially in a developing country like Pakistan, may be a contributory factor. It has also been argued in other contexts that girls show more 'commitment' than boys in language classrooms (Dörnyei et al., 2006, p. 59).

Broadly speaking, female participants' more positive learning experiences may also be explained in the light of social and educational trends in Pakistan where the girls from upper and middle class make it to university level education and also have the opportunities of studying in English medium schools. The girls from poor and lower middle classes tend to restrict themselves to household affairs after early education. By contrast, the boys from all sections of society come to the universities because even poor and lower middle class people sacrifice their basic needs to educate their male children with the hope that they will earn the livelihood for the whole family in future. In this scenario, the population of girls in this sample may be assumed to have good experiences of learning English previously because of their relatively better socio-economic background. Probably, these factors (socio-economic background and positive learning experiences) may also explain female participants' lower mean score on the Anxiety scale than boys', whose sample in this study is assumed to have included more people from far off areas and the less privileged section of society. The findings of qualitative data and my observations during interviews reinforce this explanation as, I found, most of the girls were more fluent, confident and apparently less anxious while speaking as compared to most of the

boys. Similarly, most of the girls had English medium schooling which itself speaks for their better socio-economic family background in Pakistan.

Female participants' significantly higher mean score of Instrumentality-prevention coupled with the significant contribution of their Ought-to L2 selves to the learning efforts may possibly indicate that these educated females feel a sense of competition to prove their vital social existence and to gain wider social acceptance in a male-dominated society. It may be understood as a kind of future responsibility to defy negative social trends. In comparison, male participants' higher mean score of International Posture reveals their greater interest in international sports, politics and socio-cultural happenings. This is quite understandable keeping in mind their socially dynamic life style in Pakistani context, which provides them with more opportunities to exchange their views on international issues as compared to girls. They also have more freedom to follow and adopt popular international youth culture reflected in fashion wear, music, social networks (e.g. face book, twitter), because of more access to internet and international media within and outside homes. These social realities may also explain International Posture's greater contribution to male students' learning efforts.

In regression analyses (section 4.7.1) four scales' (Attitudes to Learning English, Ideal L2 self, Milieu and International Posture) contribution, with minor variation in order, to the reported learning efforts of both male and female participants reveals a similarity in factors affecting the motivated behaviour of both genders. The highest contribution of Attitudes to Learning English in both genders' learning efforts reinforces its importance in this Pakistani context. However, Ideal L2 self's slightly higher contribution in female participants' efforts is similar to the findings of Kim and Kim (2011) and may possibly be explained by female students' 'greater ability to form a vivid ideal L2 self' (Kim and Kim, 2011, p. 51). We know that 'the availability of an elaborate and vivid future self image' is an important pre-requisite for increasing the motivational capacity of ideal L2 self (Dörnyei, 2009a, p. 18). In addition, female participants' future idealizations of spending dynamic social and professional lives in traditionally male-dominated professional spheres (e.g. Civil Service, Engineering) in Pakistan, reflects the changing socio-cultural norms and increasing roles of women in Pakistani context.

Milieu's relatively strong contribution to boys' efforts is slightly higher. It may be explained by the family norms within Pakistani society that influence male students more for academic achievement and future success because male students are supposed to support their families in future. However, the qualitative data presented a slightly different picture where female participants were also equally supported and encouraged by their parents but the limited number of female interview participants should be kept in mind while asserting this view.

I have attempted to explain above some important motivational differences between males and females in this study. However, the overall pattern of results revealed that both males and females, despite certain important variations in motivational tendencies, were highly motivated to learn English. Therefore, one gender may not be said to have a clear preponderance over the other in relation to its overall L2 motivation in this study. In this way, the study did not support the traditional idea that modern/foreign languages (including English) are female/feminine subjects (Clark, 1995, Ryan, 2009) and this situation is quite similar to the one that emerged in Dörnyei and Clément's (2001, p. 423) nationwide survey in which participants' language attitudes and motivation for English were found 'largely gender-neutral'.

6.10 The Places of Main Residence and L2 Motivation

The socio-cultural urban-rural divide seemed to have a relationship with some aspects of the L2 motivation of these Pakistani students. The socio-cultural or regional factors may have important effects on the L2 motivation of young learners in developing EFL contexts where urban-rural divide results in unequal access to English (Graddol, 2006, Lamb, 2012). However, only a few studies (e.g. Dörnyei et al., 2006, Lamb, 2012, 2013) have investigated L2 motivation of learners in relation to their immediate socio-cultural contexts or regional backgrounds.

In this study, the contribution of Attitudes to learning English to the learning efforts of the participants from all three settings - metropolitan, urban and rural - further confirms its importance among the participants from varying Pakistani settings. However, its contribution to the efforts of the participants from rural settings is comparatively low. This result may be explained in the backdrop of urban - rural divide of resources in Pakistan where the lack of classroom facilities and qualified teachers are more common factors in rural areas. Overall, this result is in line with

Lamb (2012) where learning experiences contributed to the motivated behaviour of Indonesian school learners in all (metropolitan, provincial and rural) settings.

In addition, Ideal L2 self's strong contribution to the learning efforts of the participants from all three settings is dissimilar to the findings of Lamb (2012) where it contributed to the motivated behavior of learners only in the metropolitan setting. This indicates that Ideal L2 self may be an effective L2 motivator for the students from different regions within this Pakistani context and the socio-economic conditions of their areas may not be detrimental to their abilities to develop ideal visions of the future.

The explanation of Milieu's comparatively higher contribution in rural and urban/city settings may also be found in the more traditional outlook of these settings where the family system is still more intact, as compared to the metropolitan ones, and parents or other family members strongly influence students' academic and career decisions. The contribution of Instrumentality - prevention only to the learning efforts of students living in metropolitan setting might be explained by their proximity to the competitive professional and business settings where the failure to learn English is a real disadvantage.

6.11 Medium of Instruction and L2 Motivation

The divided education system (English medium versus local language/s medium schools) is another feature of many EFL contexts, which reflects socio-economic disparities in these societies and also causes unequal access to English (Coleman, 2011, Coleman and Capstick, 2012, Shamim, 2011). However, the motivational effects of these contrasting mediums of instruction largely remain an unexplored area in the field of L2 motivation. This study found that the medium of instruction at participants' previous schools may have some motivational impacts that need explanation.

Interestingly, besides their more anxious learning behavior (discussed in section 6.7), the participants with the Urdu medium background were also the most willing to put more effort into learning English. This may possibly be explained by their apparent need/desire to reduce the language learning deficit of previous years in order to match other students in present academic and future career prospects. In addition, their higher mean scores in the scales of Ought-to L2 self, Milieu and

Instrumentality - prevention imply that the students from Urdu medium backgrounds are more worried about social pressures and the expectations of their families and significant others. This may also be a cause of their more anxious L2 behavior.

In contrast, more cultural interest in English speaking countries by the participants with English medium background may be explained by their longer experience of learning English which might have possibly resulted in more indirect exposure to cultural items. In addition, the overall ambience of English medium schools in Pakistan is also more favourable to such an interest because these institutions largely emphasize the British or American accent and teaching materials. In the regression models (table 16), the significant contribution of Attitudes to Learning English and Ideal L2 self to the intended learning efforts of the participants coming from all three mediums of instruction reveals the importance of these constructs in all strands of the divided educational system of Pakistan.

6.12 Years of Study and L2 Motivation

The investigation of participants' L2 motivation in relation to their year of study has revealed some important motivational differences among senior and junior undergraduate students, which are explained here. Final year undergraduate participants' less positive attitude towards learning English may be explained by less classroom teaching of compulsory English at this stage of their degree. Besides, the factor of traditional respect for teachers and learning situations also decreases slightly as students grow older and achieve some independence of thought and learning.

The regression analyses (table 17) findings further revealed that the contribution of Attitudes to Learning English to the learning efforts of first year participants is the highest whereas its contribution to the efforts of final/fourth year participants is the lowest. It implies that the relation between participants' positive learning experiences and their learning efforts may slightly weaken as they spend more time in the same learning context. It may also indicate that as students progress in learning, their reliance on teacher and classroom context may decrease. However, a longitudinal study would be an appropriate means to establish such a causal relation. This is probably also their independence and confidence of learning which resulted in relatively less influence of social factors on them at this terminal stage of their

degree because final year participants' mean scores related to L2 motivation dimensions of Ought-to L2 self, Milieu and Instrumentality - prevention are significantly less than those of all other participants. For further explanation, this may be coupled with the finding that final year participants' mean score on English anxiety is also lower than that of others.

The Ideal L2 self's significant contribution to the learning efforts of the participants from all years of study except the first year reveals that these first year students may have other incentives for motivated efforts, especially those grounded in their immediate learning context. National Interest's prediction of the learning efforts only of the fourth year participants implies that these senior students' realization of the importance of English for their national purposes encourages them to put more efforts in learning this language. It may imply the National Interest may be a more effective motivating factor among senior or mature learners.

6.13 Effectiveness of the Mixed Methods Approach

While analysing and discussing the findings, I strongly realised the importance of the mixed method approach for this study as well as for overall L2 motivation research. Both quantitative and qualitative data strongly complemented and validated each other in this study. As it was expected, the qualitative findings provided detailed and possible explanations of the important results and issues found in the quantitative data. For example, qualitative data explained how ambivalent and mixed linguistic attitudes of Pakistani multilingual learners towards the culture of English speaking countries might have resulted in the lack of internal consistency of the 'Integrativeness' construct in the quantitative data. Similarly, we could only know in the interview data that the participants aimed to use English to interact with a broader international community and not only with the people of Anglophone countries and, therefore, the traditional concept of integrativeness may not be workable to measure L2 motivation in this Pakistani context.

The qualitative findings not only added to our understanding of the motivational constructs included in the quantitative data but also revealed more aspects of participants' linguistic attitudes (e.g. multilingualism, ambivalence, realization of the symbolic value of English), L2 identities (personal and collective) as well as some socio-contextual and relational influences on their L2 motivation. As

discussed above, the quantitative findings validated the components of Dörnyei L2 Motivational Self System (Ideal L2 self, Ought-to L2 self, Attitudes to Learning English) to measure L2 motivation in the context of this study, but the qualitative data elaborated their various aspects in detail and provided us a better idea of their motivational intensity and richness. For example, we came to know about various faces of participants' ideal future visions as well as fears (e.g. social validation) and responsibilities not covered in the questionnaire component of the study. Similarly, the in-depth understanding of participants' learning experiences was also not possible without the detailed qualitative component which revealed some important dimensions of learning experiences within (e.g. role of teachers and peers) as well as outside the classroom (e.g. communication outside classrooms, role of broader education system and institutional background, i.e. Urdu and English medium) in addition to those mentioned in the quantitative component. The qualitative component also strongly added new ideas related to 'National Interest' – a new construct focusing on the uses of English for national purposes – which may have implications for future research and the strength of this construct. Based on these details, I may argue that a single method research may not have provided such an enriched understanding of various motivational influences on the participants. Therefore, a mixed method may be a better approach than a single method to investigate and analyse L2 motivation and multi-dimensional socio-contextual factors affecting it in the contemporary EFL contexts.

6.14 Summary of the Chapter

This chapter has discussed and interpreted the important findings of both quantitative and qualitative data in the light of L2 motivation theory and empirical studies as well as against the backdrop of socio-economic and educational conditions of Pakistani society. The discussion about L2 Motivational Self System (Dörnyei, 2009a) revealed that its components - Ideal L2 self, Ought-to L2 self, Attitudes to Learning English - are empirically reliable and may be useful to understand and explain L2 motivation of the sample of this study. Participants' learning experiences of English were found to be the strongest contributor to their reported learning efforts in the quantitative data and also emerged strongly in the qualitative data. This highlighted the potential role of teachers and classroom setting in generating motivated behaviour among these Pakistani L2 learners. The finding of

Ideal L2 self's strong contribution to the learning efforts of the participants was also fully reinforced by the details of qualitative data as the ideal L2 selves of the interviewees were found clear, plausible and inspired to learn English. Most of the interviewees also had action plans to achieve their ideal selves which showed their strength and motivational capacity. However, the details of ought-to L2 selves of the participants that emerged in the qualitative findings appeared more intense and stronger in contrast to its meagre contribution to learning efforts in the quantitative results. The strong mutual contribution of ideal and ought-to L2 selves was also a positive indicator which may be assumed to have a healthy motivational impact on the participants.

In addition to the components of L2 Motivational Self System, some socio-contextual and relational motivational factors also emerged strongly in the study. Milieu's strong contribution to participants' learning efforts and future selves revealed that parents and significant others not only strongly influence participants' motivated behavior, academic and career choices but also mediate broader social pressures to them. The chapter also provided a detailed discussion on various dimensions of a new construct, National Interest (representing collective and national aspirations to learn English), and its contribution to participants' ideal selves. The participants supported the spread of English in Pakistan because of its potential use for the socio-economic development, internal harmony and the international reputation of their country. This desire to use English for vital national interests was also found in consonance with the views of L2 learners in other Asian contexts – e.g. China, Japan, Jordan, Saudi Arabia. Probably because of these increasing collective and personal utilitarian uses of English, the participants tended to overlook the colonial legacy and linguistic imperialism of English still continuing in the country through institutional means. I also discussed participants' ambivalent attitudes towards the culture of Anglophone countries and assumed that it might have resulted in the low reliability of the construct Integrativeness in the quantitative data. The contrasting contributions of Ideal and Ought-to L2 selves to English Anxiety suggested that the learners whose L2 motivation is governed by their ideal selves are far less anxious than those who are motivated by their ought-to selves. In addition, the participants from rural and Urdu medium backgrounds were found to be more anxious which revealed their less experience of learning English as compared to other participants. The detailed discussion of both quantitative and

qualitative results have also highlighted the effectiveness of a mixed methods approach for investigating L2 motivation in the contemporary EFL contexts.

CHAPTER 7: CONCLUSIONS AND IMPLICATIONS OF THE STUDY

This final chapter of the thesis consists of four parts. The first part presents some limitations related to different aspects of this study which may help researchers and academicians to interpret its findings properly. The second part provides theoretical implications of the findings for future research in the field of L2 motivation and the third part offers some practical implications for English language teachers and educational policy makers. The final part deals with the conclusions and summary of the important findings of the study.

7.1 Limitations of the Study

The awareness of some methodological limitations of this study may also be beneficial for future researchers. An obvious methodological limitation of this study includes the reporting of intended and not the actual learning efforts or motivated behaviour. In addition, the study relied on participants' attitudes towards various motivational factors and that argues for a cautious interpretation of its results, since it is a well-established principle of social psychology that not all kinds of attitudes result in enduring and impactful behaviours (Visser et al., 2003). Therefore, a future study measuring the relationship between these L2 motivational aspects (including imagined future L2 selves) and actual or directed learning behaviour of the participants may provide a more accurate analysis and understanding of their L2 motivation. Such an effort may involve an observation of the overall learning behaviour of L2 learners in their classrooms. Another limitation of this study is related to the representative nature of the sample of this study. In this regard, the study has made no claim to generalize its results to all university students of Pakistan, rather it may be seen as an analysis of participants' L2 motivation in a relatively developed area of Pakistan – Central Punjab.

