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MOTIVATIONAL ORIENTATIONS OF THE MAJOR AND NON-MAJOR UNDERGRADUATE FEMALE LEARNERS IN ESL CLASSROOMS, AT KOHAT UNIVERSITY OF SCIENCE AND TECHNOLOGY, KOHAT, KHYBER PAKHTUNKHWA

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ABSTRACT

This study aimed to investigate the Female learners' motivational orientations in ESL classrooms, which are basic components of L2 motivation. For this purpose, this study targeted the female learners of Kohat University of Science and Technology, Khyber Pakhtunkhwa. The principle objective of this study was to understand the difference between the motivational orientations of female English learners from the Department of English named the major female English learners and female English learners from other departments of the university named non-major female English learners. The methodology used for this study was qualitative method and semi-structured interviews were used for the qualitative research design. A total of 10 female participants were selected for a semi-structured interview and the data was analysed through thematic analysis. The present study found learners' motivational orientations for learning L2. The study found a significant difference between the major and non-major English learners' motivational orientations. The major female English learners were found to be more motivated towards learning English than the non-major female English learners, in this case from the Department of Biotechnology. Learning English as a lingua-franca is suggested to lead ESL learners to support their families for socioeconomic reasons, to be able to propagate Islam efficiently and to fight for their rights in their society. This study suggests that educators, researchers, and practitioners of ESL should focus on the English language system across various universities, particularly in Pakistan, with an emphasis on L2 motivation and second language acquisition (SLA).

Key Words: English as a Second Language (ESL), Motivation, L2 motivation, Female learner's Motivational Orientations, Major and Non-Major learners, Second Language Acquisition (SLA).

INTRODUCTION

English is regarded as a widely used language for communication. According to Nam et al. (2019), it is a Lingua Franca and one of the most significant languages in the world. The English language is also known as a world language (EWL) because it is used for "inter- and intra-communication" between various cultures (Sharifian, 2009; Saraceni, 2015; and Jenkins, 2015). It has also led to the development of various local varieties, such as Chinese English, Indian English, and Pakistani English (Kumiko and Jenkins, 2009; Matsuda, 2012). Ali (2016) emphasized that "The English language is rapidly expanding throughout the world." In terms of English language study, its usage, expansion, and dissemination have recommendations or ramifications for almost every nation in the globe, primarily for Pakistan. Additionally, several nations, particularly Pakistan, have made it their official or second language (Akram, 2007). There are around 59 minor languages and six main languages in Pakistan. Additionally, two languages— English and Urdu— play a significant role in the "media," "education," "government," "corporate sector," and other fields (Pathan et al., 2010).

English is utilized in Pakistan for a variety of reasons, including "instrumental purpose," "interpersonal purpose," "creative purpose," and "regulative purpose," according to Pathan (2009). "A pathway to further education, success, and white-collar jobs" is how Ghani (2003) describes this language. Everywhere in the globe, pupils are taught English, and everyone learns it (Richards and Rogers, 2014). The English language has been more valued in Pakistan's educational system, particularly at the university level (Ali, 2016). English is utilized as an "academic Lingua Franca" at Pakistani institutions (Haswell, 2014). It's a worldwide language as well. For this reason, almost everyone wants to study L2 or English. In summary, university-level L2 learners, particularly those attending Pakistani institutions, are affected in several ways by the globalized function and prestige of the English language. Students are driven to study English because of its high prestige and demand in Pakistan (Anam et al., 2019).

Motivation is regarded as one of the primary or fundamental components of language learning, particularly second language acquisition (i.e., English) (HC Nguyen, 2019). Motivation is a key component of any kind of achievement. "Motivation forces an individual to move and to do something to acquire an international language that is English," claims McDonough (2007). The components of motivation, aptitude, intellect, and attitude all have a role in the effectiveness of L2 learning. However, motivation is the most fundamental aspect of learning L2, despite all of these other factors (Mantiri, 2015; Santana et al., 2016). "Motivation is a very complicated phenomenon that includes mental or psychological processes as: behaviour, cognitive, process of decision-making, emotion and also biological process" (Marshall, 2010, Woon et al., 2016,). Gardner is regarded as one of the most well-known pioneers in the field of second language acquisition and learning. Additionally, he combines four distinct components or parts to describe

motivation: "goal, apply effort, desire to acquire the goal, and favourable attitudes towards that desired goal" (Root, 1999).

