# Journal of Development and Social Sciences
## www.jdss.org.pk

**RESEARCH PAPER**

# Mapping Temporal Changes in L2 Motivation: A Case Study of ESL Learners at Higher Secondary School Level in Pakistan

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**ABSTRACT**

The study attempts to explore the validity of L2 Motivational Self System (Dornyei, 2009) in explaining the temporal changes in motivational orientations of ESL learners at higher secondary level in Pakistan. The sample for the study was drawn by applying random sampling techniques; at the first stage of sampling, three higher secondary schools were selected from the district Gujrat, Pakistan. At the second sampling stage, 360 respondents were chosen from the four educational levels (9th, 10th, 11th& 12th), so 120 respondents were taken from each selected higher secondary school. A 65-item questionnaire was administered to measure the validity of the L2 Motivational Self System and the possible temporal changes in the System. The quantitative findings showed a strong correlation between the socio-psychological factors of Milieu, English Language Experiences, Instrumental Motivation (Promotion), Instrumental Motivation (Prevention), and the criterion measure of Learners' Intended Learning Effort. However, no significant temporal change in our Intended Learning Effort was observed across the selected educational levels. The qualitative data was based on 24 semi-structured interviews. The interview data supported quantitative findings of the associative relationship between the socio-psychological factors and the Learner's Intended Effort. However, no qualitative evidence could be amassed to answer the non-linear fluctuations of the Learner's Intended Effort across 4 selected study levels. The study concludes with a voice of support for the researchers like Ushioda (2009) and Larssen-Freman (2012), who highlight the need for studying L2 motivation from a dynamic perspective.

| **KEYWORDS** | L2 Motivation, Language Learning, Higher Secondary School Level |

## Introduction

English has become a medium of international and intra-national communication and learning (Crystal, 2003). In Pakistan, due to its colonial legacy, English has always enjoyed a privileged status (Naseeruddin, 2010). In Pakistan, English language proficiency is valued as an important skill for seeking jobs and performing well at higher education institutes (Ghani, 2003). English is also given much importance as a language of administration, legislation, governance, and official communication. Similarly, in Pakistan, most of the research in SLA is Anglocentric, and many books, journals, conferences, workshops, etc., focus on teaching and learning of English. Nonetheless, learning English is still problematic for Pakistani students, and even after 14 to 16 years of learning English in formal educational settings, they cannot communicate effectively in English.

Learning L2 is different from learning L1 or other academic disciplines. After learning L1, the learner faces many challenges in learning L2; apparently, most of these challenges are linguistic but socio-cultural psychological facets of L2 self also play their role in language learning. In fact, learning an L2 requires a change in the personal identity of the learner (Norton, 2000). SLA scholars have identified many learner-internal and learner-external factors that support or hinder the process of L2 learning. The research shows that

L2 motivation is one of the key factors that not only triggers L2 learning but also helps leaner to sustain and strengthen L2 identity. According to Dornyei & Clément (2001) motivation directs a learner towards an acceptable 'choice' and then organizes his concentration towards accomplishing that accepted 'choice' (Dornyei & Clément, 2001)). Unlike other Individual Differences (IDs) factors, L2 motivation is a dynamic concept quite different from other relatively stable factors like personality, IQ, aptitude, etc. (Malik & Shehzad, 2018).

It is worth noting that L2 motivation is a variable phenomenon that may vary throughout learning an L2. Different socio-cultural and psychological conditions can potentially increase or decrease the motivation level among L2 learners. The researchers believe that our understanding of the changes in L2 motivation may provide us a window to comprehend the socio-psychological concept of L2 Motivation in a better way. This is the reason that Dornyei and Ushioda (2011) have emphasized the need for studying L2 motivational changes comprehensively. So, there is an obvious research gap that this study aims to fill at the theoretical level. Furthermore, the study will specifically focus on the motivational changes of the under-researched population of ESL learners of higher secondary school levels in Pakistan. It is expected that with the advancement in educational levels of the learners, L2 self-systems may undergo certain changes. Moreover, with time, learners' vision of life and the practical significance of English may also change among Pakistani EFL learners.

