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L 2 Motivation, Demotivation: A Case of a Pakistani University

¹Dr. Kamran Ali*   ²Hafiz Imran Nawaz   ³Farzana Sohail

1. Associate Professor, Department of English, Hamdard University , Karachi, Sindh, Pakistan
2. Lecturer, Department of English, Hamdard University , Karachi ,Sindh, Pakistan
3. Assistant Professor, Department of English ,Govt. College for women, Karachi ,Sindh, Pakistan

| ***Corresponding Author:** | Kamranali.arsal@gmail.com |

ABSTRACT

Motivation is thought to be one of the elements in learning anything. Zoltán Dörnyei has carried out remarkable work on the role of motivation in second language learning. The paper aims at investigating the correlation among various motivating and other factors researched by Zoltán Dörnyei in Pakistani context. It also examines correlation between total motivation and demotivation assuming that there must be a causal effect. The paper adapts Zoltán Dörnyei's questionnaire and surveys. Two seventy three learners of English Language from different disciplines of a university participated in the study. Three variables have been added pertaining to demotivation which include DMG, DMR, and DMW. The findings show correlations among various motivational factors but no correlation has been found between total demotivation and motivation which means they probably don't impact each other. But it is suggested to carry out longitudinal studies in this regard to obtain better results. The study paves ways for the future research in the area of L2 motivation and its relation to demotivation. It also informs teachers that certain motivational factors may augment each other. Therefore, material and pedagogies that may trigger such factors can be incorporated in their teaching practice.

| **KEYWORDS** | Demotivation, L2 Motivation, Learning Attitude |

Introduction

Numerous studies have been carried out in the area of second language motivation. Work of Professor Zoltán Dörnyei is commendable in this field. Many studies have been conducted on second language motivation in Pakistani context. This study aims at finding out the correlations between variables studied by Professor Zoltán Dörnyei and also correlation between sum of various motivational variable and sum of internal de-motivational factors. The rational to investigate into this is to bring out the point de-motivational factors pertaining to the target language may cancel out learners' motivation. The study employs a questionnaire of about 100 items. The questionnaire has been adapted from Prof Zoltán Dörnyei (1994). Some items pertaining to de-motivation have been added to see if there is a correlation between Total De-motivation and total motivation and Motivation. Finding out the correlation among different motivating factors will help teachers and text book authors to incorporate diverse material that would augment students' overall motivation. For example, if there is a relationship between instrumental and integrative motivation, the teaching material targeting both variables can be more effective if used in the text books or by teachers.

Pakistan is a developing country with lot of economic and other issues, therefore, it is important to understand that learners' motivation is significant unless harmed by some de-motivating factors external or internal.

Literature Review

Dörnyei in 2005 proposed the L2 Motivational self-system. It is a through synthesis of past studies on the important ranges of language learning motivation (for details, see Dörnyei, 2009a). It explains the main renewal of earlier motivational thinking by its specific exercise of psychological theories of the self, yet the theory is firmly rooted in past research in the L2 discipline. L2 motivation studies have always been of the view that a foreign language is not just a communication code that can be acquired like other academic subjects, and they have consequently taken up the examples that connected the L2 to the person's 'personal core,' making a significant part of one's identity.

The design has come out of the mutual effect of two important theoretical evolutions, one taking place in the L2 discipline, the other in prevailing psychology. In L2 research, we can see that integrative motivation had been an dominant concept ever since it was first proposed by Gardner and Lambert in 1959, but after a decade there has been a growing concern about several forms of its theoretical ground and descriptive power in diverse learning environments. Dörnyei (2005) sees his model as a normal evolution from Gardner's theory, highlighting many of these matters. Another theoretical advancement occurred in psychological studies of the self, directing to a gradual union of self-theories and motivation theories in prevailing psychology.

Chambers's (1993) research indicated the significance of interaction and cooperation with the learners, and, amazingly, the principal conclusion Oxford (1998) took out from her study was similar: "We must listen to our students. We must directly address the important teacher- and course-specific aspects mentioned by students if we want students to be motivated to learn." Oxford (1998) therefore, it is probably no coincidence that an examination of de- motivation carried out by Dörnyei (1998) evolved out of close collaboration with students. The primary concept to emphasis on de-motivated learners emerged from an MA student, Katalin Kohlmann (1996), while an academic counseling session, and the data for the study were collected with the help of the members of an MA course on 'De-motivation in Second Language Learning'. Moreover, many productive arguments with students, a dozen of course papers and two extra MA theses by Rudnai (1996) and Halmos (1997) offered a further stimulus for the project. (Cited in Dornyei & Ushioda, 2011, p. 147-148).