Again, though, I should acknowledge the youthful, urban middle-class bias of the survey; targeting different constituencies may also possibly have uncovered resistance to English, based on its imperialist associations or, on more pragmatic grounds, that its dominance in the education system is stifling the intellectual development of speakers of other local mother tongues (Coleman and Capstick,

2012). Such a bias is common in L2 motivational studies, as Kormos et al. (2011) point out, because of their usual focus on easily accessible, educated sectors of society; but as English is driven or drawn into ever more peripheral regions of the globe, there is clearly a need to include more diverse populations of learners. By the same token, if the study had been conducted in another part of the country, for example in rural areas where English is more rarely used in public and where school conditions are more challenging, it may have yielded different motivational patterns. In this regard, a comparative longitudinal study reflecting on L2 experiences in developed and less developed areas may not only provide an in depth and dynamic role of leaning situation but also help policy makers developing comprehensive strategies catering the needs of learners from varying regions of the country.

7.2 Theoretical Implications of the Study

The study has also some suggestions for the researchers interested in investigating L2 motivation by using Dörnyei's L2 Motivational Self System in future studies.

7.2.1 Ought-to L2 Self and Milieu

Overall, the study suggests that the L2 Motivational Self System may be an important means to examine L2 motivation in other under-researched global contexts. However, it may be proposed that the scope of Ought-to L2 self scale is broadened in future studies in the Pakistani context and perhaps in other societies sharing some of these social features because the intensity and range of ought-to beliefs which emerged in the qualitative data of this study were much greater than that included in the questionnaire items related to the construct of Ought-to L2 self. This component of L2 Motivational Self System has also faced problems regarding its internal consistency in various global contexts (see section 2.9). Therefore, the reformulation of ought-to L2 self by including more intense personal/psychological fears (e.g. related to inferiority complex, self respect/confidence, and personality image) and broader social pressures (e.g. related to social validation and public attention) may make it a more reliable construct in future studies. However, a factor analysis should also be carried out to see whether these diverse social aspects coalesce under one 'self' concept.

In addition to Ought-to L2 self, Milieu was another construct/theme which investigated significant others' motivational impact on participants' English

language learning. However, unlike the preventional nature of Ought-to L2 self (vision of future duties, obligations and fears related to L2 learning), Milieu represented the promotional aspects of significant others' motivational influences (hopes, aspirations or encouragement) and contributed strongly to the L2 motivation and future selves of the participants in this study. Milieu, therefore, may also be seen as another promotional aspect of future L2 selves or an ideal self state, as proposed by Higgins (1987, p. 319), in future studies investigating L2 motivation. In this regard, it may be interesting to see its relationship with other future self states in other contexts as it showed a strong relationship with the ideal and ought-to L2 self in this study which reflected a very strong influence of family and significant others on these Pakistani students' future dreams and obligations.

7.2.2 National Interest and Ideal L2 Self

To understand the motivational role of National Interest better, this new construct needs to be refined – as acknowledged earlier, the factor only barely met the criterion for being a reliable measure. I also accept the possibility that participants' responses to the questionnaire items about National Interest may not reveal their genuine commitment to national purposes but rather reflect their internalization of popular/dominant socio-political discourses related to the importance of English in Pakistani society. Though the detailed opinions of the participants in the qualitative data provided me an insight into various aspects of National Interest and their enormous importance in a Pakistani setting, more qualitative studies are needed in other global contexts to get a more in-depth understanding of diverse context-specific collective and national aspirations for learning English. Because of its focus on shared common goals, National Interest may be assumed to have a more prominent motivational impact in collectivist societies rather than individualistic ones, though this hypothesis should be empirically tested.

As the study supported my hypothesis that National Interest, owing to its idealistic nature, may be closely related to the ideal visions of the participants, further investigations, both quantitative and qualitative, may be needed in other global contexts to analyse in detail the relationship between National Interest and Ideal L2 self. In this regard, as the qualitative data of this study suggested, the motivational role of national interest in L2 learning may also be examined in future studies as a collective/relational or unselfish aspect of participants' Ideal L2 selves.

7.2.3 Language Learning Experiences

Both quantitative and qualitative data of this study revealed that learning experiences strongly effect these Pakistani learners' L2 motivation and learning efforts. However, the richness and various aspects of participants' learning experiences emerged in the qualitative data (see section 5.2) suggested that the items (only three) included in the quantitative part (questionnaire survey) to measure their attitudes to learning experiences may not fully cover/justify the scope of participants' L2 learning experiences in this Pakistani context. These items were adapted from Ryan (2009) and Taguchi et al., (2009) and represented Dörnyei's (2009a) theorization of L2 learning experiences. The findings of this study suggest that more items representing learners' experiences within and outside classroom may be added to broaden the scope of the traditional construct/concept of L2 learning experiences adopted by Dörnyei in his L2 Motivational Self System (2005, 2009a). It may be pertinent to mention here that Lamb (2012) in a recent work, probably for similar reasons, also used two different constructs – 'Learning experience in school' and 'Learning experience out of school' (p. 1007) - to capture his Indonesian participants' L2 learning experiences.

Keeping in mind the critical role of teachers that emerged in the qualitative data, it may be suggested that some specific item/s to investigate their interaction with L2 learners in the classroom may be included in future studies to gather a more detailed view of participants' learning experiences. For example, the statements similar to the following, 'Do you interact with your teacher in English classroom?/ Do you enjoy interacting with your teacher in English classroom?', may be suitable for this purpose. Similarly, some item/s to understand learners' interactions/experiences with their class fellows/peers within and outside the classroom (e.g. 'I speak English with my friends/peers in the classroom' and 'Do you speak English with your friends/peers at the places outside classroom) may also be included. The data suggested that learning experiences in the broader university/college/school environment (hostels, canteens, tours, sports), and not only within the classroom, may also be vital for their learning and therefore, may be investigated to have a comprehensive view of L2 learning. In addition, an understanding of the broader educational system may also be important in this regard. For example, the role of English and Urdu medium institutions in shaping L2 learners' experiences may also be investigated in detail in future studies (also in similar EFL contexts) as they seem

to have strongly affected the language attitudes and learning experiences of the participants of this study. The researchers may also need to investigate how regularly learners participate or desire to participate in English classrooms in order to have a better view of their L2 motivation. Similarly, a future research may investigate qualitatively how some learners may even tend to overlook or discount the problems related to learning conditions because of the strong realization of the socio-economic and academic importance of English in many EFL contexts.

7.2.4 Relationship between L2 and L1 Selves

The study has suggested that participants have emotional bonds with and concerns for their local languages. Therefore, it is quite possible that they might have some future L1 selves because people may have different self domains working simultaneously. In a future L2 motivation study in Pakistani or other multilingual context/s, it may be interesting to see the relationship between L2 learners' future L2 and L1 selves.

7.2.5 Integrativeness and Future L2 Selves

The researchers in the field of L2 motivation may also consider emerging dynamic forms of integrativeness (aspirations to integrate with local as well as global English speaking communities) and their relationship to future L2 selves and identities in future studies in order to get an in-depth comparative view of their motivational impact in various global contexts.

7.3 Practical Implications of the study

The findings of this study may have several important implications for language teachers and educational/language policy makers.

7.3.1 Future L2 Selves and Motivational Strategies/Activities

Firstly, the detailed view of L2 motivational influences on a sample of Pakistani students may help us to identify certain motivational strategies and activities which are appropriate to the context and might be introduced to EFL teachers to support learning in their classrooms. For example, the participants of this study were found to have strong ideal and ought-to future selves which also seemed existing in harmony with each other. These are good indications and may help teachers to develop effective motivational activities by seeking information about the future L2 selves of their pupils. Teachers may talk to their pupils and develop an

understanding of their future selves. They may also formulate ‘cohesive learner group[s]’ (Dörnyei and Ushioda, 2011p. 108) of the students with similar visions of future to create a motivational atmosphere in classrooms and set particular learning goals for each group to maintain its motivational conditions. As even strong future selves may not always be active in people’s consciousness (Ruvolo and Markus, 1992, Dörnyei, 2009a), the teachers may constantly remind their pupils about their future aspirations in order to activate their future L2 selves in their working memories as it is considered to be an important condition to achieve maximum motivational capacity of future selves (Dörnyei, 2009a).

Language teachers may also help students to develop clear and practical action plans, by training them to develop a realistic self-evaluation mechanism, to achieve their future selves. However, teachers would need to understand that developing classroom techniques and activities for strengthening the motivational effects of their pupils’ vision of future may be a challenging task and may require a lot of skills and efforts related to classroom interaction. Recently, Dörnyei and Kubanyiova (2013) have written a comprehensive book including various motivational strategies and activities that may be used by language teachers in their classrooms to enhance the effectiveness of their pupils’ future selves. For example, they have suggested that teachers may develop intervention or training programmes for their pupils in order to know about, construct and strengthen their future selves. These intervention programmes may involve complex activities, e.g. pupils’ interviews, or simple activities, e.g. asking pupils to draw a future selves tree or write a narrative about their possible future selves and their role in pupils’ lives (p. 54).

The use of ‘guided imagery’ may also be an important instrument for ‘*establishing* new desired future selves’ as well as for ‘*strengthening* the already existing vision’(Dörnyei and Kubanyiova, 2013, p. 67). This involves teaching strategies aimed at helping students to ‘consciously generate images of desired (language) selves in their own minds’. The guided imagery techniques are common in applied psychology and may have different types – scripted fantasy, scripted imagery and image streaming (for details see *ibid*, pp. 68 - 70). In addition, Dörnyei and Kubanyiova (2013, pp. 123 - 4) have also suggested exposing both less confident (‘*pessimists*’) as well as over-confident (‘*over-optimists*’) L2 learners to ‘constructive reality self-checks’ in order to make their future selves more realistic

and plausible. Teachers may also help/empower their students to address any conflict between their ideal and ought-to future selves so that they may develop clear and harmonized future selves (ibid). As the Pakistani students participated in this study seemd to have strong ideal and ought-to L2 selves, the teachers, therefore, may use above-mentioned activities (e.g. guided imagery, reality self checks) to make their future selves clearer as well as more realistic and harmonious.

7.3.2 Creating an Enabling Environment for Learning

While devising/choosing motivational strategies for their pupils, teachers may also seek information about the family backgrounds of their pupils or, if possible, consult their parents because they seem to play a crucial role in young learners' future choices in Pakistani context. The strong motivational role of the immediate learning context in this study leads me to suggest that teachers may make efforts to create an enabling learning environment for their students in order to make their learning experiences pleasant. For example, instead of overlooking less proficient and shy students (as some participants pointed out about it), they may develop motivational tools to facilitate their participation in the classroom interaction and learning process. In addition to verbal encouragement to their students, they may attempt to make their classroom teaching more interactive and interesting so that weak students may not feel alienated there. Similarly, teachers may also assess the learning preferences of their students, especially those of the less proficient, and ensure that they are not anxious or afraid of embarrassment in the class.

Teachers may talk to them individually to address psychological and social obstacles/issues which hinder their participation in the class. In such situations, teachers may also 'resist the temptation to associate lack of early achievement in English with lack of potential to learn' and 'create a more inclusive environment in the class' (Lamb, 2011, p. 293). They may highlight the socio-economic value of English to motivate less confident students and develop group activities where less confident students work in coordination with other students.

7.3.3 Using Near Peer Role Models as a Motivational Strategy

Considering the reported crucial inspirational role of the proximate social setting, future selves and significant others (family, friends, teachers) in the context of this study, the teachers may introduce the motivational strategy of near peer role models (NPRMs) - 'peers who are close to our social, professional and/or age level who for

some reason we may respect and admire' (Murphey, 1998, p. 201) - to motivate L2 learners in their classrooms. The NPRMs may increase learners' L2 confidence because of their great psychological attraction. This is largely based on the argument that NPRMs have similarities (e.g. of age, context, career choice) with learners, who may find it easy to understand and imitate their nearest role model's ways to success (ibid). This is also in line with an important proposition of social learning that 'imitation is more likely when we see similarity between the model and ourselves' (Weiten et al., 2008, p. 49). Therefore, it may be argued that students' own family members or successful students from their academic institutions/immediate social context may be important role models for them. Dörnyei and Kubanyiova (2013) argued that, in order to take advantage of near peer role modelling approach in language classrooms, teachers may use the experiences of successful learners as teaching materials or even invite them personally in the classrooms to share their experiences and success stories. Teachers may also share their own experiences of success with L2 learning. They may also 'create a platform for sharing students' successful language learning strategies and experiences', e.g. newsletters, classroom displays (Dörnyei and Kubanyiova, 2013, p. 88).

7.3.4 Tolerating Pakistani/Local Accents of English in Classrooms

Teachers may equally appreciate the fluent speakers of Pakistani English, instead of paying attention only to those speaking with Anglo-American accents, as it may provide their young students more easily accessible and achievable models of success and expertise in English language. This may also be linked to the classroom activities related to the future visions of students and they may be encouraged to visualize themselves speaking the local accent of English. These activities may not only save students' efforts exerted on imitating foreign accents but may also help teachers to minimise the feelings of alienation among their pupils in the L2 classrooms. For policy makers and government agencies, it would also be less costly and more democratic and feasible to promote local varieties of English, keeping in mind the socio-economic conditions of Pakistan.

7.3.5 Communicative Needs of Learners and English as an International Language

Teachers and policy makers may work on understanding the practical implications of the role of English in furthering local and global identities (Lamb, 2004, Erling,

2007) of contemporary EFL learners. This study revealed participants' desire to promote national interests and to be affiliated with their local English speaking community as well as with a broader international English speaking community. In this regard, teachers may realize the communicative needs of students in a globalized world as well as introduce in their teaching materials some aspects of English as an international language. Studies (Matsuda, 2012, McKay, 2012) have also pointed out that EFL teachers may focus on emerging diversity of the communicative uses of English in local and international contexts in order to develop their pupils' English skills in line with the communicative needs of today's global world. For example, McKay (2012) suggested that teaching materials may include the models of '*L2 – L2 interactions*' as the global spread of English has greatly intensified the communication between L2 speakers. This may help learners to know various grammatical and lexical features of English in diverse L2 contexts. She further argued that English teaching materials should not reflect anything against the cultural ethos of its learners, rather these should be 'relevant' to their lives and needs and involve the uses of English in their broader social context (p. 81). These measures may strengthen young learners' hopes of seeing themselves as active members of a global English speaking community. Teachers may also focus on these emerging identities while discussing future selves with their students because they may potentially be important aspects of their ideal future selves.