There are two categories of motivation: instrumental and integrative. Gardner (1985) investigated and defined them. While instrumental motivation focuses on learning a second language for pragmatic purposes like obtaining a job, passing an exam, achieving excellent grades, etc., integrative motivation refers to assimilating or integrating with the local population. When discussing linguistic motivation in an academic setting, it is crucial to the learners' success in learning L2 (English) (Dörnyei, 2001b, 2005, 2007). According to Dörnyei (1998) and Dörnyei et al. (2015), L2 motivation is "an abstract and dynamic construct." Since the 1980s, L2 motivation concerning learning situations has gained a lot of attention. L2 motivation has been the subject of many models and hypotheses (e.g. Gardner and Lambert, 1972; Dörnyei, 2005, etc.). These theories focus on the reasons behind and methods by which second language learners (L2 learners) acquire or comprehend English. There are several motivations or goals for studying L2. These explanations were dubbed Orientations by several scholars (Ali et al., 2015; Bradford, 2007). Different L2 motivational orientations (reasons for learning English) were shown by L2 learners. The motivational orientations of L2 learners in various circumstances have been the subject of several research, as noted by Shahbaz and Liu (2012), Lai (2013), Dörnyei (1990, 1994a), Rahman (2005), Lamb (2004), Gardner (1985), and others. In Pakistan, studies like Khurshid (2017), Bradford (2007), Islam et al. (2013), and Pathan et al. (2010) examined learners' L2 motivation. Similarly, only a small number of studies, including Khattak et al. (2011), Nawaz et al. (2015), Khan et al. (2016), and Ali (2016) focused on KP's L2 learners, the majority of whom were male, with little attention paid to female students. Thus, the purpose of this research is to ascertain the motivational orientations of the less-targeted female undergrad students in the ESL classroom at KUST, Kohat, as well as their level of drive to learn English. The study was conducted with the objective to understand the difference between the major and non-major English learners' motivational orientations and to find out if any difference existed between major and non-major English learners' motivational orientations.

LITERATURE REVIEW

Earlier studies on the L2 learners' motivational orientations start with Gardner and Lambert's (1959, 1972) work in a Canadian context. They classified two dichotomies of L2 motivation i.e. integrative and instrumental motivational orientations that had a significant effect on the previous and modern researchers. According to them, integrative means to mix up or to integrate with the native community, and instrumental includes the personal needs of the learners i.e. passing an exam, getting a good job or money, etc. Different researchers have given their definitions of these two dichotomies of motivational orientations. According to Gardner et al. (1983), instrumental motivation is "Learning an L2 for perceived utility". Gardner (2010) also defined the same type of motivation as L2 learners learning a language with several numbers of "pragmatic gains" as compared to

the connection with the native society. Saville (2006) defines instrumental motivation as "these instrumental goals enhance an individual self-image or social status, good career opportunities to further study or meet the school requirements, to read technical translations or materials". Gardner (1985) highlighted that integrative motivation is more important than instrumental motivation. Integrative motivation takes the place of instrumental motivation as the former includes "attitudinal and goal-oriented factors as compared to the latter. Also, Dörnyei and Dörnyei (2001) disproved that both types of motivation (integrative and instrumental) are not considered contradictory but rather these two are considered "two sides of one coin". These two play an important and equal role in attaining or acquiring learning L2. Also, another researcher (Waner, 2008) was in favour of both motivational types, he declared that using both types simultaneously will generate positive outcomes while learning the language. According to Wong (2011), in instrumental motivation, the learners learn L2 with high "Utilitarian purposes" like getting fame in society or getting a high-status job while in integrative motivation the learners want to amalgamate with the L2 community to learn a second language.

Linguistic research in the present age has been undertaken almost all the major issues and aspects concerning language and its various aspects ranging from micro-linguistic branches of pure structural and formal aspects to the various macro-linguistic branches (both inter- and intra-disciplinary) encompassing a range of overlapping and common areas of investigation. (see, Ali et.al., 2018, 2019a, 2019b, 2019c, 2020a, 2020b, 2021, 2022a, 2022b). Lamb (2004) studied the motivation of students in Indonesia (11-12 years old) situated in a city high school. He used a mixed methodology where questionnaires (with open and close-ended questions) and interviews or observations were used to collect more detailed data. Findings showed two kinds of motivational orientations i.e. integrative and instrumental. According to him, both orientations were indistinguishable. Lamb also highlighted that, with the particular Anglophone countries the English language is losing its connection.

Javid et al., (2012) studied the motivational orientations of undergraduate Saudi Students and also identified the differences between the gender and university major. A quantitative method was used in which a questionnaire was designed that consisted of 30 items. A total of 709 male and female students were selected through cluster sampling from three different departments; Medicine, English, and Information Technology. A pilot study was done on 20 students. So Cronbach alpha was used to check the questionnaire items' reliability. To analyze the data. The descriptive statistics were applied using the SPSS program and MANOVA (Multivariate Analysis of Variance) was also used to identify the gender difference and university major extrinsic and intrinsic motivation. The findings concluded that students have strong extrinsic motivational orientations along with high intrinsic motivational orientations i.e. in the EFL

context; students who are learning the English language have higher level extrinsic orientations as compared to learners who are learning English in the ESL context. And also

there existed a significant difference. The male English major was more orientated towards both motivational orientations as compared to females.