**Literature Review**

L2 Motivation is difficult to define (Graham & Weiner, 1996); nonetheless, most scholars consider it something that stimulates and goads a doer to a certain action. Dornyei (2005, p.1) opines that motivation depends on all possible factors that initiate human actions; "*why people think and behave as they do*". Dornyei, et al. (2006, p.9) strengthen this mentioned notion about motivation as it (motivation) relates with "*the direction and significance of man's action which may be the selection of some specific activity, the concentration that he pours on it and the struggle that he exerts to do it*". Therefore, it generates from some aim and leads humans to perform certain actions. Dornyei and Ushioda (2011, p.4) express that it is difficult to define L2 motivation comprehensively, but a reductionist approach may help us narrow down our focus on any of its features while theorizing L2 motivation. They opine that, in SLA, L2 motivation is usually explained in terms of choice, direction, and persistence of human behaviour. Focusing on these three key components, Dornyei & Ushioda (20011) explain the L2 motivation as the act of choosing an action with specific aims and the continuous effort and endeavour to achieve that aim. It is important to notice that 'persistence of behaviour' is a key component of many definitions of motivation. For instance, Pintrich and Schunk (2002, p.5) define motivation as "*something that gets on going, keeps us moving and helps us to complete tasks".* Here, aim of an action, persistence on it and struggle to complete the action are stressed. Similarly, Huffman (2010 p. 13) evaluates motivation in these words "*the set of agents that activate, guide and maintain behaviour, commonly towards some goal".* The current study intends to map the persistence of the motivational behaviour of the learners across their and higher secondary level education.

Ushioda (1996, 2001, 2009) supports dynamic features of L2 motivation through her qualitative research that she put in the context of the temporal motivational dimension. Through her interviews with learners of L2, she came to know that their previous learning had much influenced their present L2 learning. Therefore, the longitudinal influence on their motivation to learn L2 is very prominent (Dornyei, 2003, p.83). Much consideration of the research brought Ushioda (1996, p. 240) to the conclusion that a dynamic model of L2 motivation is essential because motivation is not a phenomenon of stability but a condition of flux. She feels the need for more research in the context of introspectiveness and qualitative developments regarding motivational experiences. Further, she favours

exploring the dynamic contextual elements that play their role in L2 motivation. Later, responding to such calls for a dynamic framework for explaining L2 motivation, Dornyei (2005) proposed his L2 motivational self-system.

Dornyei (2005) introduced the "L2 motivational self-system" in the backdrop of motivational notions and models with less explanatory potential. It is a system based on "psychological self-theories" and is aimed at L2 motivation comprehension and research. This model does not refute all the previous models but tries to address their shortcomings and harmonizes them with the need of the modern world in the context of learning L2. According to this system, a L2 learner has a multi-faceted identity, which helps or creates hindrances in the learning process. The system comprises in three ingredients - ideal L2 self, ought-to L2 self and L2 learning experience (Dornyei, 2009, p.29).

The ideal L2 self is based on the concept of the 'ideal self' that presents such characteristics and desires a learner likes to possess. Dornyei (2005, 2009) suggests that the "ideal L2-self" determines L2-related images and aspects of a learner's ideal dreams of 'what he wants to become'. It is a highly motivational factor that urges learners to acquire proficiency in L2. It also produces in learners 'the desire to reduce the discrepancy between [their] actual and ideal selves (Dornyei, 2009, p.29). It generates ambition and hopes for set future and lets in 'integrative and internalized instrumental motives' (Dornyei, 2009, p. 29).

'Ought-to self' is an apprehensive notion that generates certain traits and skills to avoid negative and dreaded consequences in the future. In the context of L2 motivation, a learner decides to learn L2 because he wants to save himself from those negative outcomes that may occur due to his non-proficiency in L2 in the future. So, on the part of the learner, it is a compulsion rather than a desire (Dornyei et al., 2006, p.17). This is an extrinsic and preventative kind of motivational feature which possesses more negativity than positivity but stimulates the learner to learn L2 to be safe in the future (Donyei & Ushioda, 2011).