7.3.6 Using National and Intercultural Discourses as a Motivational Strategy

Teachers may also employ in their classrooms the discourses about the role of English in promoting national and collective interests to motivate their pupils for learning English, since these factors seemed to possess a strong motivational capacity in the context of this study. Policy makers and material designers may include the events and issues of national interest (e.g. the relations of Pakistan and its citizens with the international community) and local cultural items in English language teaching courses as well as teaching foreign cultural materials in English classrooms. This may also increase Pakistani students' 'intercultural awareness' which is considered essential for international communication in the wake of the spread of English as a lingua franca in the contemporary globalized world (Baker, 2012, p. 62). The association of culture and language has been a much debated point in English language teaching and learning for a long time (Byram, 1998, Kramsch,

1993, 2009). For example, Baker (2012) has recently argued that cultural awareness restricted to Anglophone cultures or learners' national cultures may not be sufficient to gain intercultural communicative competence in a world where the use of English by its L2 speakers is increasing rapidly. Therefore, English language learners and teachers may aim to develop a critical cultural awareness not only of their cultures but also of 'others' [multilingual learners of English worldwide] culturally induced behaviour, values, and beliefs' (p. 66). He adds that intercultural awareness can be promoted in the L2 classroom through learning materials, traditional and electronic media and 'cultural informants' (p. 67).

7.3.7 Need to Ensure Equitable English Language Education

The government and educational policy makers may also work to minimise the educational divide, especially related to English language education, within Pakistan because this language holds huge symbolic value in the country and worldwide. The students from all mediums of instruction, geographical backgrounds and social classes may be given much-needed classroom facilities and equal access to English so that they may get equitable, or at least reasonable, opportunities to prosper in future life. In this regard, the government may democratise English language education in the country while also checking the socially discriminating spread of English medium schools. The measures to eradicate the discriminating dissemination of English skills may also be taken rigorously in other EFL contexts of the developing world where it is further widening the socio-economic divide (Graddol, 2006, Lamb, 2011, 2013). Otherwise, it would appear that the social and ruling elite of post-colonial societies, including Pakistan, is continuing the dominance of English in official and academic spheres in order to serve their vested interests or sustain their control over the society.

7.3.8 Need to Preserve the Linguistic Diversity of Pakistani Students

Simultaneously, the supremacy of English in academic and professional fields as well as in the minds of young learners is also an alarming situation for local Pakistani languages. This may be countered by an effective language policy in educational institutions suggesting measures not only for helping students to learn English but also for saving local languages from a potential loss because of it. This may also enrich Pakistani multilingual L2 learners' linguistic diversity and intellectual growth by providing them with diverse worldviews. In this regard, the

policy of language ‘glocalisation’ (East, 2008) may be a suitable option where both the global language – English – and local language of Pakistan get government attention and chances to prosper in the society. Though a complete shift to local languages would be unrealistic keeping in mind the global position of English, the development and teaching of some key subjects in local/national languages may be a practical step to support their survival for a longer period. In addition, the government may also make policies to include local languages in academic, professional and official communication. This may empower local languages and motivate young Pakistanis to learn them. Recent works on language education or the role of languages in education in Pakistan have also suggested a multilingual education system in the country (Coleman, 2010, Coleman and Capstick, 2012, Rahman, 2004) in which the mother tongues of Pakistani children may be used as a medium of instruction at least during the early years of their formal education (Coleman and Capstick, 2012). In this regard, the latest policy decision of the government of Punjab to introduce English as a medium of instruction of all subjects from the primary level (see section 1.2.5) should probably be revised as it may further deteriorate the socio-political position of the local languages in the province.

7.4 Summary and Conclusions of the study

The primary aim of this study was to investigate the multi-dimensional L2 motivation of a sample of Pakistani students and to empirically validate the L2 Motivational Self System model with this population. Returning to the research questions set out in 1.1.2, it can be concluded, to answer first major question of the study, that the L2 Motivational Self System has again proved its usefulness as a way of assessing the motivation to learn English of a sample of contemporary university students from Pakistan, and enabling comparisons to be made with learners in other global contexts. Not only were all components of Dörnyei’s system reliable, independent and distinct constructs - Attitudes to language learning English, Ideal L2 self, Ought-to L2 self - but they also contributed to the reported learning efforts of the sample of this study. In this regard, the strongest contribution of Attitudes to learning English and Ideal L2 Self echoed the findings of many other L2 motivational studies (see section 6.2.1) and, therefore, asserted their critical importance and effectiveness in diverse global contexts.

The qualitative data confirmed strong motivational influences of the components of the L2 Motivational Self System on the participants. The motivational role of teachers, academic institutions, classroom settings and school background (English and Urdu medium) appeared extremely prominent in this Pakistani context. Similarly, the presence of clear and plausible ideal selves among the participants was also an important motivational indicator which was further strengthened by the existence of accompanying action plans to achieve them. Interestingly, the motivational influences of Ought-to L2 selves were also strong, though their contribution to the motivated behaviour was less significant in the quantitative data. Overall, it also supported the view that Ought-to L2 self may be a more congruent construct in Asian societies where the influence of families and significant others in the lives of young people is greater than western societies (Kormos et al., 2011). In addition, the presence of concrete future selves among these participants may be attributed to the fact that they were grown-ups and could understand the importance of English in their future lives.

The study also revealed a strong interrelation among the components of L2 Motivational Self System. Especially, strong mutual relation between Ideal and Ought-to L2 selves reflected two important points. First, it revealed a possible internalisation of the expectations of significant others, social pressures or future responsibilities by the participants. Secondly, a harmony between both forms of future selves which may be used, as Oyserman et al. (2006) argued, to enhance their motivational impact since their combined effect on motivated behaviour is greater than their individual effects. These findings has helped me to answer the subsection (a) of question one, which asks about the mutual relationship among the components of L2 Motivational Self System as well as about their connection with the learning efforts of the participants.

In response to subsection (b) of question one, the study, with the help of both correlation and regression analysis, has strongly supported Dörnyei's (2009a) proposition that promotional and preventional aspects of instrumentality are not only distinct constructs but also interlinked with separate future selves – ideal and ought-to respectively. The traditional construct of Integrativeness was not found to be reliable in this Pakistani context and, therefore, was excluded from the main analysis of the study. This situation made it impossible to provide a straightforward answer to the Subsection c of question one, inquiring about a relationship between

Integrativeness and Ideal L2 Self. However, it could be explained to a certain extent by the details of qualitative data coupled with the results of the individual items of Integrativeness.

The study revealed that this sample of Pakistani students showed no serious desire to integrate or identify with the culture of Anglophone countries despite their strong liking for English language and some cultural aspects of English speaking communities. Instead they wished to identify with their own English speaking community of Pakistan and also wanted to use English to promote their personal and collective identities. Similarly, the participants showed strong intentions to participate in or interact with the global and easily accessible English speaking community. These new and dynamic manifestations of integrative attitude were in contrast to the traditional concept of integrativeness (section 2.7) and were also found to have a qualitative relationship with the ideal L2 selves of a sample of contemporary EFL learners in a globalized world.

While explaining the issue of low reliability of Integrativeness, it may be argued that in addition to its limited number of items, a clear disparity between participants' answers related to 'liking for English' and 'desire to identify with the culture of Anglophone countries' (two ideas central to the making of Integrativeness construct) could possibly be a reason for its low internal consistency in the quantitative data. Their overall attitude towards the culture of Anglophone countries was also ambivalent as they liked only selective aspects appropriate to their own culture. Moreover, participants' liking for some progressive aspects of Anglophone countries was embedded with their wish to see them emulated in their own society, which may, therefore, be seen as a part of their national/collective aspirations to learn English. Overall, the study also supported the view that the concept of the ownership of English, restricted only to its native speakers from Anglophone countries, has outlived its motivational utility for EFL learners in some global contexts where it is spreading rapidly (see Dörnyei and Ushioda, 2011, Ryan, 2009). Instead English now belongs to the globalising world where it is used as a lingua franca by a vaguely defined but ever-increasing community of its speakers for individual and collective goals. This is also in line with Waters' (2013) argument, raised as a refutation of Phillipson's concept of linguistic imperialism (2009), that English in recent times is not viewed as a means for 'UK-US global domination', rather 'as an indispensable

means of enabling those who acquire a knowledge of it to participate as fully as possible in global affairs' (p. 129).

In relation to the second research question of the study, I can argue that several other factors proved to be salient in these learners' L2 motivation, notably the Milieu, International Posture and Cultural Interest, while the newly formed construct of National Interest proved to be a distinct variable, correlating with International Posture but not identical to it, and contributing more to the participants' Ideal L2 selves. I have attempted to explain these characteristics in terms of features of the local Pakistani context. Both quantitative and qualitative data revealed that Milieu strongly influences participants' L2-related motivation, future selves and learning experiences. This also reflected the collectivist and relational nature of Pakistani society where a strong family system still continues to exist with its traditional ethos to a large extent. Family members, especially parents, and significant others not only guide their young ones about their academic and career choices but also bear the socio-economic costs of their up-bringing and education until they are able to earn their own livelihood independently. The qualitative data further elaborated that English-related social values and pressures, which formed important aspects of participants' ought-to beliefs, were also mediated by their parents and family members. This sample of Pakistani learners seemed to have internalised these external and socially constructed influences and feel a sense of responsibility towards their families. In addition, the motivational roles of International Posture and Cultural Interest not only underline participants' general openness to the world at large but also indicate these international students' realization of the critical role of English for their communicative needs in today's rapidly globalizing world. In this way, the study reinforced the status of English as a gateway to the world, which also emerged as prominent in other Asian contexts (e.g. Yashima, 2009, Pan and Block, 2011, Ryan, 2009).

The emergence of National Interest as a contributory factor in motivation to learn English is noteworthy, and may reflect the way the language is now perceived in many global contexts as serving important domestic and national purposes. The qualitative component of this study which encouraged respondents to articulate in their own words how they view the English language as relating to their nation's development also deepened my understanding of the concept. The participants believed that the knowledge of English is a necessary skill for participating in the

socio-economic development and internal harmony of their country as well as for restoring her healthy and progressive image. In this regard, they viewed English as a powerful vehicle for intercultural dialogue, in order to reduce misunderstandings between *them* and *others*, and a storehouse of scientific, technological knowledge and liberal social values necessary for the progress of Pakistan in the coming years. Their views about the national roles of English also reflected their concerns for the socio-economic and political crisis Pakistani society is going through and led me to argue that the construct of National Interest may become more prominent when a nation is going through an image or identity crisis or rapid socio-economic changes. The discussion of the findings also highlighted that National Interest may be a more prominent characteristic of L2 motivation in collectivist societies where there is a tendency for individuals to stress group rather than personal goals.

The study has strongly supported my proposition about a strong relationship of National Interest with Ideal L2 self, without compromising its distinctiveness. Interestingly, the participants do not consider English as a threat to their national and religious identity; instead they find it a vehicle to portray positively and effectively their personal (local and international) as well as collective (national and religious) identities. In addition, they also seemed to have overlooked the colonial legacy of English language in their region. However, these findings coupled with other factors (e.g. the role of English as a gatekeeper to prestigious jobs and social places), appeared prominent in the detailed views of the participants, reflected global socio-economic and symbolic capitals of English and indirectly revealed a continuation of linguistic imperialism in Pakistan, an erstwhile colonial society.

The study also highlighted socio-economic divide in the existing educational system of Pakistan, where the students from English medium schools have a clear advantage over others in getting command over skills and the symbolic value of English language and in turning it into their socio-economic benefits. These students were found to be more confident about and fluent in their communication skills. In contrast, the students from less privileged Urdu medium schools and rural areas were found more anxious while learning English. Overall, the learning anxiety among the participants seemed to be caused by the external or others-related social factors. In addition, the study suggested that participants with strong ideal selves may be less anxious than others. The study did not find any major gender differences; however, female participants were found less anxious and had more

positive attitudes towards English learning. The strong contribution of female participants' ideal L2 selves to their learning efforts also indicated increasing awareness among Pakistani women regarding their emerging dynamic social and professional roles in Pakistani society. The study has also provided some support to Kormos et al.'s (2011) interactive model of motivation by endorsing the existence of reciprocal relations between motivated behaviour, self guides, learning attitudes and learning goals.

REFERENCES

- ABBAS, S. 1993. The power of English in Pakistan *World Englishes*, 12, 147 - 156.
- AIDA, Y. 1994. Examination of Horwitz, Horwitz, and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese. *The Modern Language Journal*, 78, 155-168.
- AKRAM, M. 2007. Attitude and Motivation in English Language Learning: A Study of Female Learners of Southern Punjab. *LANGUAGE IN INDIA*, 7, 1-23.
- AL-HAQ, F. A.-A. & AL-MASAEID, A. L. 2009. Islam and language planning in the Arab world: A case study in Jordan. *Iranian Journal of Language Studies (IJLS)*, 3, 267-302.
- AL-HAQ, F. A.-A. & SMADI, O. 1996. Spread of English and westernization in Saudi Arabia. *World Englishes*, 15, 307-317.
- ALI, A. 2010. Economic Cost of Terrorism: A Case Study of Pakistan. *The Institute of Strategic Studies, Islamabad*, available at <http://www.issi.org.pk>. Accessed on April 16, 2012.
- ARNETT, J. J. 2002. The psychology of globalization. *American Psychologist*, 57, 774-783.
- ARNOLD, J. & BROWN, H. D. 1999. A map of the terrain. In: ARNOLD, J. (ed.) *Affect In Language Learning*. Cambridge: Cambridge University Press.
- ASHER, R. E. 2008. Language in Historical Context. In: KACHRU, B. B., KACHRU, Y. & SRIDHAR, S. N. (eds.) *Language in South Asia* Cambridge: Cambridge University Press.
- ASLAM, M. 2007. Rates of Return to Education by Gender in Pakistan. In: GROUP, G. P. R. (ed.). *Global Poverty Research Group*.
- BAKER, W. 2012. From cultural awareness to intercultural awareness: culture in ELT. *ELT Journal*, 66, 62 - 70.
- BAUMGARDNER, R. J. 1995. Pakistani English: acceptability and the norm. *World Englishes*, 14, 261-271.
- BERG, B. L. 2009. *Qualitative research methods for the social sciences*, Boston, Allyn & Bacon.
- BLOMMAERT, J. 2010. *The Sociolinguistics of Globalization*, Cambridge, Cambridge University Press.
- BLUNT, A. 1994. *Travel, Gender, and Imperialism: Mary Kingsley and West Africa*, New York, Guilford.
- BOAMPONG, C. 2005. South Asian English. In: BOAMPONG, C. & PENOVA, G. (eds.) *The Colonial Expansion of English - English as a Global Language: Varieties of English*. Norderstedt: GRIN Verlag GbR.
- BOLTON, K. & KACHRU, B. B. 2006. *World Englishes*, New York, USA Routledge.
- BOURDIEU, P. 1991. *Language and Symbolic Power*. Trans. Gino Raymond and Mathew Admason, Cambridge, MA, Harvard University Press.
- BRIGGS, S. R. & CHEEK, J. M. 1986. The role of factor analysis in the development and evaluation of personality scales. *Journal of Personality*, 54, 106-148.
- BROADY, E. 2005. Language learning motivation: who do you want to be? *Language Learning Journal*, 31, 69 - 74.