The study of motivational orientations in ESL classrooms has gained prominence due to its potential to enhance learner engagement and outcomes. Ali (2013) highlights the role of oral Pashto literature in fostering cultural identity, which can significantly influence the motivational strategies of female learners in ESL settings. Similarly, the effective use of humor in the classroom has been found to improve motivation by creating a more engaging and stress-free learning environment (Ali et al., 2015). Motivational orientations are also shaped by the alignment between teachers' beliefs and practices, as discrepancies can hinder the effective delivery of language instruction (Rahman et al., 2015). Ali (2016) further emphasizes the dynamic and interactive nature of oral literature in promoting motivation through participatory learning techniques. Gender representation in media, as explored by Iqbal et al. (2016), impacts learners' self-perceptions, particularly among female students, influencing their confidence and engagement in language learning.

Moreover, Khattak et al. (2017) underscore the role of morality-oriented teaching practices in cultivating ethical awareness alongside language skills, which resonates with female learners' motivational drivers. Ali et al. (2019) shed light on conversational strategies and the use of nonverbal communication as tools for improving teacher-student rapport, a critical component of sustaining motivation in ESL classrooms. Lastly, Khattak et al. (2020) advocate for multilingual education systems as a means to leverage linguistic diversity, thereby fostering inclusivity and enhancing the learning experience for female learners in ESL contexts.

Lai (2013) investigated the L2 learning orientations of students of Taiwan University from the perspective of "English as an international language" and also from the theory of L2 motivation. For quantitative data, a questionnaire was used in both English and Chinese language (including closed and open-ended questions). No respondents gave their opinions in open-ended questions, so, the qualitative data was not obtained. The undergraduate students selected from Science and Technology University (Department of Applied English), Taiwan were 267 in number. The goal was to find out the L2 learning motivational differences between the day and night students of the school. Analysis was done with the help of Cronbach's Alpha test, descriptive test, and t-test, and to check the correlations between the orientations Spearman's rho p correlation test was used. The findings identified no difference between the motivations of day and night students of the school. They were found to have identical orientations while learning or studying L2. Also, the results identified that the respondents learn the English language for integrative, instrumental, travelling, and intrinsic purposes.

Islam et al, (2013) identified another orientation as 'national interest' by descriptive and regression analysis. The results showed that people who are interested in learning L2 have a desire for the development and success of their country, either socially or economically besides being connected with the country's national consistency and global or worldwide

position. So it means that the attitude of the people concerning their country is considered one of the fundamental motivational elements of the learners who learn the English language.

Cho and Teo (2014) conducted a study on finding the the motivational orientations (both instrumental and integrative) and attitudes of L2 learners besides identifying the differences. The concept of instrumental and integrative motivations was adopted from the socio-educational model of Gardner (1985). A quantitative method was used in this study in which a questionnaire (10 items) was designed for collecting data. There are two parts to a questionnaire, one is related to the demographic details and the second one includes the integrative and instrumental orientations and attitudes of the students (with a 5-point Likert scale). A pilot study was done on 45 students. To analyze data, descriptive statistics were applied to calculate the mean and percentages, and with the help of an independent t-test, the gender difference was identified. Results identified that the learners have higher integrative and instrumental orientations and a more favourable attitude towards learning of English language. The findings also clarified that there exists a significant difference. The female students have strong instrumental or integrative orientations and positive attitudes as compared to males.

Rehman et al., (2014) investigated male or female intermediate students from the public college of Sargodha, Pakistan. In this work, the integrative and instrumental motivations were compared, and also find out which motivational type is considered important among students of Pakistan. This is a quantitative study for which 50 students (25 males or 25 females) were selected. A questionnaire was designed that consisted of 20 items. 10- Items were based on instrumental motivation and 10 items were based on integrative. Out of 50 participants, 47 returned the filled questionnaire. The results showed that 70% of students are instrumentally motivated and 24% are integratively motivated so it means that in the Pakistani context, the percentage of instrumental motivation is greater than integrative.

Nawaz et al., (2015) studied male learners who are studying at Pakistani Public University. A mixed method was used that includes both the quantitative and qualitative data. A total of 50 male students were selected randomly for the Quantitative study. A structured questionnaire was used for quantitative data. For Qualitative data, 5 students were selected conveniently for semi-structured telephonic interviews. To analyze data "The Chi-square test" was used for quantitative data analysis and thematic analysis was applied for qualitative data analysis. Through a Quantitative study, 14 different factors were identified that may affect the motivation of students towards learning the English language (they named them as factors without doing factor analysis). These factors are "instrumentality (promotional), instrumentality (preventional), integrativeness, anxiety of English language, language learning attitude, international posture, L2 ideal self, Ought-to L2 self, travel orientation, linguistic self-confidence, interest in English language, criterion measures, fear of assimilation, family and teacher influence". And 8 different

factors were identified by the qualitative study. All these factors have a great effect on the motivation of learners while learning English.