This third feature of L2 motivation is an attitude-oriented notion about learner's experience in the actual learning environment (Dornyei, 2009, p.29). The learner's learning experience may differ in different learning environments as Ushioda (2001, p.107) gives her concept of 'causal' motivation in the context of changed experiences of the learners. Dornyei and Ushioda (2001) involve certain other features in learning experiences as course outline, the influence of the teacher and institution, the fellows, and the experiences of success or failure.

## Material and Methods

A mixed-methods approach was used to examine and elaborate the longitudinal dimensions of L2 motivation. Using this approach, the researcher has studied the temporal changes in the motivational orientations of the higher secondary ESL learners. In this regard, qualitative and quantitative techniques were used to collect and analyze data for the current study. Quantitative data about the temporal changes in the motivational factors were gathered through a questionnaire, and later, interviews were conducted to elaborate, clarify and strengthen the quantitative findings. In this subsequent mixed-methods approach, the quantitative method was more dominant.

## Population and Sampling

The population of the sample consisted of all the ESL learners enrolled at government higher secondary level in Gujrat District. There are 12 Higher Secondary educational institutes in Gujrat District. Out of these 12 institutions, through a random sampling technique, 3 Higher Secondary institutions were selected for the data collection. From each school, a sample size of 120 respondents was randomly selected in such a manner

that 30 students each from educational settings (9th, 10th, 11th and 12th) of higher secondary levels were selected. So, the total sample size from 3 schools was 120+120+120=360.

**Table 1**
**Sample Scheme and Size**

| Names of Schools | Classes | | | | |
|---|---|---|---|---|---|
| | 9th | 10th | 11th | 12th | Total |
| Govt. Public Higher Secondary School, Kunjah | 30 | 30 | 30 | 30 | 120 |
| Govt. Higher Secondary School Bagrianwala. | 30 | 30 | 30 | 30 | 120 |
| Govt. Higher Secondary School, Tanda. | 30 | 30 | 30 | 30 | 120 |

**Cross-Sectional Research**

The cross-sectional research pattern examines the respondents to explore their changes and developments during certain selected phases. As Dornyei (2007) opines, in the cross-sectional study, a researcher collects data from two or more distinctive time phases; for the current study, learning L2 responses were compared at four stages of L2 learning. So, the data was collected from the learners of the 9th, 10th, 11th & 12th classes. In this regard, the study respondents were taken from the same population, and comparative analyses for the findings were made across the different time phases.

**Questionnaire**

The researchers reviewed the existing literature on L2 motivation and developed a questionnaire of 9 scales and 65 question items.  The self-report questionnaire was designed by considering important components of L2 motivation frameworks and models, including three components of the L2 Motivational Self System. Respondents marked their responses to the given statements on a six-point Likert scale. The questionnaire was modified, mended, and made suitable for the study after the pilot study. The final version of the questionnaire had good internal consistency for the scales used in the questionnaire.

**Interviews**

Interviews were conducted to analyze the themes and findings explored in quantitative data. Dornyei (2007, p.134) also opines in favour of interviews as information from face-to-face interaction is more reliable and accurate, and it can also validate quantitative data acquired through questionnaires.

**Quantitative Analysis**

The study's quantitative findings required applying a reliability test on the questionnaire. Later, the data collected through this questionnaire was run for an ANOVA test to measure the temporal changes in the 9 selected scales of L2 motivation. These findings were interpreted with the help of the results of inter-scale correlational findings.

**Reliability Analysis of the Final Questionnaire**

Highly acceptable Alpha values, i.e., above (0.7), were recorded for 4 Scales (Ideal L2 self, Ought-to L2 self, Attitude towards L2 Community, and Instrumental Motivation-Promotion). Alpha values were very close to the point (0.7) for five other scales. Importantly, Dornyei (2009) has shown higher reliability coefficients in the settings of this study, which is very similar to some other studies conducted in Asian contexts.