- BROWN, H. D. 1990. M & Ms for language classrooms? Another look at motivation. In: ALATIS, J. E. (ed.) *Georgetown University Round Table on Language and Linguistics*. Washington, D.C.: Georgetown University Press.
- BYRAM, M. 1998. Cultural identities in multilingual classroom. In: CENOZ, J. & GENESEE, F. (eds.) *Beyond Bilingualism* Clevedon: Multilingual Matters.
- CAMERON, R. 2011. Mixed Methods Research: The Five Ps Framework. *The Electronic Journal of Business Research Methods* available online at www.ejbrm.com, 9, 96-108.
- CANAGARAJAH, A. S. 1999. *Resisting Linguistic Imperialism in English Teaching*, Oxford, Oxford University Press.
- CANAGARAJAH, A. S. 2006. The Place of World Englishes in Composition: Pluralization Continued. *National Council of Teachers of English*, 57, 586 - 619.
- CANAGARAJAH, S. & SAID, S. B. 2011. Linguistic imperialism. In: SIMPSON, J. (ed.) *The Routledge Handbook of Applied Linguistics*. Abingdon: Routledge.
- CAPSTICK, T. 2011. Language and migration: The social and economic benefits of learning English in Pakistan. In: COLEMAN, H. (ed.) *Dreams and Realities: Developing Countries and the English Language*. London: The British Council.
- CARVER, C. C., REYNOLDS, S. L. & SCHEIER, M. F. 1994. The possible selves of optimists and pessimists. *Journal of research in personality*, 28, 133-141.
- CARVER, C. S., LAWRENCE, J. W. & SCHEIER, M. F. 1999. Self-discrepancies and affect: Incorporating the role of feared selves. *Personality and Social Psychology Bulletin*, 25, 783-792.
- CENSUS 2001. *1998 Census Report of Pakistan* Islamabad, Population Census Organization Statistics Division. Govt of Pakistan.
- CHAMBERS, G. N. 1999. *Motivating Language learners*, Clevedon, Multilingual Matters.
- CLARK, A. 1995. Boys into modern languages: An investigation of the discrepancy in attitudes and performance between boys and girls in modern languages. *Gender and Education*, 7, 315-326.
- COHEN, L., MANION, L. & MORRISON, K. 2007. *Research Methods in Education*, London, Routledge.
- COLEMAN, H. 2010. *Teaching and Learning in Pakistan: The Role of Language in Education*. Islamabad: The British Council.
- COLEMAN, H. 2011. Allocating resources for English: The case of Indonesia's English medium International Standard Schools. In: COLEMAN, H. (ed.) *Dreams and Realities: Developing Countries and the English Language*. London: The British Council.
- COLEMAN, H. & CAPSTICK, T. 2012. *Language in education in Pakistan: Recommendations for policy and practice*. London: The British Council.
- CRESSWELL, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, London, Sage Publications Ltd.
- CRESSWELL, J. W. & CLARK, V. L. P. 2011. *Designing and Conducting Mixed Methods Research*, SAGE Publications.
- CROOKES, G. & SCHMIDT, R. W. 1991. Motivation: Reopening the Research Agenda. *Language Learning Journal*, 41, 469-512.
- CRYSTAL, D. 1997. *English as a Global Language*, Cambridge, Cambridge University Press.

- CRYSTAL, D. 2003. *English as a global language*, Cambridge [u.a.], Cambridge University Press.
- CSIZÉR, K. & KORMOS, J. 2009. Learning Experiences, Selves and Motivated Learning Behaviour: A Comparative Analysis of Structural Models for Hungarian Secondary and University Learners of English. In: DÖRNYEI, Z. & USHIODA, E. (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.
- CSIZÉR, K. & LUKÁCS, G. 2010. The Comparative analysis of motivation, attitudes and selves: The case of English and German in Hungary. *System*, 38, 1-13.
- DE SWAAN, A. 2001. *Words of the World: The Global Language System*, Cambridge, Polity Press.
- DEVELLIS, D. R. F. 2003. *Scale Development: Theory and Applications* California, Sage Publications, Inc.
- DÖRNYEI, Z. 1990. Conceptualizing motivation in foreign-language learning. *Language Learning Journal*, 40, 45-47.
- DÖRNYEI, Z. 1994. Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78, 273-284.
- DÖRNYEI, Z. 2003. Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. In: DÖRNYEI, Z. (ed.) *Attitudes, orientations, and motivations in language learning*. Oxford: Blackwell.
- DÖRNYEI, Z. 2005. *The psychology of the language learner: individual differences in second language acquisition*, Published by Routledge.
- DÖRNYEI, Z. 2007. *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*, Oxford, Oxford University Press.
- DÖRNYEI, Z. 2009a. The L2 Motivational Self System. In: DÖRNYEI, Z. & USHIODA, E. (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.
- DÖRNYEI, Z. 2009b. *The psychology of Second language acquisition*, Oxford, Oxford University Press.
- DÖRNYEI, Z. 2010. Researching motivation: From integrativeness to the ideal L2 self. In: HUNSTON, S. & OAKEY, D. (eds.) *INTRODUCING APPLIED LINGUISTICS: Concepts and Skills*. London: Routledge.
- DÖRNYEI, Z. & CLÉMENT, R. 2001. Motivational characteristics of learning different target languages: Results of a nationwide survey. *Motivation and second language acquisition*, 23, 399-432.
- DÖRNYEI, Z., CSIZER, K. & NEMETH, N. 2006. *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective*, Clevedon, Multilingual Matters LTD.
- DÖRNYEI, Z. & KUBANYIOVA, M. 2013. *Motivating students, motivating teachers: Building vision in the language classroom*, Cambridge University Press (in press).
- DÖRNYEI, Z. & OTTO, I. 1998. Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, 4, 43-69.
- DÖRNYEI, Z. & USHIODA, E. 2009. Motivation, Language Identities and the L2 Self: Future Research Directions. In: DÖRNYEI, Z. & USHIODA, E. (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.
- DÖRNYEI, Z. & USHIODA, E. 2011. *Teaching and Researching Motivation*, Harlow, Pearson Education Limited.

- EAST, M. 2008. Moving Towards 'Us-Others' Reciprocity: Implications of Globalisation for Language Learning and Intercultural Communication. *Language and Intercultural Communication*, 8, 156 - 171.
- ERLING, E. J. 2007. Local identities, global connections: affinities to English among students at the Freie Universität at Berlin. *World Englishes*, 26, 111–130.
- FADUL, J. A. 2010. *A Workbook for a Course in General Psychology*, Morrisville, Lulu.com.
- GARDNER, R. C. 1985. *Social psychology and second language learning* London, Arnold.
- GARDNER, R. C. 2000. Correlation, causation, motivation, and second language acquisition. *Canadian Psychology*, 41, 10–24.
- GARDNER, R. C. 2001. *Language Learning Motivation: The Student, the Teacher, and the Researcher*. Texas: Texas Foreign Language Education Conference, University of Texas at Austin.
- GARDNER, R. C. 2005. Integrative motivation and second language acquisition. *Canadian Association of Applied Linguistics/Canadian Linguistics Association: Joint Plenary Talk*.
- GARDNER, R. C. 2007. Motivation and Second Language Acquisition. *Porta Linguarum*, 9- 20.
- GARDNER, R. C. 2010. *Motivation and Second Language Acquisition: The Socio-Educational Model*, Lang, Peter, Publishing Incorporated.
- GARDNER, R. C. & LAMBERT, W. 1959. Motivational variables in second language acquisition *canadian journal of psychology* 13.
- GARDNER, R. C. & LAMBERT, W. E. 1972. *Attitudes and motivation : Second language learning*, Newbury House.
- GARDNER, R. C., MASGORET, A.-M., TENNANT, J. & MIHIC, L. 2004. Integrative motivation: Changes during a year-long Intermediate-level Language Course *Language learning*, 54.
- GARDNER, R. C. & SMYTHE, P. C. 1975. Motivation and second-language acquisition. *The Canadian Modern Language Review*, 31.
- GORE, J., CROSS, S. & KANAGAWA, C. 2009. Acting in our interests: Relational self-construal and goal motivation across cultures. *Motivation and Emotion*, 33, 75-87.
- GRADDOL, D. 1997. *The Future Of English?* , London, UK, The British Council.
- GRADDOL, D. 2006. English Next: Why global English may mean the end of 'English as a Foreign Language'. The British Council.
- GRADDOL, D. 2010. *English Next India: The future of English in India*, New Delhi, The British Council.
- GREENE, J. C., KREIDER, H. & MAYER, E. 2005. COMBINING QUALITATIVE AND QUANTITATIVE METHODS IN SOCIAL INQUIRY. In: SOMEKH, B. & LEWIN, C. (eds.) *RESEARCH METHODS IN THE SOCIAL SCIENCES*. London: SAGE Publications Ltd.
- GRIX, J. 2004. *The Foundations of Research*, New York, Palgrave Macmillan.
- GUILLOTEAUX, M.-J. 2007. *MOTIVATING LANGUAGE LEARNERS: A CLASSROOM-ORIENTED INVESTIGATION OF TEACHERS' MOTIVATIONAL PRACTICES AND STUDENTS' MOTIVATION*. Doctor of Philosophy, University of Nottingham.
- HAFEEZ, A. 2004. The Need of Introducing Communicative Syllabus for Teaching English in Pakistan. *Journal of Research (Faculty of Languages & Islamic Studies)*, 6, 27-32.

- HAMMAN, D., GOSSELIN, K., ROMANO, J. & BUNUAN, R. 2010. Using possible-selves theory to understand the identity development of new teachers. *Teaching and Teacher Education*, 26, 1349-1361.
- HEC n.d. HEC Recognized Universities and Degree Awarding Institutions. Higher Education Commission of Pakistan.
- HEDGE, T. 2000. *Teaching and Learning in the language classroom*, Oxford, Oxford university press.
- HENKEL, B. 2010. Ukrainian and English Motivational Self System of Minority Learners in Transcarpathia. *WoPaLP*, 4, 86 - 107.
- HICKEY, R. 2004. South Asian Englishes. In: HICKEY, R. (ed.) *Legacies of Colonial English: Studies in Transported Dialects*. Cambridge: Cambridge University Press.
- HIGGINS, E. T. 1987. Self-Discrepancy: A Theory Relating Self and Affect. *Psychological Review*, 94, 319-340.
- HIGGINS, E. T. 1997. Beyond Pleasure and Pain. *American Psychologist*, 52, 1280-1300.
- HIGGINS, E. T. 1998. Promotion and prevention: Regulatory focus as a motivational principle. *Advances in experimental social psychology*, 30, 1-46.
- HOLLIDAY, A. 2005. *The Struggle to Teach English as an International Language*, Oxford, Oxford University Press.
- HORWITZ, E. K., HORWITZ, M. B. & COPE, J. 1986. Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70, 125-132.
- ISLAM, M. 2009. Reinterpretation of integrative motivation in a globalizing world: A study of undergraduate EFL students in a Pakistani university Unpublished Master Dissertation, School of Education, University of Leicester.
- JABEEN, F., MAHMOOD, M. A. & RASHEED, S. 2011. An Attitudinal Study of Pakistani English. *Interdisciplinary Journal of Contemporary Research in Business*, 3, 109 - 119.
- JALAL, Z. 2004. Language Policy in Pakistan. In: MANSOOR, S., MERAJ, S. & TAHIR, A. (eds.) *Language policy, planning, & practice: A South Asian perspective*. Aga Khan University.
- JAVAID, K. 2011. Rural - Urban Divide in Pakistan - Inequities reinforcing Inequities. ASER.
- JILANI, R. 2009. Problematizing High School Certificate Exam in Pakistan: A Washback Perspective. *The Reading Matrix* © 2009, 9, 175-183.
- JOHNSON, R. B. & ONWUEGBUZIE, A. J. 2004. Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33, 14-26.
- JOHNSON, R. B., ONWUEGBUZIE, A. J. & TURNER, L. A. 2007. Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1, 112-133.
- JULKUNEN, K. 1989. Situation and task-specific Motivation in Foreign-Language learning. In: DORUNYEI, Z. & SCHMIDT, R. (eds.) *Motivation and Second Language Acquisition*. Honolulu: UNiversity of Hawaii Press.
- KACHRU, B. B. 2005. *Asian Englishes: beyond the canon* Hong Kong, Hong Kong University Press.
- KACHRU, Y. & NELSON, C. L. 2006. *World Englishes in Asian Contexts*, Hong Kong Hong Kong University Press.
- KELLER, J. M. 1983. Motivational Design of Instruction. In: REIGELRUTH, C. M. (ed.) *Instructional Design Theory and Models: An Overview of Their current Status* Hillsdale, NJ: Lawrence Erlbaum.