Ali et al., (2015) investigated the motivational orientations of postgraduate students in Pakistan. This is a quantitative study for which 500 postgraduate students of Science were selected from Technological Public University in KP, Pakistan. Of 500 participants, 69% were male and 31% were female students. A pilot study was done twice in which 60 respondents were selected. After the pilot study, a few changes were incorporated into the Questionnaire (which consisted of 55 items). To analyze the data, factor analysis was done. The result identified 11 different factors or orientations. These factors are "identification, L2 Education-prestige, use of L2 for Non-professional purposes, Media-instrumental, travel-friendship, L2 Business, L2 national interest, L2 intrinsic, international posture, further study-work abroad, and use of L2 for local purposes".

Amna Khalid's (2016) study focused on the learners' attitudes toward learning English in Pakistan and also identified their motivational orientations. A mixed-method study was followed in this study in which a questionnaire and semi-structured interview were used. Both the collected data were triangulated. The results showed that the learners have a positive attitude toward English language learning along with instrumental orientations.

Khan et al., (2016) investigated a study on male (2nd year) students of pre-university who are studying at the MAO Government College in Lahore, Pakistan. This study was done to identify the levels of motivation i.e. instrumental or integrative. A total of 40 male participants were selected for this study. An adapted questionnaire of Dörnyei was used with a little modification. By the use of SPSS software, the means and percentages were calculated. The results concluded that the students study or learn the English language for "pragmatic goals". The integrative motivation is also considered high to read English literature and for traveling in the future but instrumental motivation is rather greater than the integrative motivation.

Ali and Pathan (2017) investigated the factors that cause motivation and also demotivation in students of college while learning English. The quantitative method was used in this study. 150 female students were selected randomly at Government Girls College of Quetta, Pakistan. The questionnaire that is based on the motivation of students was adapted from Gardner's (1985) AMTB consisted of 20- items along with one open-ended question and a questionnaire based on the demotivation of students was adopted from the work of Sakai and Kikuchi (2009) that included 35 closed-ended questions and one open-ended. A pilot study was done on 35 students. Their reliability was checked in SPSS software (Cronbach alpha). To analyze the data, descriptive statistics were applied (for closed-ended questions) and for narrative data (open-ended questions) content analysis was done. The results reflected motivation and demotivation factors. The motivational factors are integrative and instrumental but instrumental motivation is considered an important motivational factor for students who are learning English and course- content and teacher materials are considered the most important demotivating factors.

Sadiq et al., (2018) conducted a quantitative study on the motivational orientations of undergraduate learners (both male and female) from COMSATS university (department of business administration) Islamabad in Vehari district, Pakistan. Firstly, a pilot study was done. 150 participants were selected and data was collected by using a Questionnaire that comprises of 15-items. For data analysis, factor analysis was done by using the SPSS program. By applying the factor analysis technique, five (5) components or factors were identified. These factors are 'L2 as a matter of dignity', 'L2 and interaction on social media', 'L2 for travelling and study abroad', 'L2 for success – Employment', and 'L2 for higher studies'.

Marjan's (2019) study focused on the Iranian Undergraduate student's motivational orientation in English language learning. Data was collected from three Universities of Sarjan namely; Technological Faculty, Islamic Azad University, and Payame Noor University. 255 students (including both males and females) were selected for this study from a population of 758 total students and the technique of "stratified random sampling" was used. Quantitative data was collected by using the adapted Questionnaire from Gardner's (1985) AMTB with modification from a 7-point Likert scale to a 5-point Likert scale. Descriptive statistics were done by using SPSS software. The results showed that Iranian students are both instrumentally and integratively oriented toward learning English.

Ali and Ahmed (2019) conducted a study on the motivational orientations of ESL learners while learning English at public and private schools in Lahore, Pakistan. And also find out the difference between the private and public ESL learner's motivational orientations. In this study, the quantitative method was used in which a pre-structured (structured) questionnaire was used and was adopted from Gardner (1985), Ryan and Deci (2000), and Dörnyei and Taguchi (2009) using a 5-point Likert scale. The Quantitative data was collected from six schools in Lahore city (three private and three public). For this study, samples of 320 ESL students were selected. These respondents were selected from public schools in which only lower secondary learners were included that are studying or learning English and from private schools' O-level students were selected who were learning English there. To analyze the collected data, descriptive statistics were used in which mean values of motivational orientations were figured out, and also t-test was used. The results indicated that two main ESL learners" motivational orientations are learning English in private and public schools these are; promotion instrumentality and intrinsic motivational orientations. And there is a significant difference found between the ESL learners who are learning English at public and private schools. In private schools, ESL learners are intrinsically and integratively motivated towards learning English and the public Schools ESL students are instrumentally and extrinsically motivated.

METHODOLOGY

Keeping in view the research question, this exploratory study will adopt the qualitative method research design. The interview questions are designed keeping in view the objectives of the research. Therefore, semi-structured interviews will be taken from 10

participants from the same University KUST, Pakistan. The t-test has been performed on the data collected. For qualitative data analysis, the thematic analysis has been done on the data.