**Table 2**
**Reliability of Scales in the Final Questionnaire**

| Name of Scale | Number of Item | Cronbach Alpha Value | Mean of Inter Item Correlation |
|---|---|---|---|
| Mean for Learning effort | 6 | 0.66 | 0.27 |
| Mean for Integrative Motivation | 3 | 0.28 | 0.12 |
| Mean for Attitude toward $L_2$ Community | 6 | 0.73 | 0.34 |
| Mean for Cultural Interest | 4 | 0.65 | 0.31 |
| Mean for International Posture | 7 | 0.66 | 0.23 |
| Mean for English Language Anxiety | 4 | 0.57 | 0.25 |
| Mean for Attitude toward Learning English | 3 | 0.60 | 0.31 |
| Mean for Milieu | 6 | 0.67 | 0.26 |
| Mean for Ideal $L_2$ Self | 8 | 0.74 | 0.30 |
| Mean for Ought to $L_2$ Self | 6 | 0.71 | 0.29 |
| Mean for Instrumental Motivation (Promotion) | 7 | 0.70 | 0.27 |
| Mean for Instrumental Motivation (Prevention) | 4 | 0.43 | 0.20 |

Contrary to some of the previous studies, e.g. (Csizér & Kormos, 2009, Lamb, 2012), the Ought-to L2 self, which is an important element of Dörnyei's (2005 & 2009) proposed L2 Motivational Self System, has also shown a high-reliability value (.71).

**Interrelationship among L2 Motivation Measuring Scales**

After the reliability test, the motivational scales are further analyzed through correlation analysis. The effectiveness of the linear interconnection among the scales has been judged through this test. The special focus is on the Intended Learning Efforts, the criterion measuring scale. The researchers also investigate its relationship with other scales. The following table reveals the interconnectedness between the sub-scale and the whole scale.

**Table 3**
**Inter-Item Correlation Matrix**

| Name of Scales | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.Learning Effort | --- | | | | | | | | | | | |
| 2.Ideal L2 Self | 0.73 | ---- | | | | | | | | | | |
| 3. Integrative Motivation | 0.51 | 0.50 | ---- | | | | | | | | | |
| 4.Attitude towards L2 Community | 0.52 | 0.54 | 0.53 | ---- | ----- | | | | | | | |
| 5.Cultural Interest | 0.42 | 0.45 | 0.41 | 0.59 | 0.59 | | | | | | | |
| 6.International Posture | 0.60 | 0.64 | 0.52 | 0.65 | 0.65 | ----- | | | | | | |
| 7.English Language Anxiety | 0.34 | 0.34 | 0.46 | 0.35 | 0.35 | 0.45 | ----- | | | | | |
| 8. Attitude towards Learning English | 0.62 | 0.65 | 0.48 | 0.49 | 0.49 | 0.46 | 0.29 | ------ | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9.Milieu | 0.65 | 0.72 | 0.54 | 0.46 | 0.46 | 0.61 | 0.40 | 0.56 | ----- | | | |
| 10.Ought to L2 Self | 0.64 | 0.70 | 0.47 | 0.52 | 0.52 | 0.63 | 0.40 | 0.60 | 0.71 | ---- | | |
| 11.Instrumental Motivation (Promotion) | 0.67 | 0.73 | 0.50 | 0.59 | 0.59 | 0.67 | 0.35 | 0.56 | 0.60 | 0.66 | ---- | |
| 12.Instrumental Motivation (Prevention) | 0.49 | 0.48 | 0.37 | 0.41 | 0.41 | 0.47 | 0.28 | 0.41 | 0.38 | 0.51 | 0.55 | --- |

The findings of Table 3 manifest that 'Ideal L2 Self' possesses the most solid linear relation (.734) with 'Intended Learning Efforts'. In the present study, the correlation value is higher than that found in studies of Taguchi et al. (2009, p.78) and Islam (2013, p.102). Those were (.58) and (.64), respectively. It means Pakistani students of the current sample were much more conscious about their future selves and found L2 learning a major tool in molding their futures well. In their visions about the future, they found English very powerful and significant in positively shaping their futures. This power of 'Ideal L2 Self' empowered the criterion scale of Intended Learning Efforts because the firm relation between the two said scales always ensures positive L2 motivation.