- KIM, Y.-K. & KIM, T.-Y. 2011. Gender differences in Korean secondary school students' learning styles and L2 motivation. *Foreign Languages Education* 18, 51-71.
- KISSAU, S. 2010. Gender differences in second language motivation: An investigation of micro-and macro-level influences. *Canadian Journal of Applied Linguistics (CJAL)/Revue canadienne de linguistique appliquée (RCLA)*, 9, 73-96.
- KORMOS, J. & CSIZÉR, K. 2008. Age-related differences in the motivation of learning English as a foreign language: attitudes, selves and motivated learning behaviour. *Language Learning*, 58, 327-355.
- KORMOS, J., KIDDLE, T. & CSIZÉR, K. 2011. Systems of Goals, Attitudes, and Self-related Beliefs in Second-Language-Learning Motivation. *Applied Linguistics*, 32, 495-516.
- KRAMSCH, C. 1993. *Context and Culture in Language Teaching*, Oxford, Oxford University Press.
- KRAMSCH, C. 2009. *The Multilingual Subject*, OUP Oxford.
- KRAMSCH, C. & VON-HOENE, L. 2001. Cross-cultural excursions: Foreign language study and feminist discourses of travel. In: PAVLENKO, A. (ed.) *Multilingualism, Second Language Learning, and Gender*. Berlin: Mouton de Gruyter.
- LAGHARI, J. R. 2012. Empires of the Mind. *Newsweek* available at <http://newsweekpakistan.com/the-take/803>.
- LAMB, M. 2004. Integrative motivation in a globalizing world *Systems*, 32, 3-19.
- LAMB, M. 2011. A 'Matthew Effect' in English language education in a developing country context. In: COLEMAN, H. (ed.) *Dreams and Realities: Developing Countries and the English Language*. London: The British Council.
- LAMB, M. 2012. A self-system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62, 997-1023.
- LAMB, M. 2013. 'Your mum and dad can't teach you!': constraints on agency among rural learners of English in the developing world. *Journal of Multilingual and Multicultural Development*, 34, 14-29.
- LEARY, M. R. 2007. Motivational and emotional aspects of the self. *Annual Review Psychology*, 58, 317-344.
- LEECH, N. L. & ONWUEGBUZIE, A. J. 2009. A typology of mixed methods research designs. *Journal of Quality and Quantity*, 43, 265-275.
- LEONDARI, A., SYNGOLLITOU, E. & KIOSSEOGLU, G. 1998. Academic Achievement, Motivation and Future Selves. *Educational Studies*, 24, 153-163.
- LIM, H. 2002. The interaction of motivation, perception and environment: One EFL learner's Experience *Hong Kong Journal of Applied Linguistics*, 7, 91-106.
- LO-BIANCO, J. 2009. English at Home in China: How Far does the Bond Extend? In: LO-BIANCO, J., ORTON, J. & YIHONG, G. (eds.) *China And English: Globalisation And The Dilemmas of Identity*. Bristol: Multilingual Matters.
- LOCKWOOD, P., MARSHALL, T. C. & SADLER, P. 2005. Promoting Success or Preventing Failure: Cultural Differences in Motivation by Positive and Negative Role Models. *Personality and Social Psychology Bulletin*, 31, 379-392.
- MACINTYRE, P. 1999. Language anxiety: A review of the research for language teachers. In: YOUNG, D. (ed.) *Affect in foreign language and second language learning: A Practical guide to creating a low-anxiety class room atmosphere*. Boston: McGraw Hill.

- MACINTYRE, P. D., MACKINNON, S. P. & CLEMENT, R. 2009a. The Baby, the Bathwater, and the Future of Language Learning Motivation Research. *In: DÖRNYEI, Z. & USHIODA, E. (eds.) Motivation, Language Identity and the L2 Self* Bristol: Multilingual Matters.
- MACINTYRE, P. D., MACKINNON, S. P. & CLÉMENT, R. 2009b. Toward the development of a scale to assess possible selves as a source of language learning motivation. *In: DÖRNYEI, Z. & USHIODA, E. (eds.) Motivation, language identity and the L2 self.* Bristol: Multilingual Matters.
- MAHBOOB, A. & AHMAR, N. H. 2004. Pakistani English: Phonology. *In: KORTMANN, B. (ed.) A handbook of varieties of English. 2. Morphology and syntax.* Mouton de Gruyter.
- MALIK, T. G. 2010. Role of L2 Motivation and the Performance of Intermediate Students in The English (L2) Exams in Pakistan. *LANGUAGE IN INDIA*, 10, 37 - 49.
- MANSOOR, S. 1993. *Punjabi, Urdu, English in Pakistan: A sociolinguistic study*, Lahore, Vanguard.
- MANSOOR, S. 2002. Culture and Teaching of English as a Second Language for Pakistani Students. *The English Teacher* XXVIII, Available on-line at: <http://www.melta.org.my/ET/2002/wp04.htm>.
- MANSOOR, S. 2003. Language Planning in Higher Education Issues of Access and Equity. *The Lahore Journal of Economics*, 8, 17-42.
- MANSOOR, S. 2004. The Status and Role of Regional Languages in Higher Education in Pakistan. *Journal of Multilingual and Multicultural Development*, 25, 333 — 353.
- MARKUS, H. & NURIUS, P. 1986. Possible Selves. *American Psychologist*, 41, 954-969.
- MARKUS, H. & RUVOLO, A. 1989. Possible self: Personalized representations of goals *In: PERVIN, L. A. (ed.) Goal Concepts in Personality and Social Psychology* Hillsdale, NJ: Lawrence Erlbaum.
- MARKUS, H. R. & KITAYAMA, S. 1991. Culture and the Self: Implications for Cognition, Emotion, and Motivation. *Psychological Review*, 98, 224-253.
- MATSUDA, A. 2012. Introduction: Teaching English as an International Language. *In: MATSUDA, A. (ed.) Principles and Practices of Teaching English as an International Language.* Bristol: Multilingual Matters.
- MCKAY, S. L. 2002. *Teaching English as an International Language Rethinking Goals and Approaches* Oxford, Oxford University Press.
- MCKAY, S. L. 2012. Teaching Materials for English as an International Language. *In: MATSUDA, A. (ed.) Principles and Practices of Teaching English as an International Language.* Bristol: Multilingual Matters.
- MEGANATHAN, R. 2011. Language policy in education and the role of English in India: From library language to language of empowerment. *In: COLEMAN, H. (ed.) Dreams and Realities: Developing Countries and the English Language.* London: The British Council.
- MILLER, J. G. & SCHABERG, L. 2003. Cultural Perspectives on Personality and Social Psychology. *In: MILLON, T., LERNER, M. J. & WEINER, I. B. (eds.) Handbook of Psychology, Personality and Social Psychology.* New Jersey: John Wiley & Sons.
- MINISTRY OF ECONOMIC AFFAIRS AND STATISTICS 2013. Population Clock: Population Census Organization. *Government of Pakistan.* <http://www.census.gov.pk/>.

- MINISTRY OF EDUCATION 2009. National Education Policy. Islamabad: Government of Pakistan.
- MORGAN, D. L. 2007. Paradigms Lost and Pragmatism Regained: Methodological Implications of Combining Qualitative and Quantitative Methods. *Journal of Mixed Methods Research*, 1, 48-76.
- MORI, S. & GOBEL, P. 2006. Motivation and gender in the Japanese EFL classroom. *System*, 34, 194-210.
- MURPHEY, T. Year. Motivating with Near Peer Role Models. In: VISGATIS, B., ed. On JALT'97: Trends & Transitions, 1998 Japan. Japan Association for Language Teaching, 201- 205.
- Author. 2009. Education: Spelt Right. *Dawn*, 09 August.
- NGUGI WA THIONG'O 1985. THE LANGUAGE OF AFRICAN LITERATURE. *New Left Review*, 109 - 127.
- NOELS, K. A., PELLETIER, L. G., CLÉMENT, R. & VALLERAND, R. J. 2000. Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning Journal*, 50, 57-85.
- NORTON, B. 2000. *Identity and Language Learning: Gender, Ethnicity and Educational Change*, Harlow, Longman/Pearson Education.
- NORTON, B. & KAMAL, F. 2003. The Imagined communities of English Language Learners in a Pakistani School. *Journal of Language Identity & Education*, 2, 301-317.
- ODA, M. 2000. Linguicism in Action: Language and Power in Academic Institutions. In: PHILLIPSON, R. (ed.) *Rights to Language: Equity, Power, and Education*. Mahwah: Lawrence Erlbaum Associates.
- ORMROD, J. E. 2003. *Educational psychology: developing learners*, Pearson/Merrill Prentice Hall.
- ORTON, J. 2009. East Goes West. In: LO-BIANCO, J., ORTON, J. & YIHONG, G. (eds.) *China And English: Globalisation And The Dilemmas of Identity*. Bristol: Multilingual Matters.
- OXFORD, R. L. & SHEARIN, J. 1994. Language learning motivation: Expanding the theoretical framework. *Modern Language Journal*, 78, 12-28.
- OYSERMAN, D., BYBEE, D. & TERRY, K. 2006. Possible selves and academic outcomes: How and when possible selves impel action. *Journal of Personality and Social Psychology*, 91, 188-204.
- OYSERMAN, D. & JAMES, L. 2009. Possible selves: From content to process In: MARKMAN, K., KLEIN, W. M. P. & SUHR, J. A. (eds.) *The Handbook of Imagination and Mental Stimulation*. New York Psychology Press.
- PAK INSTITUTE FOR PEACE STUDIES 2011. Understanding North Punjab in the Context of Pakistani. *Conflict and Peace Studies*, 4.
- PALLANT, J. 2007. *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows Third Edition*, Berkshire, England, Open University Press
- PAN, L. & BLOCK, D. 2011. English as a "global language" in China: An investigation into learners' and teachers' language beliefs. *System*, 39, 391 - 402.
- PAPI, M. 2010. The L2 motivational self system, L2 anxiety, and motivated behavior: A structural equation modeling approach. *System*, 38, 467-479.
- PARMEGIANI, A. 2008. Language ownership in multilingual settings: Exploring attitudes among students entering the University of KwaZulu-Natal through the Access Program. *Stellenbosch Papers in Linguistics*, 38, 107-124.

- PATTON, M. Q. 2002. *Qualitative research and evaluation methods (3rd ed.)*, Thousand Oaks, CA, Sage.
- PENNYCOOK, A. 1994. *The Cultural Politics of English as an International Language*, London, Longman.
- PENNYCOOK, A. 2001. *Critical Applied Linguistics: A Critical Introduction*, Mahwah, Routledge.
- PHILLIPSON, R. 1992. *Linguistic Imperialism*, Oxford, Oxford University Press.
- PHILLIPSON, R. 2009. *Linguistic Imperialism Continued*, London, Routledge.
- PHILLIPSON, R. 2012. Robert Phillipson's Talk. TESOLacademic.org.
- PINNOCK, H. 2009. *Language and Education: The Missing Link*, CfBT and Save the Children Alliance.
- PIPER, H. & SIMONS, H. 2005. ETHICAL RESPONSIBILITY IN SOCIAL RESEARCH. In: SOMEKH, B. & LEWIN, C. (eds.) *RESEARCH METHODS IN THE SOCIAL SCIENCES*. London: SAGE Publications Ltd.
- RAHMAN, T. 2002. Language, Power and Ideology. *Economic and Political Weekly*, 37, 4556-4560
- RAHMAN, T. 2003. Language policy, multilingualism and language vitality in Pakistan. *Quaid-i-Azam University Islamabad, Pakistan*, (http://www.sil.org/asia/lcd/parallel_papers/tariq_rahman.pdf) Accessed May 1, 2009.
- RAHMAN, T. 2004. Language Policy and Localization in Pakistan: Proposal for a Paradigmatic Shift. *Paper Presented in SCALLA Conference on Computational Linguistics*, (<http://www.elda.org/en/proj/scalla/SCALLA2004/rahman.pdf>) Accessed Online 5 May, 2009.
- RAHMAN, T. 2007. The Role of English in Pakistan With Special Reference to Tolerance and Militancy. In: AMY B. M. TSUI & JAMES W. TOLLEFSON, E. (ed.) *Language Policy, Culture, and Identity in Asian Contexts*. New York: Routledge.
- RAHMAN, T. n.d. Language-Teaching and Power in Pakistan. *Academy of the Punjab in North America*, retrieved on May 26, 2010 from <http://www.apnaorg.com/book-chapters/tariq2/>.
- RIVERS, D. J. 2010. National identification and intercultural relations in foreign language learning. *Language and Intercultural Communication*, 10, 318-336.
- RIVERS, D. J. 2011. Japanese national identification and English language learning processes. *International Journal of Intercultural Relations*, 35, 111-123.
- ROCCO, T. S., BLLISSSS, L. A., GAALLLLAAGHER, S. & PÉREZZ--PRAADO, A. 2003. Taking the Next Step: Mixed Methods Research in Organizational Systems. *Information Technology, Learning, and Performance Journal*, 21, 19 - 29.
- RUVOLO, A. P. & MARKUS, H. R. 1992. Possible Selves and Performance: The Power of Self-Relevant Imagery. *Social Cognition*, 10, 95-124.
- RYAN, S. 2008. The Ideal L2 Selves of Japanese Learners of English. *Thesis submitted to the University of Nottingham for the degree of Doctor of Philosophy*.
- RYAN, S. 2009. Self and Identity in L2 Motivation in Japan: The Ideal L2 Self and Japanese Learners of English. In: DÖRNYEI, Z. & USHIODA, E. (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.
- SCHMITT, N. 2002. *An introduction to applied linguistics.*, London, Arnold.
- SCHWANDT, T. 2006. Opposition redirected. *International Journal of Qualitative Studies in Education*, 19.

- SCOVEL, T. 1978. The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28, 129-142.
- SEARGEANT, P. & ERLING, E. J. 2011. The discourse of 'English as a language for international development': Policy assumptions and practical challenges. In: COLEMAN, H. (ed.) *Dreams and Realities: Developing Countries and the English Language*. London: British Council.
- SHACKLE, C. 2007. Pakistan. In: SIMPSON, A. (ed.) *Language and national identity in Asia* Oxford: Oxford University Press.
- SHAH, M. A. 1997. *The foreign policy of Pakistan: ethnic impacts on diplomacy, 1971-1994*, London, I B Tauris & Co Ltd.
- Author. 2010. 26 languages spoken in NWFP, northern areas: Many face threat of extinction. *Daily Times*.
- SHAH, M. P. 2011. Impacts of War On Terror on Socio-economic Conditions of Pakistan. *National Graduate Institute of Policy Studies, Tokyo*, <http://www.scribd.com>. Accessed on April 16, 2012.
- SHAHBAZ, M. & LIU, Y. 2012. Complexity of L2 Motivation in an Asian ESL Setting. *Porta Linguarum*, 18, 115 - 131.
- SHAMIM, F. 2008. Trends, issues and Challenges in English language education in Pakistan. *Asia Pacific Journal of Education* 28, 235-249.
- SHAMIM, F. 2011. English as the language for development in Pakistan: Issues, challenges and possible solutions. In: COLEMAN, H. (ed.) *Dreams and Realities: Developing Countries and the English Language*. London: British Council.
- SHAMIM, F. & TRIBBLE, C. 2005. Current provisions for English Language Teaching in Higher Education in Pakistan. *Report submitted to National Committee on English Higher Education Commission, Islamabad*.
- SHOAIB, A. & DÖRNYEI, Z. 2005. Affect In lifelong learning: Exploring L2 Motivation as a dynamic process. In: NUNAN, D. (ed.) *Learners' Stories: Difference and Diversity in Language Learning*. Cambridge: Cambridge University Press.
- SKUTNABB-KANGAS, T. 2000. *Linguistic Genocide in Education--or Worldwide Diversity and Human Rights?*, Mahwah, Taylor & Francis.
- SKUTNABB-KANGAS, T. 2002. WHY SHOULD LINGUISTIC DIVERSITY BE MAINTAINED AND SUPPORTED IN EUROPE? Strasbourg: Language Policy Division, Council of Europe.
- SKUTNABB-KANGAS, T. 2004. Do not cut my tongue: let me live and die with my language: a comment on English and other language in relation to linguistic human rights. *Journal of Language, Identity, and Education*, 3, 127-34.
- SULLIVAN, N. & SCHATZ, R. T. 2009. Effects of Japanese national identification on attitudes toward learning English and self-assessed English proficiency. *International Journal of Intercultural Relations*, 33, 486-497.
- TAGUCHI, T., MAGID, M. & PAPI, M. 2009. The L2 Motivational Self System among Japanese, Chinese and Iranian Learners of English: A Comparative Study. In: DÖRNYEI, Z. & USHIODA, E. (eds.) *Motivation, Language Identity and the L2 Self*.
- TALBOT, I. 1999. *Pakistan: a modern history* Palgrave MacMillan.
- TALBOT, I. 2002. The Punjabization of Pakistan: Myth or Reality? In: JAFFRELOT, C. (ed.) *Pakistan: nationalism without a nation?* . London: Zed Books Ltd.