The qualitative approach appeared in the late 1970s in reply to compensate for the shortcomings of the quantitative method (Ali, 2016). In this type of research, a researcher gathers non-numerical data by the use of an interview (a research instrument) in which codes and themes are used to transcribe, analyze and interpret data. By the use of codes and themes, a researcher analyzed and interpreted non-numerical data. Qualitative research is considered an exploratory research design that examines a very "complex phenomenon" that is not possible to explain by a quantitative approach. Furthermore, this method helps the quantitative research by providing distinct "ideas and hypotheses". The population of my study is the undergraduate female learners from two departments (English and Biotechnology) of Kohat University of Science and Technology. The reason for selecting these two departments is based on this study research question in which major (English Department) and non-major (Biotechnology Department) female learner differences are mentioned. The sample size of my study is 10 female participants are selected for the qualitative study. Purposive sampling is used to determine and select those people who are well-known and more efficient for the research study. The interviews were recorded and additional points were noted down on the sheet. After recording the interview, the data was transcribed (to write the exact words and answers of the respondents) all the data and then thematic analysis was applied to interpret and analyze the data. The thematic analysis includes "themes and codes" that are related to the L2 motivational orientations of the respondents.

FINDINGS

An independent sample t-test was used to determine if participants' perceptions regarding motivational orientations among ESL classrooms and major and non-major subjects are different motivational orientations. The qualitative data analysis was used to determine the ESL motivational orientations among classroom students and in-depth perceptions were narrated of the BS degree students in KUST.

Research Interview Questions		
Themes	Categories	Major codes
English Learning Interest	<ul style="list-style-type: none"> • Learn the English language • English as an International Language • Learning English to Communicate with Foreigners • Learning English for Academic Purpose 	<ul style="list-style-type: none"> ▪ Learning ▪ English Language ▪ Ideal International Language ▪ Communication ▪ Learning for Speaking ▪ Communication ▪ Foreigners ▪ Academic purpose
Educational Purposes	<ul style="list-style-type: none"> • Learning English Necessity • English for Higher Education • English is an Official Language 	<ul style="list-style-type: none"> ▪ Higher Education ▪ Official
Learn English for Pleasure	<ul style="list-style-type: none"> • Speaking English Fluently is a Pleasure • English language for Joy • English Language for Hollywood Movies • English Language for Different Books 	<ul style="list-style-type: none"> ▪ Enjoyment ▪ Fluency ▪ Pleasure ▪ Joy ▪ Hollywood ▪ Movies ▪ Books
Learning English to Support Family	<ul style="list-style-type: none"> • Good Job • Good Impression • Job Interviews • Support Family 	<ul style="list-style-type: none"> ▪ Job ▪ Impression ▪ Interview ▪ Family ▪ Support
Learning English for Getting Fame or Respect	<ul style="list-style-type: none"> • English Language for Fame • English Language for Respect • English Language for Moral and Ethics 	<ul style="list-style-type: none"> ▪ Fame ▪ Respect ▪ Moral ▪ Ethics
Learning English to Make Friends	<ul style="list-style-type: none"> • Improve Friendship • Communicate with Friends 	<ul style="list-style-type: none"> ▪ Make Friends ▪ Improvement in Friends ▪ Communicate with Friends
Learn English to Promote Religion	<ul style="list-style-type: none"> • Religion Islam • Peaceful Religion Islam and its Preaching • Promoting my Religion Islam 	<ul style="list-style-type: none"> ▪ Religion ▪ Islam ▪ Peace ▪ Preaching ▪ Promoting

<p>Learn English to Amalgamate with English Native Speaking Countries and their Culture</p>	<ul style="list-style-type: none"> • English Learning for Amalgamation • Interaction with English Native Speakers • Understand the English Language for Native Speakers 	<ul style="list-style-type: none"> ▪ Amalgamation ▪ Interaction ▪ English Native ▪ English Speakers ▪ Understand English ▪ Native Speakers
<p>Learn English for Promoting Female Rights</p>	<ul style="list-style-type: none"> • Female Rights Promotion • Educational Rights Awareness • Educational Rights Promotion 	<ul style="list-style-type: none"> ▪ Female Rights ▪ Promotion ▪ Awareness ▪ Educational Rights
<p>Learning English to Understand Media</p>	<ul style="list-style-type: none"> • Understand Social Media and English News • Understand English • News Papers 	<ul style="list-style-type: none"> ▪ Media Understanding ▪ Social Media ▪ TV News ▪ News Paper
<p>Learn English for Traveling Purposes</p>	<ul style="list-style-type: none"> • Learning English for Tourism • Learning English for Traveling 	<ul style="list-style-type: none"> ▪ Tourism Purpose ▪ Traveling Purpose ▪ Visits Purpose
<p>Response of Demotivation</p>	<ul style="list-style-type: none"> • English Language Interest • Environment of classroom • Use of GTM method • Unfavorable Attitude 	<ul style="list-style-type: none"> ▪ Teacher Interest ▪ Limited Knowledge ▪ Teachers Attitude ▪ Not Good Listener ▪ Not Attentively Listening ▪ GTM method