The Dörnyei (1998) research is different from those by Oxford (1998), Chambers (1993) and Ushioda (1998) as it emphasized particularly on students labeled as de-motivated, instead of examining a common representative sample of learners. He did not inquire them about poor learning exposures. There were 50 students from the secondary schools in Budapest, learning either English or German as a foreign language, selected by their teachers or classmates as being specifically de- motivated.. Interviews were conducted positioned on a set of basic questions, and the data examination followed a step by step thematic content examining procedure. First, all the noticeable de-motivating topics pointed out by the learners were ticked and recurring themes were formed. For each learners the very significant demotivating elements were then labeled. In the end, these basic de-motives were classified as per principal categories formed earlier. Only the basic de-motives were classified and not all the negative problems pointed out by the learners as it was supposed that some of the negative factors were only result of already prevailing de-motivation. Dornei drew out nine types of negative factors which were confirmed by minimum two learners as the principal informant of their de-motivation. The nine segments were responsible for 75 matching happenings in the transcripts. So far the biggest segment (with 40 percent of the entire frequency of happenings) directly addressed the teacher (his or her traits, dedication to teaching, care given to the students, ability, teaching pedagogies, manner, compatibility with students), which is entirely compatible with the outcomes presented by other researchers. Additional 15 per cent of the happenings also addressed the teacher, although implicitly, through the students' low self-confidence that was partially

because of events in the classroom which under the control of the teacher.(e.g. view of stringent marking). Collectively these two segments formed plenty of the de-motivating elements. Meaningful proportions (more than 10 per cent)   de-motives were the outcome of further two factors:

• Not sufficient school facilities

• Bad attitude towards the learning of second language

No doubt that motivational influence of the above is obvious, but motivation researchers are likely to ignore that the poor school environment can create an 'affective filter' which may be strong enough and consequently impede even the best efforts by the student and teachers. The next factor, the arising hatred for the L2, is connected to the case that engaging L2 study is similar to writing a blank check as students have only a faint idea about the language. A near contact with the L2, then, brings about feelings of assessment. Such feelings may affect the later dedication to learn the language. The important difference in student views of dissimilar L2s was also proved by Ludwig (1983) in a large-scale study of American college students learning French, German and Spanish. In Ludwig's model, for instance, French was usually observed as appealing and romantic, perhaps because 'it sounds neat' (p. 225), and the author also shares powerful feelings about the grammar different L2s under investigation. More recently, Williams et al. (2002) unfolded variations in boys' approaches to learning French and German in the secondary schools of British , with obvious inclination for German because, as one of boys with high proficiency in the language put it, 'French is the language of love and stuff' while German is 'the war, Hitler and all that' (p. 520).

The pioneers of motivation research – Wallace Lambert, Robert Gardner and their students and associates being social psychologists used quantitative research method. As a result, the primary research method used in the field has been survey research utilizing questionnaires.

Studies carried through surveys employed to elaborate the features/behaviors/views of inhabitants of a place by inspecting a fragment of that community, the sample, at a particular of time. Employing questionnaires is considered to be the principal method to gather the data and the outcomes are usually processed employing descriptive statistical analyses which supply frequencies, means, percentages, ranges. The methodology used in this study is in compliance with the trend set by the

As a teacher the researcher has observed that challenges students face during learning may impact their motivation and there must be a correlation between these two elements.

Material and Methods

L2 Motivation Questionnaire

A questionnaire adapted from Dornyei was employed for the study in question. It is the most usual way of collecting the data in second language (L2 motivation). Its popularity is for the reason that it is versatile to collect large amount of information quickly in process able form. (Dörnyei, 2010; Dörnyei, 2003a; Rasinger, 2008). Questionnaire collect definite data in lesser time and are the well-structured tool to record people's Responses.(Dörnyei, 2003a).

Following Dörnyei (2010; 203a), a Likert scale is employed using number as ((1) for totally disagree, (2) for generally disagree (3) for I have reservations (4) for agree to certain extent (5) for generally agree   (6) for totally agree. Three variable demotivation in learning

Grammar, Reading and Writing were added to understand their correlation with motivating factors.