- TASHAKKORI, A. & TEDDLIE, C. 2010. Epilogue: current developments and emerging trends in integrated research methodology. In: TASHAKKORI, A. & TEDDLIE, C. (eds.) *SAGE Handbook of Mixed Methods in Social & Behavioral Research*. London: SAGE Publications, Inc.
- THE NEWS 2012. 'Daanish schools to minimise rich-poor divide'. <http://www.thenews.com.pk/Todays-News-5-142219-Daanish-schools-to-minimise-rich-poor-divide>.
- TOBIN, J. J., WU, D. Y. H. & DAVIDSON, D. H. 1989. *Preschool in three cultures*. New Haven, CT: Yale University Press.
- TONKIN, H. 2003. Why Learn Foreign Languages? Thoughts for a new millennium. In: TONKIN, H. (ed.) *Language in the Twenty-First Century: Selected Papers of the Millennial Conferences of the Center for Research and Documentation on World Language*. Philadelphia, : PA, John Benjamins.
- TREMBLAY, P. & GARDNER, R. C. 1995. Expanding the motivation construct in language learning. *Modern Language Journal*, 79.
- TRIANDIS, H. C. 1995. *Individualism & collectivism*, Westview Press.
- USHIODA, E. 1996. Developing a dynamic concept of L2 Motivation. In: HICKEY, T. (ed.) *Language, Education and society in a Changing World* Dublin: Multilingual Matters.
- USHIODA, E. 2001. Language Learning at University: Exploring the Role of Motivational Thinking. In: SCHMIDT, Z. D. A. R. W. (ed.) *Motivation and Second Language Acquisition*. Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
- USHIODA, E. 2006. Language Motivation in a Reconfigured Europe: Access, Identity, Autonomy. *Journal of Multilingual and Multicultural Development*, 27, 148 - 161.
- USHIODA, E. 2009. A Person-in-Context Relational view of Emergent Motivation, Self and Identity. In: DÖRNYEI, Z. N. & USHIODA, E. (eds.) *Motivation, language identity and the L2 self: Second language acquisition*. Bristol: Multilingual Matters.
- VISSER, P. S., KROSNICK, J. A. & SIMMONS, J. P. 2003. Distinguishing the cognitive and behavioral consequences of attitude importance and certainty: A new approach to testing the common-factor hypothesis. *Journal of Experimental Social Psychology*, 39, 118 - 141.
- WARDEN, C. & LIN, H. J. 2000. Existence of integrative motivation in Asian EFL setting. *Foreign Language Annual* 33, 535-547.
- WARSI, J. 2004. Conditions under which English is Taught in Pakistan. *Applied Linguistic Perspective SARID journal*, 1.
- WATERS, A. 2013. Linguistic Imperialism Continued (Review). *ELT Journal*.
- WEITEN, W., LLOYD, M. A., DUNN, D. S. & HAMMER, E. Y. 2008. *Psychology Applied to Modern Life: Adjustment in the 21st Century*, Cengage Learning.
- WIGFIELD, A. & ECCLES, J. S. 1992. The development of achievement task values: A theoretical analysis. *Developmental review*, 12, 265-310.
- WILLIAMS, M. & BURDEN, R. L. 1997. *Psychology For Language Teachers*, New York, Cambridge University Press.
- WISEMAN, D. G. & HUNT, G. H. 2008. *BEST PRACTICE IN MOTIVATION AND MANAGEMENT IN THE CLASSROOM*, Springfield, CHARLES C THOMAS PUBLISHER · LTD.

- WONG, M. S. & CANAGARAJAH, S. 2009. Christian and Critical English Language Educators in Dialogue: Imagining Possibilities. *In: WONG, M. S. & CANAGARAJAH, S. (eds.) Christian and Critical English Language Educators in Dialogue: Pedagogical and Ethical Dilemmas.* New York: Routledge.
- WONG, M. S., KRISTJANSSON, C. & DORNYEI, Z. 2013. Introduction: The Faithful Fence. *In: WONG, M. S., KRISTJANSSON, C. & DORNYEI, Z. (eds.) Christian Faith and English Language Teaching and Learning: Research on the Interrelationship of Religion and ELT.* Taylor & Francis Group.
- YASHIMA, T. 2000. Orientations and motivation in foreign language learning: a study of Japanese college students. *JACET Bulletin*, 31.
- YASHIMA, T. 2002. Willingness to Communicate in a Second Language: The Japanese EFL Context. *The Modern Language Journal*, 86, 54-66.
- YASHIMA, T. 2009. International Posture and the Ideal L2 Self in the Japanese EFL Context. *In: DÖRNYEI, Z. N. & USHIODA, E. (eds.) Motivation, language identity and the L2 self: Second language acquisition.* Bristol: Multilingual Matters.
- ZAIDI, S. A. 2005. *Issues in Pakistan's economy*, Karachi, Oxford University Press.
- ZENTNER, M. & RENAUD, O. 2007. Origin of adolescent's ideal self: An intergenerational perspective. *journal of personality and social psychology*, 92, 557-574.

APPENDIX A: Scales and Items Used in the Motivational Factors Questionnaire

CULTURAL INTEREST

- 31 Do you like the music of English-speaking countries?
- 32 Do you like English magazines, newspapers, or books published in English-speaking countries?
- 34 Do you want to know the culture and art of English-speaking countries?
- 35 Do you like TV programmes or movies made in English-speaking countries?

ATTITUDES TOWARDS L2 COMMUNITY

- 36 Do you think that English-speaking countries have an important role in the world?
- 39 Do you think that English-speaking countries are advanced and developed nations?
- 33 Do you like meeting people from English-speaking countries?
- 37 Would you like to know more about people from English-speaking countries?
- 38 Would you like to travel to English-speaking countries?
- 68 I like the people of English-speaking countries?

INTEGRATIVENESS

- 3 I like English.
- 48 I think it is important to learn English in order to learn more about the culture and art of its speakers.
- 55 I would like to become similar to the people of English-speaking countries by adopting their culture.

INSTRUMENTALITY (Promotion)

- 1 I think knowing English would help me to become a more educated person.
- 56 English ability would help me in getting a better job.
- 9 Studying English is important to me because I am planning to study abroad.
- 44 Studying English can be important to me because I think I will need it for further studies even in Pakistan.

- 24 Studying English is important to me because with English I can work globally.
49 Learning English is necessary because it is an important international language.
2 Learning English is important to me because I would like to travel internationally

INSTRUMENTALITY (Prevention)

- 8 I have to learn English because without passing the English subject I cannot get my degree.
53 I have to study English because I do not want to get bad marks in it at university/in other English language test in future.
25 I have to study English; otherwise, I think I cannot be successful in my future career.
58 Studying English is important to me, because I would feel ashamed if I got bad grades in English.
69 Studying English is important to me, because I do not like to be considered a poorly educated person.

INTERNATIONAL POSTURE

- 43 If an opportunity comes, I would like to make friends from other countries.
50 I am interested to read and watch news about foreign countries or international events.
17 I talk about situations and events in foreign countries with my family and/or friends.
60 I have thoughts that I want to share with people from other parts of the world.
7 I think that English will help me meet more people.
54 I respect the values and customs of other cultures.
66 I would like to learn many foreign languages.
59 Studying English will help me to understand people from all over the world, not just English-speaking countries.

ENGLISH ANXIETY

- 28 I am worried that other speakers of English would find my English strange.
64 I get nervous and confused when I am speaking in my English class.
46 I think I am the type who would feel nervous and uneasy if I had to speak to someone in English language.
10 I always feel that my classmates speak English better than I do.

ATTITUDES TO LEARNING ENGLISH

42 Learning English is great.

19 I always look forward to my English classes.

47 Learning English is one of the most important aspects in my life.

MILIEU

4 I am often told by my parents that English is important for my future.

11 Studying English is important to me in order to bring honour to my family.

18 My friends encourage me to learn English.

27 Whenever I meet a fluent speaker of English in my surroundings, I desire to speak English fluently.

67 My family encourages me to learn English.

71 I get support from my peer group/friends in learning English.

IDEAL L2 SELF

13 When I think about my future, it is important that I use English.

51 Whenever I think of my future career, I imagine myself being able to use English.

29 If my dreams come true, I will use English effectively in the future.

20 I can imagine speaking English with international friends.

41 I can imagine myself living abroad and using English effectively for communicating with the people there.

70 I can imagine myself studying in a university where all my courses are taught in English.

63 I can imagine myself writing English e-mails fluently.

16 Studying English is important to me because I would like to become close to other Pakistani speakers of English.

OUGHT-TO L2 SELF

15 I have to study English, because, if I do not study it, I think my parents or friends will be disappointed with me.

57 I consider learning English important because the people I respect think that I should do it.

45 Studying English is important to me in order to gain the approval of my peers/teachers/ family.

65 It will have a negative impact on my life if I do not learn English.

21 Studying English is important to me because other people will respect me more if I have knowledge of English.

30 Studying English is important to me because an educated person is supposed to be able to speak English.

INTENDED LEARNING EFFORTS

5 It is important for me to learn English.

52 If an English course was offered at university or somewhere else in the future, I would like to take it.

61 I think that I am really doing my best to learn English.

26 If I have access to English-speaking TV stations and movies, I would try to watch them often.

12 I am the kind of person who is prepared to make great efforts to learn English.

22 I would like to spend lots of time studying English.

NATIONAL DEVELOPMENT

6 After getting more knowledge of English language, I can contribute in the national development of Pakistan in a better way.

62 I think the knowledge of English would help Pakistani people to represent Pakistan in a better way among other nations.

40 Do you think that the knowledge of English language is necessary for Pakistani people to benefit from the scientific development in the world?

14 I think the wide spread of English language would reduce militancy/extremism and bring tolerance in Pakistani society.

23 I would like to be able to use English to communicate with people from other countries.

APPENDIX B: Motivational Factors Questionnaire

Dear Student,

This questionnaire has been designed to investigate the English language motivation of undergraduate students in selected universities of Central Punjab, Pakistan. It aims to understand your views and beliefs as learners of English. This questionnaire consists of three sections. Please note, this is not a test so there are no 'right' or 'wrong' answers and you do not even have to mention your name. Therefore, I request you to answer the following questions frankly and honestly because only this can guarantee the success of this research. The information you give will be used only for research purpose. Thank you very much for your help.

Muhammad Islam
(edmi@leeds.ac.uk)
University of Leeds,
Leeds, UK

Part I

Please encircle the number from 1 to 6 that best expresses how much you agree or disagree with the following statements. Please do not leave out any items.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly Agree
1	2	3	4	5	6

For example, if you strongly agree with the following statement, write this:

I like cricket. 1 2 3 4 5 **6**

1. I think knowing English would help me to become a more educated person.	1 2 3 4 5 6
2. Learning English is important to me because I would like to travel internationally.	1 2 3 4 5 6
3. I like English.	1 2 3 4 5 6
4. I am often told by my parents that English is important for my future.	1 2 3 4 5 6
5. It is important for me to learn English.	1 2 3 4 5 6
6. After getting more knowledge of English language, I can contribute in the national development of Pakistan in a better way.	1 2 3 4 5 6
7. I think that English will help me meet more people.	1 2 3 4 5 6
8. I have to learn English because without passing the English subject I cannot get my degree.	1 2 3 4 5 6
9. Studying English is important to me because I am planning to study abroad.	1 2 3 4 5 6
10. I always feel that my classmates speak English better than I do.	1 2 3 4 5 6
11. Studying English is important to me in order to bring honour to my family.	1 2 3 4 5 6
12. I am the kind of person who is prepared to make great efforts to learn English.	1 2 3 4 5 6
13. When I think about my future, it is important that I use English.	1 2 3 4 5 6
14. I think the wide spread of English language would reduce militancy/extremism and bring tolerance in Pakistani society.	1 2 3 4 5 6
15. I have to study English, because, if I do not study it, I think my parents or friends will be disappointed with me.	1 2 3 4 5 6

16.	Studying English is important to me because I would like to become close to other Pakistani speakers of English.	1	2	3	4	5	6
17.	I talk about situations and events in foreign countries with my family and/or friends.	1	2	3	4	5	6
18.	My friends encourage me to learn English.	1	2	3	4	5	6
19.	I always look forward to my English classes.	1	2	3	4	5	6
20.	I can imagine speaking English with international friends.	1	2	3	4	5	6
21.	Studying English is important to me because other people will respect me more if I have knowledge of English.	1	2	3	4	5	6
22.	I would like to spend lots of time studying English.	1	2	3	4	5	6
23.	I would like to be able to use English to communicate with people from other countries.	1	2	3	4	5	6
24.	Studying English is important to me because with English I can work globally.	1	2	3	4	5	6
25.	I have to study English; otherwise, I think I cannot be successful in my future career.	1	2	3	4	5	6
26.	If I have an access to English TV stations and movies, I would try to watch them often.	1	2	3	4	5	6
27.	Whenever I meet a fluent speaker of English in my surroundings, I desire to speak English fluently.	1	2	3	4	5	6
28.	I am worried that other speakers of English would find my English strange.	1	2	3	4	5	6
29.	If my dreams come true, I will use English effectively in the future.	1	2	3	4	5	6
30.	Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5	6

Part II

These are new questions but please answer them the same way as you did before.