1. English Learning Interest

The participants replied that English language learning is essential because “it is an international language” and the respondents take an interest in the course of learning requirements. Similarly, some respondents replied that they are interested in learning English as “it is an international language”. The authentic verbatim response of the student was that:

“It is an international language, so I want to learn it”. (LMO-3) “No, I am just learning the English language because it is also a university policy, so that's why I want to learn it”. (LMO-1)

The participants claimed that learning English was an interest and their primary purpose in learning English was firstly for educational purposes, and secondly, they wanted to learn the English language to communicate with others easily. Furthermore, participants discussed their interest in learning English because “it is an international language”, and

in an educational institute, the English language was given priority, so that was why they would like to learn English, especially for educational purposes.

"Of course, I am interested in learning English, because I want to communicate with others, especially with foreigners". (LMO-10)

In the light of the asked question, the participants answered that they were interested in the English language and said, "It is also an international language". The primary purpose of learning English, according to them was to get a good job within their own country or outside. Likewise, they said that they learnt English language to score high in medical tests. The reason given by them for learning English was that they wanted to pursue their careers in this language and that the basic motivation for them was not to brighten their academics via English but rather their desire to speak English language. According to them, English language was fascinating to them during learning, and that it made them able to talk fluently with English language learners. To some the learning of English language was necessary for scoring high in the Central Superior Services (CSS) exams. The motivation for the English language, according to some was to pursue a career as an English language teacher at the university as expressed by one of the participants, "Yes, I am interested in learning the English language, and I have got this interest from Hollywood movies. My primary purpose for learning English is an educational purpose". (LMO-9)

2. Educational Purposes

The participants agreed that learning English was necessary for educational purposes at university level because all their subjects were in English and the teachers used English as the medium of instruction for delivering lectures of all the courses. In order to understand each subject easily, they needed to learn L2. The medium of instruction, according to them was English from Bachelor to M. Phil. They learnt English for educational purposes, and learning English was considered very important by them because the university courses was designed it, that it was spoken everywhere in the world. In Pakistan, the Higher Education has given so much importance to English that in the universities, students and teachers are supposed speak or communicate in English. Students are supposed to give their academic presentations in English for scoring high. .

"My opinion is that as all our subjects are in English, I want to learn English because, without it, I cannot understand my subjects easily and give an inspiring presentation in a classroom". (LMO-8)

3. Learn English for Pleasure

The participants agreed that they learnt English language for the sake of pleasure. According to them whenever they felt boredom, they started reading English magazines for pleasure. Likewise, some participants replied that derived pleasure from speaking fluently in the English language. Some participants believed that English speaking proved a source of joy for them whenever they communicated in it. Similarly, some respondents replied that learning English was a source of their pleasure because English speaking consisted of fun and added to the entertainment of those who understood it.

"Yes, I am interested in learning English for my pleasure as I belong to a good family, they all are educated, and they all speak well in English so whenever I meet them, they talk to me in English so if I speak fluent English then it will be very pleasurable for me". (LMO-8)

They said they wanted to learn English for deriving pleasure. They said they liked watching Hollywood movies and enjoyed listening to English songs, and that most of the times, we are tried to understand English lyrics and the message and ideas they conveyed.. According to them the accent of English used in the English movies fascinated them and so they wanted to learn that accent. "Yes, of course, I am interested in learning English for my pleasure, and the reason behind this is that, as I have earlier mentioned I have got this interest in Hollywood movies, and everything in our future just depends on English, especially regarding our education and for job reasons". (LMO-7)

4. **Learning English to Support Family**

The interviewer asked the participants whether learning English language could help them support their families after completing their academic careers. The participants replied that English learning could help them support their families. Some claimed that they would work or start jobs after completing their degrees, and would then earn to support their families. They hoped that by getting job inside or outside Pakistan with the help of English or by starting and doing online business with the help of English, they would be in a position to support their families.

"I can support my family by learning English because I can teach my siblings and family members how to communicate and write, if I know English well". (LMO-6)

The students agreed that they would support their family members by doing jobs and would derive pleasure from doing so. Some respondents told that they were already helping their siblings by teaching them the English language. The semi-structured question asked the respondent about how they could support their families by learning the English language. The participants replied that they would support their siblings by teaching them English and by making them learn how to speak English. The real verbatim replies of the participants are as follow;

"Yes, absolutely I believe that by learning English, I can support my family. I can teach my family members if they have any difficulty with English". (LMO-4)

"Of course, I can support my family through learning English, and I can support my family financially". (LMO-3)

5. **Learning English for Getting Fame or Respect**

The participants told that learning English language was directly linked to reputation and respect. They believed fluent English made people attractive and added to their fame and respect in the academic environment or at the workplace.