Sampling and Participants

The study was carried out in an Engineering University located in Karachi (Sindh), Pakistan. The University is a private sector professional university. It is comprised of four major departments respectively:

- Basic Science and Humanities

- Mechanical Engineering

- Electrical Engineering

- Computer system engineering.

Results and Discussion

The variable which were operationalized can be observed in Table 1 along with their means and standard deviation. The mean score for instrumental motivation, knowledge motivation, and Social culture show that most of the participant are willing to learn English for the career and progression in academics. They also want to socialize and believe that English is the medium to broaden their social circle.

Table 1
Descriptive Statistics

	Mean	Std. Deviation	Analysis N	Missing N
INS.M	22.07	5.159	275	0
K. M	23.05	4.752	275	0
Travel	17.03	4.641	275	0
Friendship	17.29	5.138	275	0
Social culture	22.99	5.036	275	0
Integrative	14.51	5.206	275	0
Attitude.Eng	16.78	3.978	275	0
Achievement	13.69	3.321	274	1
Motivational. Intensity	12.16	3.639	275	0
Anxiety	17.35	7.157	275	0
Eng. anxiety	13.09	3.190	275	0
DMG	14.63	8.193	275	0
DMR	24.66	10.591	275	0
DMW	11.93	7.846	275	0
Self-evaluation	18.18	4.832	275	0

Correlation among the Identified Variables that Motivate Learners to Learn English

To understand how these motivational factors interact with each other Pearson Correlation was run for different combination of the variables. Following is the summary of their correlation.

Table 2
Descriptive Statistics

Variables	Two-tailed P .V	R	DF	Results
Anxiety In Class vs Attitude Towards English.	0.346	0.057	273	**No correlation**

Anxiety In Class vs English Use Anxiety..	< 0.001	0.244	273	weak positive correlation
Anxiety In Class vs Instrumental Motivation	0.032	0.129	273	No correlation
Anxiety In Class vs Integrative	< 0.001	0.43	273	Strong, positive correlation
Anxiety In Class vs Knowledge Motivation	< 0.001	0.213	273	Strong Positive Correlation
Instrumental Motivation vs Self Evaluation	0.008	0.16	273	No Correlation
Anxiety In Class vs Social Culture	< 0.001	0.221	273	Slightly positive correlation
Attitude Towards English vs English Use Anxiety	< 0.001	0.204	273	Positive but week correlation
Attitude towards English vs Integrative Motivation	0.003	0.178		No correlation
Attitude vs Motivational Intensity	< 0.001	0.347	273	Positive relation
Attitude in English vs Need for Achievement	< 0.001	0.478	273	Positive strong correlation
Eng.Use Anxiety" vs Attitude in English	< 0.001	0.277	273	Slightly positive correlation
Eng. Use Anxiety vs Motivational. Intensity	< 0.001	0.342	273	Positive Correlation
Friendship Orientation vs Instrumental Motivation	< 0.001	0.461	273	Positive strong Correlation
Friendship Orientation vs Integrative	< 0.001	0.535	273	Positive strong Correlation
Friendship Orientation vs Know Motivation	< 0.001	0.523	273	Positive strong Correlation
Friendship Orientation vs Need For Achievement	< 0.001	-0.224	273	Negative but week correlation
Friendship Orientation vs Social Culture	< 0.001	0.58	273	Positive strong Correlation
Friendship Orientation vs Traveling Motivation	< 0.001	0.64	273	Positive strong Correlation
Instrumental Motivation VS Integrative	< 0.001	0.34	273	Positive Correlation
Instrumental Motivation vs Know Management	< 0.001	0.707	273	Strong Positive Correlation
Instrumental Motivation vs Social Culture	< 0.001	0.49	273	Positive Correlation
Instrumental vs Traveling Motivation	< 0.001	0.49	273	Positive Correlation
Integrative vs Motivational Intensity	< 0.001	0.28	273	Slightly Positive Correlation
Integrative vs Self Evaluation	< 0.001	0.322	273	Positive Correlation
Integrative motivation vs Social Culture	< 0.001	0.521	–	Positive Correlation

Findings

- The result shows that there is no correlation between student's anxiety in class and attitude towards English. Consequently, it may be assumed that students who have negative or positive attitude towards English may or may not have class anxiety or vice versa.