Not at all	not so much	so-so	a little	quite a lot	very much
1	2	3	4	5	6

(Ex.) If you like “apples” very much, write this:

Do you like apples?	1	2	3	4	5	6
---------------------	---	---	---	---	---	---

31.	Do you like the music of English speaking countries?	1	2	3	4	5	6
32.	Do you like English magazines, newspapers, or books published in English-speaking countries?	1	2	3	4	5	6
33.	Do you like meeting people from English-speaking countries?	1	2	3	4	5	6
34.	Do you want to know the culture and art of English-speaking countries?	1	2	3	4	5	6
35.	Do you like TV programmes or films made in English-speaking countries?	1	2	3	4	5	6
36.	Do you think that English-speaking countries have an important role in the world?	1	2	3	4	5	6
37.	Would you like to know more about people from English-speaking countries?	1	2	3	4	5	6
38.	Would you like to travel to English-speaking countries?	1	2	3	4	5	6
39.	Do you think that English-speaking countries are advanced and developed nations?	1	2	3	4	5	6

40. Do you think that the knowledge of English is necessary for Pakistani people to benefit from the scientific development in the world?	1	2	3	4	5	6
---	---	---	---	---	---	---

Part III

The following items are similar to the ones in Part I.

Strongly Disagree	Disagree	Slightly Disagree	Slightly agree	Agree	Strongly Agree	
1	2	3	4	5	6	
41. I can imagine myself living abroad and using English effectively for communicating with people there.	1	2	3	4	5	6
42. Learning English is great.	1	2	3	4	5	6
43. If an opportunity comes, I would like to make friends from other countries.	1	2	3	4	5	6
44. Studying English can be important to me because I think I will need it for further studies even in Pakistan.	1	2	3	4	5	6
45. Studying English is important to me in order to gain the approval of my peers/teachers/ family.	1	2	3	4	5	6
46. I think I am the type who would feel nervous and uneasy if I had to speak to someone in English language.	1	2	3	4	5	6
47. Learning English is an important aspect of my life.	1	2	3	4	5	6
48. I think it is important to learn English in order to learn more about the culture and art of its speakers.	1	2	3	4	5	6
49. Learning English is necessary because it is an important international language.	1	2	3	4	5	6
50. I am interested to read and watch news about foreign countries or international events.	1	2	3	4	5	6
51. Whenever I think of my future career, I imagine myself being able to use English.	1	2	3	4	5	6
52. If an English course was offered at university or somewhere else in the future, I would like to take it.	1	2	3	4	5	6
53. I have to study English because I do not want to get bad marks in it at university/in other English language test in future.	1	2	3	4	5	6
54. I respect the values and customs of other cultures.	1	2	3	4	5	6
55. I would like to become similar to the people of English-speaking countries by adopting their culture.	1	2	3	4	5	6
56. English ability would help me in getting a better job.	1	2	3	4	5	6
57. I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5	6
58. Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5	6
59. Studying English will help me to understand people from all over the world, not just English-speaking countries.	1	2	3	4	5	6
60. I have thoughts that I want to share with people from other parts of the world.	1	2	3	4	5	6
61. I think that I am really doing my best to learn English.	1	2	3	4	5	6
62. I think the knowledge of English would help Pakistani people to represent Pakistan in a better way among other nations.	1	2	3	4	5	6
63. I can imagine myself writing English e-mails fluently.	1	2	3	4	5	6

64. I get nervous and confused when I am speaking English in my class.	1	2	3	4	5	6
65. It will have a negative impact on my life if I do not learn English.	1	2	3	4	5	6
Strongly Disagree	Disagree	Slightly Disagree	Slightly agree	Agree	Strongly Agree	
1	2	3	4	5	6	
66. I would like to learn many foreign languages.	1	2	3	4	5	6
67. My family encourages me to learn English.	1	2	3	4	5	6
68. I like the people of English-speaking countries.	1	2	3	4	5	6
69. Studying English is important to me, because I do not like to be considered a poorly educated person.	1	2	3	4	5	6
70. I can imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5	6
71. I get support from my peer group/friends in learning English.	1	2	3	4	5	6

Part IV

Please provide the following information by ticking (✓) in the box or writing your response in the space.

- **Gender:** Male Female
- **Year of study:** 1st 2nd 3rd 4th
- **The area in which your family have been living for last 10 years is:**
 Metropolitan city (Lahore, Karachi, Islamabad)
 City Village/town
- **What was the medium of instruction at your school?**
 Urdu Medium English Medium Both Mediums

Thank you for your cooperation!

APPENDIX C: Statement for Interview Consent

(Attached with the Questionnaire)

Would you be willing to participate in a second phase of this research involving a short interview about your learning of English?

Yes No

If **'Yes'**, please write your contact details here:

Contact number (Mobile/ Landline) _____

Email address _____

Thank you for your cooperation!

APPENDIX D: Participant Consent Form

Title of Research Project:

L2 Motivational Self System and Relational Factors Affecting the L2 Motivation of Pakistani Students in the Public Universities of Central Punjab, Pakistan

Name of Researcher: **Muhammad Islam**

Tick the box if you agree with the statement to the left:

- 1 I confirm that I have read and understand the information sheet dated explaining the above research project and I have had the opportunity to ask questions about the project.
- 2 I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.
- 3 I understand that my responses will be kept strictly confidential. I give permission for the researcher to have access to my anonymised responses. I understand that my name will not be linked with
the research materials, and I will not be identified or identifiable in the report or reports that result from the research.
- 4 I agree for the data collected from me to be used in future research
- 5 I agree to take part in the above research project and will inform the principal investigator should my contact details change.

Name of participant

Date

Signature

The researcher

Date

Signature

APPENDIX E: Ethical Approval Letter

Research Support
3 Cavendish Road
University of Leeds
Leeds LS2 9JT

Tel: 0113 343 4873
E-mail: j.m.blaikie@adm.leeds.ac.uk



Muhammad Islam
School of Education
7.75 EC Stoner Building
University of Leeds
Leeds, LS2 9JT

AREA Faculty Research Ethics Committee
University of Leeds

8 April 2013

Dear Muhammad

Title of study: Motivation and L2 Motivational Self System: A study of undergraduate students in the universities of Central Punjab, Pakistan
Ethics reference: AREA 10-058

I am pleased to inform you that the above research application has been reviewed by the ESSL, Environment and LUBS (AREA) Faculty Research Ethics Committee and following receipt of the amendments requested, I can confirm a favourable ethical opinion on the basis described in the application form and supporting documentation as of the date of this letter. The following documentation was considered:

Document	Version	Date
AREA 10-058 researcher's response.txt	1	09/03/11
AREA 10-058 New Consent Form.docx	1	09/03/11
AREA 10-058 Information sheet 1.docx	1	09/03/11
AREA 10-058 Information sheet 2.docx	1	09/03/11
AREA 10-058 Information sheet 3.docx	1	09/03/11
AREA 10-058 application.pdf	1	10/12/10
AREA 10-058 appendix A	1	10/12/10
AREA 10-058 appendix B	1	10/12/10

Please notify the committee if you intend to make any amendments to the original research as submitted at date of this approval. This includes recruitment methodology and all changes must be ethically approved prior to implementation.

Please note: You are expected to keep a record of all your approved documentation, as well as documents such as sample consent forms, and other documents relating to the study. This should be kept in your study file, which should be readily available for audit purposes. You will be given a two week notice period if your project is to be audited.

Yours sincerely

Jennifer Blaikie
Research Ethics Administrator, Research Support
On behalf of Dr Anthea Hucklesby, Chair, AREA Faculty Research Ethics Committee
CC: Student's supervisor(s)

APPENDIX F: Participant Information Sheet 1

Title of the Study

L2 Motivational Self System and Relational Factors Affecting the L2 Motivation of Pakistani Students in the Public Universities of Central Punjab, Pakistan

I invite you to take part in my Ph D research project. Before you decide to take part in this research, it is important for you to understand its purpose and some important details. Please read the following details carefully. You may also discuss them with others if you wish so. If you need further information or find anything unclear here, you can ask me. Take your time to decide whether or not you wish to participate in this study.

Thank you for reading this information.

Purpose of the Study

The present study aims to investigate in detail English language learning experience and motivation of a sample of Pakistani undergraduate students. Based on the need to find a framework that may explain Pakistani students' English language motivations, this study will attempt to analyse 'L2 motivational Self System' and its major theoretical proposals in a Pakistani context. In addition, the study also aims to explore the context-specific factors that may impact on English language motivation of a sample of Pakistani undergraduate students from seven universities of Central Punjab.

Participation in this study

You have been selected for this study, as you are one of the undergraduate students from the seven universities selected for this study. Almost 1000 undergraduate students would participate in the first phase (questionnaire survey) of this study. You would be one of them, if you choose to participate. The participants will fill in a questionnaire, which contains simple questions about their English language learning experience and motivation. The questionnaire may take 15 to 30 minutes to complete. The second Phase of this study will include almost 30 minutes interview regarding your English language experiences. Twenty students will be selected for

this purpose. Both parts of this study are not any kind of academic test. You will not be evaluated for your responses. Therefore, you are free to answer the questions according to your understanding and choice.

Please note that it is not necessary for you to take part in both phases of the study. You may take part only in questionnaire survey.

Voluntary participation

Your participation in this study is entirely voluntary. You are free to decide whether or not to take part. Your refusal to participate in this research will involve no penalty. Even if you choose to participate in this study, you can still withdraw from it at any stage of the research without giving any reason. It will also not involve any penalty.

The study will involve no travelling. The questionnaire will be distributed within your classroom with the permission of your teacher and the university. Interviews will also be conducted within your university or any place of your liking/convenience.

Anonymity and Confidentiality

Your participation in this study will be kept anonymous and confidential. Your name or any other information about you (by which you may be identified) will not be reported in the write up of this research or in any future publication emerging from this research. Only the fictitious names of the participants will be used in the write up of this research.

Similarly, your answers and opinions collected for the data of this research will also be kept confidential. They will not be disclosed to your teachers and parents or any other person in your surroundings.

The preservation of Research Data

In this research, you will be asked to express your opinions and experiences about English language learning in your context. This information will neither evaluate you nor your teachers. With the help of data you provide, I only aim to investigate English language motivation of the undergraduate students of the selected universities from Central Punjab. The data based on your opinions will be saved only for five years after the completion of my Ph D study (expected within two years from now). However, I would like to assure you again that you will not be

identified in any publication emerging from this research even after the completion of my Ph D.

Contact for further information

If you need any information or further clarification about this 'information sheet', you may contact me through email or telephone with the help of the following addresses:

Email: edmi@leeds.ac.uk

Telephone: 0092-3214337787

Note: You can keep this information sheet, if you wish to participate in this study. In addition, if you would decide to participate in the interview phase of this study, you will also be given a copy of signed consent form to keep.

I thank you for reading this information sheet

APPENDIX G: Participant Information Sheet 2

Title of the Study

L2 Motivational Self System and Relational Factors Affecting the L2 Motivation of Pakistani Students in the Public Universities of Central Punjab, Pakistan

I invite you to take part in an interview for my Ph D research project. Although you have already shown your consent to take part in the interview through 'statement for interview consent' after reading an information sheet but I would once again like to explain you the purpose and some important details of my research before you actually take part in the interview.

Please read the following details carefully. If you need further information or find anything unclear here, you can ask me. Take your time once again to decide whether or not you wish to be interviewed.

Thank you for reading this information.

Purpose of the Study

The present study aims to investigate in detail English language learning experience and motivation of a sample of Pakistani undergraduate students. Based on the need to find a framework that may explain Pakistani students' English language motivations, this study will attempt to analyse 'L2 motivational Self System' and its major theoretical proposals in a Pakistani context. In addition, the study also aims to explore the context-specific factors that may impact on English language motivation of a sample of Pakistani undergraduate students from seven universities of Central Punjab.

Your Participation in the interview

You have been selected for this study, as you are one of the undergraduate students from the seven universities selected for this study. Almost 1000 undergraduate students participated in the first phase (questionnaire survey) of this study. Among them 20 students will be interviewed in this second stage of this study. You would

be one of them, if you choose to participate. This second Phase will include almost 30 minutes interview regarding your English language experiences. During the interview, you can share your experiences in a frank manner. It will not be any kind of academic test. You will not be evaluated for your responses. Therefore, you are free to answer the questions according to your understanding and choice.

Please note that it is not necessary for you to take part in this phase of the study. However, if you understand the purpose of this study and wish to participate in the interview, you can show your agreement for this by responding to few simple questions at the 'participant consent form' distributed with this information sheet.

Voluntary participation

Your participation in the interview is entirely voluntary. You are free to decide whether or not to take part. Your refusal to participate in the interview phase of this study will involve no penalty. Even if you had chosen to be interviewed previously, you can still withdraw from it at any stage of the interview without giving any reason. It will also not involve any penalty.

The interview will involve no travelling. The interview will be conducted within your university or any place of your liking/convenience.

Confidentiality of the Data

Your participation in the interview will be kept confidential. Your name or any other information about you (by which you may be identified) will not be reported in the write up of this research or in any future publication emerging from this research. Only the fictitious names of the participants will be used in the write up of this research.

Similarly, your answers and opinions will also be kept confidential. They will not be disclosed to your teachers and parents or any other person in your surroundings.

The preservation of Research Data

In the interview, you will be asked to express your opinions and experiences about English language learning in your context. This information will neither evaluate you nor your teachers. With the help of data you provide, I only aim to investigate English language motivation of the undergraduate students of the selected

universities from Central Punjab. The data based on your opinions will be saved only for five years after the completion of my Ph D study (expected within two years from now). However, I would like to assure you again that you will not be identified in any publication emerging from this research even after the completion of my Ph D.

Recording of the interviews

The audio recording of the interviews will be made so that I may recall your opinions later on for the purpose of this study. Your interview will be transcribed and a copy of its transcription will be sent to you. In this way, you can make sure that your opinions have not been misunderstood or presented wrongly by the researcher. The audio recordings of your interview made during this research will be used only for the data presentation and analysis. No other use will be made of them, and no one outside the project will be allowed access to the original recordings.

Contact for further information

If you need any information or further clarification about this study, you may ask me now or contact me through email or telephone with the help of the following addresses:

Email: edmi@leeds.ac.uk

Telephone: 0092-3214052731

Note: You can keep this information sheet, if you decide to participate in this interview phase of the study, you will also be given a copy of signed consent form to keep.

I thank you for reading this information sheet

APPENDIX H: Interview Guide

Introduction

- Explaining the purpose of interview - interested in knowing about the experience of students learning English in Pakistan..... May I talk to you about your experience...?
- Seeking permission for recording the interview - recording will help me to remember what you say... Every word you say will remain confidential... can speak in Urdu...
- Relaxing the participants before interview - brief discussion about their university/city.

English in university and Previous Schools/Colleges

- How has been your experience of learning English so far?..... English class environment.... how it could be improved for you?
- Do you enjoy learning English?.....can you explain please? (Why/Why not?)
- How has been your behaviour in the class? Please comment, if you wish....

English outside university

- Do you make efforts to learn English outside university?.... at home?.. taking an English course somewhere else?
- Do you, sometimes, speak English with friends or family?...Do they encourage you to learn or speak English?
- Do you ever get bored with English?... Do you sometimes dislike it?