"Yes, I want to learn English to get fame or respect. Because in Pakistan many people have problems while speaking, so, if I talk in English, I will get fame or respect". (LMO-10)

Some of the participants also replied that they were not interested in learning English language just to get fame and respect. English learning, according to them, was not basically to get fame or respect, but rather it was just a means of communication with the foreign people. The verbatim reply of the respondent is given below.

"No, I disagree with this. After all, language is not necessary for our fame or respect because, in our society, many people are not well educated, but they have more fame or respect just because of their good moral ethics, so I think that the English language is not essential for fame or respect". (LMO-8)

6. Learning English to Make Friends

The respondents also believed that they could make friendships inside Pakistan or in the outside world by learning English. According to them mastering English language was more necessary for going abroad but to stay inside Pakistan it was also necessary to some extent because if we prove ourselves good speakers then we can motivate our friends also to learn English. "In foreign countries, English language is essential to make friends, but not in Pakistan, because people speak primarily in their native or mother tongue". (LMO-5)

They thought that if they learnt English, they could develop good friendships within Pakistan or in foreign countries. They believe that in Pakistan if a person speaks English, people can get attracted towards them and has more chances to make friendships abroad, because there English is the only way to communicate with one another. Resultantly, according to them, when learn English, then we can easily communicate with foreigners and make them friends. The real words of the participants are, "In Pakistan, it is not necessary, but it is damn required to learn the English language to make friendship with foreigners". (LMO-9)

7. Learn English to Promote Religion

The participants replied that learning English was also essential for promoting their religion Islam because a lot of people use English language. They believed that through English they could spread their religion Islam across the world because people from different countries understand English. We are learning the English language because we will go abroad and spread our religion Islam there. The actual words of the participant are, "When I go abroad and meet different people from different countries, I can tell them about my peaceful religion Islam, which is possible only by learning the English language".

8. Learn English to Amalgamate with English Native Speaking Countries and their Culture

The participants claimed that whenever they met foreigners they mixed up with English native speakers, which they considered better for themselves and for their culture. With the help of the English language and communication in English-speaking countries, they hoped to improve their culture and also enhance their academic status in the prevalent situation. They said that they were interested in learning English for going abroad to meet English native people, to know about their culture and also to tell them about their own

culture. However, some believe that they were interested in learning the English language just to communicate with English native speakers, and not to get mixed up with them.

"No, I don't have any interest in their culture; I just want to communicate with them". (LMO-1)

They believed that whenever they visited a foreign country for the purpose of studies or for numerous other purposes, they felt the need of getting acquainted with the natives of that country because without mixing up with them endangered their survival there. Therefore, by communicating with them, they believed, they could come closer to the natives and exchange information about each other's culture. "Yes, by knowing the English language, I can amalgamate with them and learn about their culture". (LMO-4)

9. Learn English for Promoting Female Rights

They said they wanted to learn English for promoting female rights because, in Pakistan females are considered less important than males and are given limited rights and less freedom of speech. Therefore by learning English they believed they would help females in getting their due rights by making their voices heard in the international community.

"Yes, I want to promote female rights. When I study deeply about Islam, Islam gives a very respectful place to women, but that place is not provided in our society or is somehow outside the world". (LMO- 5)

. According to them, Islam, the religion of the majority of Pakistanis, has given rights to females, but these rights are not adequately given to females in their society. They believed that by using the medium of English, arranging online seminars on female rights, and inviting human right activists and notable speakers from abroad can serve the cause of motivating their females for making a demand for their due rights. .

"Yes, I want to learn English to promote female rights worldwide". (LMO-4)

10. Learning English to Understand Media

The respondents believed that English was essential for understanding social media and print media and if they wanted to know what was happening around in the world, they must have access to international news through media, most of which uses English as their language. They believed they could also connect with people through social media via English language and hold conversations with them.

"Yes, I think to understand the media, English learning is essential because, as a student, we have great use of the internet and if we know or understand the English language well then we can use the internet/social media easily". (LMO-10)

According to them, learning English is essential to understanding the media because English gives access to entertainment and the internet. Many films, TV shows, books, and music are produced in English and there is no need to rely on translations and subtitles anymore to understand English. They could also continuously improve their English listening and reading skills by accessing these media. In case of international media, it is essential to understand English because, according to them, sometimes it is very difficult to translate or ask others for solving their problems regarding the

understanding of English. Therefore, they considered it quite easy to learn English by themselves.

"Yes, for understanding media learning English is crucial because we know that social media is now at its peak". (LMO-9)

In Pakistani media, the Urdu language is used primarily, but in case of foreign media, English is essential for understanding them. The internet can be used for many different purposes, and by understanding English we can benefit from it a great deal. E BBC news, for instance, updates us about the affairs of the whole world.