- Anxiety in class" and "English use Anxiety" have a weak positive correlation between them. This means learners may be motivated by both of them altogether. But the positive correlation appears to be weak between them.
- No correlation is seen between anxiety in class and Instrumental Motivation. The result shows that instrumental motivation and anxiety in class does not move in negative or positive direction together. Based on the result, it can be inferred that they may have no link with each other.
- The data studied show positive relation between "Anxiety in class" and "Integrative motivation". Learners who love to the target language culture may tend to have more Anxiety in Class being conscious to be of possible errors while interacting in the class.
- It seems that learners who want to learn English to gain knowledge may also have "Anxiety in Class". But the bound between them seems to be slightly positive. Knowledge Motivation unlike instrumental motivation has shown a slight bondage with '' Anxiety in Class'' in respect to trend as the graph shows.
- 6. It appears that "Anxiety in Class and "M-DMG" negatively correlate with each other. The p value being less than 0.001 proves the result to be significant. Whereas value of r not much far away from to 1 and so it gives the evidence of the negative relation between two of them. This means the low M- DMG moves in opposite direction to "Anxiety in   Class".
- Students' anxiety in class also correlates with M-DMR.This means there maybe low anxiety in the class if they have high M-DMR or vice versa. Apart from the result being significant statistically (see table), it may be deduced that learners whose motivation after deducting the de-motivation towards reading may have less anxiety in class.A causal relationship may be developed here.
- Though self-evaluation be at times biased, but still it may have some truth in it. The result obtained from the data show that there is no correlation between Instrumental Motivation and Self Evaluation. A student who has evaluated him high or low may have or not have instrumental motivation. Researchers conducted before have not shown very strong evidence of a link between language proficiency and instrumental motivation. Further detailed research can be carried in this regard.
- The result shows a slightly positive relationship between anxiety in class and social culture. Though, statistically the result is significant but low r value and common sense and observation do not allow establishing a causal relationship.
- The result obtained from the data gives an evidence of a positive but weak correlation between Attitude towards English and English use Anxiety. For establishing a causal relationship between two of them a common observation also not give enough justification which supports the notion that it may have a positive but weak correlation between them.
- The p. value and r show the significant but weak positive correlation between Attitude towards English and instrumental Motivation. As an English Language teacher one may assume that the learners of English as second language may have a positive attitude towards English if their instrumental motivation to learn English also positive. A casual relation between them can be established between the two through observation even. But the data here does not give an evidence of very strong correlation between them. This means a qualitative research may be carried out to figure out whether we can establish a casual relation between them by getting compatible results between qualitative and quantitative researches.
- No correlation can be established statistically between Attitude towards English and Integrative motivation keeping in view the following results. This means no matter how much strongly motivated a learner is to learn about the target language his attitude towards English may be negative or positive. This is also evident from the common

observation. Many learners want to watch English movies but learning it is a different case. But a qualitative analysis is suggested for further research.

- The result obtained from the data shows a positive correlation between Attitude towards English and Motivational Intensity. A causal relationship may also be established with some care as the learners whose motivation intensity towards learning English is high may also have a positive attitude towards English. Motivational intensity answers learners' eagerness to put efforts to learn English. Whereas attitude towards learning depicts learners' mind set towards it. Both variables seem to have positive correlation.

- A positive correlation between Attitude towards English and Need for Achievement as it is evident from the result in the following table. A causal relationship may be established based on common observation with some care. Learners whose need to achieve something is positive may have a positive attitude towards English because their determination to achieve high may trigger the desire to learn more and more. But a care may be taken to declare such inferences to be concrete evidences as statistically casual relationship may not established based on the results.

- The correlation between English use Anxiety and Attitude towards learning English is slightly positive. This means they are related to each other. But for casual relationship to be established between them is debatable. A learner with high attitude towards English may or may not have English use Anxiety. It is suggested that a qualitative analysis may also be carried out to establish any causal relationship between them.

- Learners with strong need for achievement may have also a high English use Anxiety. The data obtained from the research give out a positive correlation between English use Anxiety and Need for Achievement. A causal relationship may also be established based on the observation that learners who want to achieve better results may also have a high level of anxiety while using English.

- The result given in the following table shows a positive correlation between English use Anxiety and Motivational Intensity. The learner who has positive Motivational intensity may also have a slightly high English use Anxiety. But it is suggested to have qualitative research in this regard as causal relationship is hard to establish through common observation.