Attitudes to English

- What is the role of English in the Pakistani society?...do you agree with it?.... how does it affect you/what does English mean to you?

Attitude to the Speakers of English/Cultural Interest/ Integrativeness

- What do you think about the role of English speaking countries in the world?... Do you like them?.. Would you like to travel to these countries?
- Do you like the people and culture of English speaking countries?... Please comment (Why/Why not?)...would you like to follow/adopt the culture of English speaking countries?

- What is your opinion about the English speaking people of Pakistan?...would you like to become like them?

Instrumentality (promotion and prevention)

- Do you think it is important for you to learn English? (Why/Why not?)... advantages of learning English?
- What are the disadvantages you might have to face, if you fail to learn English?

International posture

- Do you think English is an international language (important means of communication) in the modern globalized world?..... give reasons (Why/Why not).
- Do you think English help you making new friends?international friends?

National Development

- What are the advantages of learning English for the people of Pakistan as a nation?... Do you think it is important for Pakistani people to learn English?... In what ways it can help Pakistani people to...?... Do you think it can bring any positive/negative change in the Pakistani society?
- How far English is essential for the national development in the contemporary world?... Do you think English would help you in contributing the development of your society/country?
- Are there any effects of English on Pakistani languages and culture?... does it still represent a colonial legacy?

Future L2 Selves (Ideal and Ought-to)

- Where do you see yourselves after 10 years?
- Do you imagine yourself speaking English in the future?... with teachers/ boss/ colleagues/friends/family?
- Do you think speaking English would be an important aspect of your personality, if your dreams come true in future?... Do you think it will contribute in your success?... in what ways? or why not?
- Is it necessary/obligatory for you to learn English?.... please give reasons (Why/ Why not?).... what would happen if you do not learn English?
- What is the opinion of your family/friends people about your learning of English?.... do you feel any pressure to learn English?

APPENDIX I: The Profiles of Interviewees

The profiles of twenty interviewees are presented in the following table. These details of these profiles are based on oral exchange of information as well as on future plan cards written by the participants during interviews.

FICTITIOUS NAME	FIELD OF STUDY	YEAR OF STUDY
------------------------	-----------------------	----------------------

Interviewee A	Political Science	3rd Year
----------------------	--------------------------	----------------------------

Interviewee A is a twenty year old male student. He belongs to a small city of Khyber Pukhtonkhaw province of Pakistan but has come to Punjab province in order to study in a renowned university. His school education, before joining the university, was from a good English medium middle class school. He is a relatively successful learner of English and considers it really important for his future goals and personality. In his views about English language and future plans, he seems to be strongly inspired by his father. He wishes to join civil services (central superior services - CSS) of Pakistan after passing the required examination, similar to his father. In addition, he also wants to get higher education (MPhil) in international relations. He is very confident of achieving his future plans.

Interviewee B	English Literature	2nd Year
----------------------	---------------------------	----------------------------

Interviewee B is a nineteen years old male student. He comes from the Federally Administered Tribal Areas (FATA) of Pakistan, which are primarily rural in nature. FATA lie in the neighbourhood of Afghanistan and are in the grip of international war on terror after 9/11. The people of this area, in general, have grievances against the international community, especially USA, for involving their region in the war. Interviewee B has a tolerant view of this situation and wants to bridge the gap between international community and the people of his region. Most of his views about international community are deeply embedded in his regional background as he argues that the world should understand FATA's problems. He has studied from Urdu medium schools in his region before coming to the urban Punjab for university education. His native language is Pashtu, the major language of his region, and Urdu is also a second language for him. He seems moderately successful in learning English so far. However, he is extremely enthusiastic about learning and speaking

English more as it is very important for his personal and collective goals. He wishes that all Pakistanis learn English because it can boost their creativity and chances of development. At present, he is striving to get a one term undergraduate cultural exchange scholarship for USA initiated by Pakistani and USA governments. In future, he wants to become a public officer by passing the CSS entrance examination. He would like to teach English literature, if he fails to get into the civil service. Besides, he also wishes to translate the prominent literature of his region into English in the coming years.

Interviewee C	English Literature	3rd Year
----------------------	---------------------------	----------------------------

Interviewee C is a twenty one year old female student studying in a women's university situated in Lahore, a metropolitan city of Punjab province. She also belongs to Lahore but has lived in different parts of Pakistan in the past because of her father's job. Her recent schooling is from a prestigious English medium school. In spite of her good speaking skills in English, she is very keen to improve her English further as she is not fully confident of it. Initially, she was a science student, then she moved to Arts and English literature during her undergraduate study. She is inspired by her father and takes his advice in various matters including academic and future career plans. She believes in the need for women's empowerment in Pakistan which, she thinks, is possible only through the provision of good education to all women. She wants to join central superior services of Pakistan and read world literatures in future. In case of failure to pass CSS examination, she would like to do a PhD in English. Overall, she wants to spend her life as a working woman and is fully aware of the importance of English in getting a good job. She also wants to travel all over the world, especially United Kingdom.

Interviewee D	Chemical Engineering	4th Year
----------------------	-----------------------------	----------------------------

Interviewee D is a twenty two year old male student. He has moderate speaking skills of English but is strongly interested in improving them. He watches English language news channels, movies, reads newspapers regularly and has an awareness of local and international politics. He belongs to a remote urban district of Punjab and studied in an Urdu medium school before joining an engineering university in a big city. He likes English and acknowledges its socio-economic vitality but is also concerned about its effects on local languages and culture of Pakistan. Most of his interview was in English but he kept on switching to Urdu. In future, he sees himself

doing a job in a refinery industry and running a small business of his own. In distant future, he wants to become a successful entrepreneur and play a part in his country's politics.

Interviewee E	Political Science	4th Year
----------------------	--------------------------	----------------------------

Interviewee E is a twenty two year old female student. She is studying in a renowned university in Lahore but belongs to Islamabad, the federal capital of Pakistan. Her schooling is from both Urdu and English medium schools. So far, she is moderately successful in learning English. However, she is extremely confident of her communication skills. She watches CNN, BBC and reads news paper to learn more vocabulary items. She is also studying English literature as an additional subject. She seems to have a liberal view of life and speaks critically of various social issues of Pakistan including gender discrimination. She desires to interact with the people of other culture and is looking for a scholarship to go abroad. She wishes to join NGO sector to work for public welfare, especially in the sphere of basic education. As a second career option, she sees to pass various examinations to get a good public sector job.

Interviewee F	English Language & Literature	2nd Year
----------------------	--	-----------------

Interviewee F is a nineteen year old female university student. She comes from another city of Punjab and has studied in a less elite English medium school. However, she has good English speaking skills and like watching English movies. She was a science student during school and wanted to become a medical doctor but could not get admission in the desired field because of slightly low marks in her intermediate examination. At present, on her father's advice, she is studying in an undergraduate degree programme in English language and literature. Now, she has future plans based on her present educational programme. Her first future career choice is now to join civil service after passing CSS or PMS (Provincial Management Services) examination. In case she fails to do so, her second choice is to do MPhil and PhD in her field of study.

Interviewee G	English Literature	2nd Year
----------------------	---------------------------	-----------------

Interviewee G is a twenty one year old male student. He lives in a metropolitan city and studies in a renowned university of the same city. He is fully convinced of a very important role of English in various spheres of life in Pakistani society. His

father is a successful lawyer and he thinks that success in law profession is highly dependent on English skills. He also has good communication skills in English and claims to have won various prizes in English language debating competitions in the university. His schooling is from a middle class English medium school. He is fully confident of his English skills and foresees to lead a satisfied social and economic life because of them. At present, he has two career plans, joining superior civil services or teaching English literature as a university teacher (doing PhD in this regard), and would take a final decision once he approaches to finish his current degree. Whatever his decision would be, he is extremely interested in reading and exploring English literature throughout his life.

Interviewee H	English Literature	4th Year
----------------------	---------------------------	----------------------------

Interviewee H is a twenty one year old male student. He is one among many students who come to metropolitan city, Lahore, from neighbouring cities, to get quality university education. He was a science student in his pre-university education and wanted to become an engineer. However, he could not secure enough marks in his intermediate examination and then changed his educational quest to Arts and Humanities, English Literature. He is moderately successful in learning English so far and he is fully aware of it. He is extremely concerned to improve his English skills as they are critical, he thinks, to survive in Pakistan. He is not happy with his efforts to learn English so far and has planned to accelerate them soon. He prefers to speak English with friends and in informal settings over doing so with classmates and teachers in the classroom. He wishes to go abroad for higher education and wants to educate other Pakistanis on his return.

Interviewee I	Bio-chemical Engineering	4th Year
----------------------	---------------------------------	----------------------------

Interviewee I is a twenty year old female student. She comes from an Urdu medium school of a small city near Lahore and is now studying in a renowned engineering university. She does not feel comfortable while speaking English with people but fully understands its importance for her future life since she wants to spend her coming life as a working woman. She had moderate speaking skills in English and switched to Urdu quite frequently during her interview. She wants to work as an engineer in a multinational company and sees herself on an executive position in a ten years time. She is also fond of travelling and wishes to visit historical places all over the world.

Interviewee J

English Literature

2nd Year

Interviewee J is a nineteen year old male student. He has studied from a reputed English medium school and has excellent communication skills in English but still puts efforts to learn English more. He lives in a metropolitan city. Despite his major in English literature, he is interested in international politics and the state of affairs in his own country. He believes that English can bring a change in Pakistani society, if Pakistani people learn it. He has a desire to go abroad for higher education in near future. In relation future career, he has an elaborated plan. Primarily, he wants to become a lawyer in international law. If he fails to achieve this, he would like to go for CSS or journalism.

Interviewee K

Psychology

1st Year

Interviewee K is an eighteen year old female student. She belongs to a remote district of Punjab and her schooling is from an Urdu medium school. She is not confident about her English speaking skills, which seems to be below average. Therefore, she chose to speak Urdu during the interview, however, she switched to English occasionally. Since she is new in her present university and in a metropolitan city, she is extremely concerned about her personality grooming. She thinks learning to speak English fluently is a major step towards this goal. She wants to become a lecturer in future.

Interviewee L

Psychology

1st Year

Interviewee L is an eighteen year old female student. She has an Urdu medium academic background and belongs to a big city. She has moderate speaking skills in English and expressed a strong desire to improve them in near future. She has ambitious future career plans and wants to become a very successful industrial psychologist. She also desires to contribute in the national development of her country by writing books related to her field of study. Most of her interview was conducted in Urdu language according to her choice. She strongly believes that English is closely related to her future plans.

Interviewee M

English Language & Literature

3rd Year

Interviewee M is a twenty year old female student. She had good English medium schooling and lives in a big city. She is very confident of her good speaking skills in English and fully understands its importance in her future professional life. She

enjoys reading and learning English. In future, she wants to be an educationist to promote modern fields of study in the rural areas of Pakistan. She also desires to convince the people of rural areas about the importance of education for their young generations.

Interviewee N	Bio-chemical Engineering	4th Year
----------------------	---------------------------------	----------------------------

Interviewee N is a twenty one year old male student. He lives in a metropolitan city and was schooled from a middle class English medium school. He has better than moderate speaking skills in English and is extremely enthusiastic about learning and speaking English. He believes that English comes natural to him. He has slightly different future career plans than his counterparts participated in this study. He wants to conduct advanced research in his field of study, Bio chemicals and has identified some research areas useful for Pakistan. He has already started working on a research project with his teachers and is also looking for a foreign scholarship or fellowship to sharpen his research skills. In near future, he would also like to do job in those western countries where the work on Bio chemicals is at an advanced stage. His plans to go abroad seem serious as he is already preparing for TOEFL and IELTS. He is also interested in exploring the beauty of nature and culture of other countries.

Interviewee O	English Literature	3rd Year
----------------------	---------------------------	----------------------------

Interviewee O is a twenty one year old female student. Her schooling is from an elite English medium school where her father used to teach. She has excellent English speaking skills and considers them important for her future life. She supports a more vital role of women in various socio-economic spheres of life in Pakistan and wants to spend her life as a working woman. In coming years, she wishes to go abroad for higher education (PhD) and work as a university teacher.

Interviewee P	Chemical Engineering	4th Year
----------------------	-----------------------------	----------------------------

Interviewee P is a twenty two year old male student. He studied from an Urdu medium school. He has been moderately successful in learning English so far. He acknowledges the role of English as a social capital in Pakistani society but he is also worried about its effects on the local languages of Pakistan. He wishes to go abroad and promote Pakistani culture and true Islamic teachings there. After

completing his present degree, he wants to run his own business in which he can utilise his academic knowledge as well.

Interviewee Q	English Literature	2nd Year
----------------------	---------------------------	----------------------------

Interviewee Q is a female student studying in a women university in Lahore. She had studied in an English medium school before joining this university. She seems to be successful in learning English so far and is quite confident of her speaking skills. She wants to become a university teacher after completing her studies. As a teacher, she wants not only to disseminate academic knowledge to her pupils but also wishes to train them for a better social life. She wants to promote a healthy national sentiment among the young generation and make them understand positive aspects of Pakistani culture.

Interviewee R	Chemical Engineering	4th Year
----------------------	-----------------------------	----------------------------

Interviewee R is a twenty two year old male student. His schooling is from an Urdu medium school. He has achieved less than moderate success in speaking English so far. However, he tries to learn English by watching BBC and other English language channels on TV on the advice of his father. He loves his local languages Urdu and Punjabi more than English and clearly stated that his liking for English is only because of its instrumental gains. He believes that the spread of English in Pakistan has bad effects on local languages and culture but we have to learn it for international reasons. He had quite ambitious career plans and a strong desire to serve his country. After doing a job related to his field for ten years, he has a plan to establish a business.

Interviewee S	Clinical Psychology	2nd Year
----------------------	----------------------------	----------------------------

Interviewee S is a nineteen years old female student. She has a middle class English medium academic background and belongs to a small city near Lahore. Her speaking skills in English are moderate at the moment. However, one of the important goals of her life is to see herself as an impressive speaker of English in future. In order to improve her English, she wants to take extra courses of English literature in coming semesters. After completing her bachelors, she wants to do MPhil in her subject before taking on any professional job. As a career, she wants to become a successful clinical psychologist and teach her subject in some university as well.

Interviewee T

Clinical Psychology

2nd Year

Interviewee T is a nineteen year old female student. She belongs to a less developed part of Punjab and her early education is from an Urdu medium school. She is not confident of her English speaking skills and chose to speak Urdu during the interview. She likes English and has a strong desire to develop communicative skills in this language in near future. She wants to spend her life as a working woman and become a good psychologist. In addition, she wants to perform certain domestic and social roles, for example, proving herself to be a good human being, good daughter, and nice sister. Overall, she wants to lead a peaceful, happy and comfortable life in future.