"Yes, English is essential to understand the media because nowadays, everything is in English predominantly, and those who have a good command of this language will easily understand everything on the internet and worldwide". (LMO-3)

11. Learn English for Traveling Purposes

The respondents wanted to learn English for travelling purposes because most of the receptionists in hotels speak English and majority of Air hostesses use English for conversation on the aeroplanes.at the airport. Therefore, successful interaction with them requires learning English language.

"Yes, I prefer English for travelling purposes. I want to go to Turkey, but I don't know Turkish, so English is a bridge between the Turkish people and me". (LMO-3)

The participants replied that "English is an international language" and people from different countries knew English. In countries abroad, they said they always found someone who could speak English. Speaking in English can help them in travelling. Many people decide to stop travelling due to this slight inconvenience. This is faced only by people who do not know English. So, communication is a big part of travelling and command over English makes it much easier.

"Yes, it's pretty important to learn English for travelling purposes, but in my case, I don't think so because I think permission is more important". (LMO-3)

12. Response to Demotivation

The participants were asked about the sources that demotivated them to learn English language. The absence of digital capabilities, according to the respondents, was distracting, and teachers' unfavorable attitudes and lack of interest in the classroom environment demotivated them as English language learners. Most students felt concerned about their grades, and demonstrated limited "English language proficiency" in the classroom. The English language classroom atmosphere was declared upsetting by them, and the lack of teacher' was also considered a demotivating factor. According to them, the curriculum and syllabus needed time and attention as they were not updated regularly. Similarly, the classroom atmosphere including the teachers with" unfavorable attitudes and workload also caused demotivation among English language learners.

Verbatim account of the participant is: "The curriculum is incredibly long and not particularly practical, so I am demotivated. He adds, teachers "unfavorable and

discouraging attitude demotivates me as well. Extra workload and pupils' language deficiencies seemed to be the fundamental causes of demotivation." (LMO-5)

According to the participants, educators are uninterested and unprepared for the English language lesson. Students, too, have insufficient previous knowledge of the English language and a shallow English language, which demotivates English language learners in the classroom. Although audio-visual aids improved teaching and learning, the lack of these aids and the use of the grammar-translation method also demotivated students in a classroom. The actual words of the attendees are;

"I am interested in learning English and I think that audiovisual aids will help to make teaching and learning very interesting but our teachers follow mostly grammar-translation methods which demotivate me." (LMO-3)

CONCLUSION

This study focused over undergraduate female learners' motivational orientations in ESL classrooms. The English language was found to be used "as a medium of communication" among people from different parts of the world. It is used to communicate or interact with different people like with foreigners, with friends, with teachers, also on social media, and in search of jobs etc. In Pakistan, this language has a central role in many fields either professionally, academically, and also socially. This study investigated learners' especially female learners' purposes or reasons for learning an L2. Previous studies as discussed above showed that learners learn the English language for different purposes but most importantly learners learn the English language for instrumental purposes like passing an exam or getting a high grade, getting a good job, etc as highlighted by Rehman et al., (2014), Khan et al., (2016) Khurshid (2017), etc. Normally students are taught in schools, colleges, or universities to learn English only for instrumental purposes. Because of this, many students are demotivated towards learning English. The present study highlighted learners' motivational orientations for learning L2. The learners responded that by learning English they could support their families by teaching them, and also helping them financially by having or getting good jobs. They also argued that English language learning was essential to promote their religion, Islam, because people from different parts of the world mostly understand the English language. So, they thought they could propagate their religion easily all over the world by learning English. The learners also communicated that the female interest was considered an important orientation or purpose to learning English because in their society females were not given their basic rights. So, by learning English they could promote female rights by securing for them the freedom of speech. In the qualitative study, a new inductive theme, that is demotivation, was found. Students were motivated but at the same time, they were demotivated as well. They felt demotivated because of discouraging classroom environment, lengthy syllabus, teachers' unfavourable attitude towards learners, and consistent use of grammar-translation method.

Some recommendations based on the findings of this research study are:

1. Language planning policy must be according to the L2 motivation.
2. Teaching methodologies must be according to the students' motivation like the teachers should not just follow the grammar-translation method. Some encouraging classroom activities must be involved in which the English language must be used or spoken and also audiovisual devices must be used in a classroom.
3. The environment of the classroom must be made a motivating in which both the teachers and students are involved actively.
4. In a language classroom, the teacher's and students' communication must be in the English language as it will improve students' proficiency in the English language, and also they will be more motivated toward learning the English language.
5. English vocabulary for Islamic terms and activities must be added to the syllabi because most of the students have no idea about the English equivalent of Islamic terms and activities like Ruku, Attahiyat, and Sajdah in prayer (Namaz). By knowing and using English equivalents for Islamic terms, we can spread Islam more efficiently.
6. A conducive learning environment must be provided to the female learners in which they feel free and relaxed to communicate in English with their teachers, and with their friends without any hurdles or any kind of fear and anxiety.
7. The length and nature of the syllabus must be according to the students' motivation level and therefore neither too lengthy nor too stale.

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