- The result shows a positive correlation between friendship orientation for learning English and Instrumental motivation. The p value and r both support the positive correlation between two of them. A causal relationship using observation also establishes this correlation. Learners who want to learn English to make friends may also have motivation to learn it for getting a job or acquiring knowledge.

- A strong correlation can be seen between friendship orientation and integrative motivation. The result confirms the previous researches in this regard. Moreover, a casual relation may also be deduced as both variables involve tendency to make friends.

- The obtained result from the data is an evidence to establish a strong relationship between Friendship orientation and Knowledge Motivation. It graph shows positive trend on both the axis as data move ahead. A causal relationship may also be established based on the fact that desire to learn about the people of the target language and desire to gain knowledge both have roots in the desire to educate one self. A qualitative or experimental study may open further avenues of knowledge in this regard.

- The data reveal negative but weak correlation between friendship orientation and need for achievement. The graph show very weak correlation and even it is hard to deduce such any casual relation between the two of them.

- A strong positive correlation is seen between Friendship orientation and Social Culture. Learners who want to learn English for making friends may also like to learn it for

socialization and appear to be inclined towards learning making friends from the culture of the target language.

- A strong positive correlation can be observed between Friendship Orientation and Traveling motivation. This learners of English as a second language may have positive traveling motivation if they have friendship orientation. A causal relationship may also be established as both variables involved socialization and inclination to make friends from the society of the target language.

- A positive correlation is seen from the given result in the table. It means those who want to learn English for its functional value may also have interest in the culture of the target language. A casual relation between two of them can be established based on the common observation that desire to learn a language get a job may trigger the desire to know the culture of the target language or vice versa.

- The result shows the congruity with other researches done in this regard. Some researchers consider instrumental and knowledge motivation as same for the learner in both cases chooses the target language for its utility. (See literature review). A strong positive correlation between two of them can be observed from the result given in the following table.

- A positive correlation is seen between Instrumental and social culture motivation as p value and r value both depict the positive correlation between two of them. A casual relation may be established between the two based on the observation that learners who learn English for its utility may also be interested in the culture and people of the target language.

- A positive correlation is observed between instrumental and traveling motivation. The r value is inclined towards 1 which is a sign of positive correlation between two of them.

- A   positive correlation is observed from the result given in the table below between integrative and Knowledge motivation. It can be inferred that learners who learn English for its utility may also be motivated to explore the culture of the target language. A causal relationship may be established of the fact that motivation to learn English for its instrumental value may attract the learner towards its culture and people.

- A slightly positive correlation is seen in the result given in the table obtained from the data. A causal link is possible but for a weak correlation between the two. To check a possibility of any causal relationship between them, a qualitative research may be conducted.

- A slightly positive relationship can been seen from the result in the given table. Learners who rate their language proficiency high may have a high integrative motivation too or vice-versa.

- A strong relationship is witnessed between Integrative and social culture based on the result given in the table below. A causal relationship is possible based on the general observation as both motivations are based on love for culture and people of the target language.

Correlation between Total Demotivation and Total Motivation

        Total demotivation was calculated adding up the scores of DMG, DMR and DMW. Whereas total motivation was obtained adding up scores of all variables that measure learners' motivation to learn the target language.

        To find out if there is a correlation between total motivation and total demotivation Pearson Correlation in SPSS was run. The result is summed up in the following table:

Table (4)

Correlation between total motivation and demotivation

Two-tailed P .V	0.00
R	0.129
D.F	273

No relation between Total motivation and Demotivation:

The P value is 0.00 which means these two variable do not correlate with each other. If learners is highly motivated the challenges or demotivating factors they foresee may not impact his demotivation to the extent that they stop learning at all. But as it is a non-longitudinal study the finding cannot be generalized. Longitudinal and experimental studies needed to confirm this finding.

Conclusion

Many motivating factors have correlation ranging from positive to negative. This means all variables somewhat interact with each other. Moreover no correlation has been found between demotivating or challenges in grammar, reading and writing and motivational factors. Therefore, it can be inferred that they may work separately.

Recommendations

It is recommended that longitudinal studies using mixed methods should be carried out to confirm this finding. In addition, a qualitative study is recommended to understand in-depth understanding of underlying processes that generate motivational and demotivating variables. The study is useful for teachers to motivate learners by incorporating material in their lessons that trigger the motivating factors that have been found out in this study.

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