**Analysis of Variance (ANOVA) Based on Respondents of Class of Study**

As mentioned, motivational changes were studied cross-sectionally for four periods of learners' enrollment at higher secondary level (i.e., 9th, 10th, 11th & 12th classes. The following ANOVA results (Table 2) reveal how the L2 motivational orientations of the learners vary across different levels of their study.

**Table 4**
**Analysis of Variance (ANOVA) Based on Respondents' Year of Study**

| Motivational Scales | Classes | N | Mean | Std. Deviation | F-value | P-value | Sequence of Difference |
|---|---|---|---|---|---|---|---|
| Learning Effort | 9th | 90 | 4.9212 | 0.72341 | 2.73 | 0.044 | 12< 9,10,11 |
| | 10th | 90 | 4.8278 | 0.72172 | | | |
| | 11th | 90 | 4.6222 | 0.76511 | | | |
| | 12th | 90 | 4.6444 | 0.94552 | | | |
| | Total | 360 | 4.7514 | 0.81431 | | | |
| Integrative Motivation | 9th | 90 | 4.5222 | 0.88833 | .16 | 0.92 | 12<9,11,10 |
| | 10th | 90 | 4.4296 | 0.83051 | | | |
| | 11th | 90 | 4.4556 | 1.01849 | | | |
| | 12th | 90 | 4.4704 | 0.96621 | | | |
| | Total | 360 | 4.4694 | 0.92541 | | | Continued |
| Attitude towards $L_2$ Community | 9th | 90 | 4.5130 | 0.94421 | .128 | 0.943 | 10<12,11,9 |
| | 10th | 90 | 4.4259 | 0.87199 | | | |
| | 11th | 90 | 4.4537 | 0.90222 | | | |
| | 12th | 90 | 4.4481 | 1.19237 | | | |
| | Total | 360 | 4.4602 | 0.98226 | | | |
| Cultural Interest | 9th | 90 | 3.9083 | 1.12333 | 3.028 | 0.030 | 12<10,11,9 |
| | 10th | 90 | 3.6000 | 1.08605 | | | |
| | 11th | 90 | 3.6389 | 1.16063 | | | |
| | 12th | 90 | 3.3889 | 1.27371 | | | |
| | Total | 360 | 3.6340 | 1.17287 | | | |
| International Posture | 9th | 90 | 4.7317 | 0.71182 | 1.600 | 0.189 | 12<10,11,9 |
| | 10th | 90 | 4.5635 | 0.67121 | | | |
| | 11th | 90 | 4.5746 | 0.87041 | | | |
| | 12th | 90 | 4.4746 | 0.92578 | | | |
| | Total | 360 | 4.5861 | 0.80386 | | | |
| English Language Anxiety | 9th | 90 | 4.0694 | 1.07056 | 3.940 | 0.009 | 10<9,11,12 |
| | 10th | 90 | 4.0444 | 0.99548 | | | |
| | 11th | 90 | 4.3111 | 1.05089 | | | |
| | 12th | 90 | 4.4972 | 0.98335 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Total | 360 | 4.2306 | 1.03825 | | |
| Attitude towards Learning English | 9th | 90 | 5.1630 | 0.98838 | | |
| | 10th | 90 | 5.0148 | 0.73424 | | |
| | 11th | 90 | 4.5407 | 0.96322 | 8.575 | 0.000 | 11<12,10,9 |
| | 12th | 90 | 4.6074 | 1.20401 | | |
| | Total | 360 | 4.8315 | 1.01733 | | |
| Milieu | 9th | 90 | 4.9074 | 0.76524 | | |
| | 10th | 90 | 4.7500 | 0.81238 | | |
| | 11th | 90 | 4.4796 | 0.88186 | 5.130 | 0.002 | 11<12,10,9 |
| | 12th | 90 | 4.4944 | 0.99983 | | |
| | Total | 360 | 4.6579 | 0.88420 | | |
| Ideal $L_2$ Self | 9th | 90 | 4.9847 | 0.79275 | | |
| | 10th | 90 | 4.8486 | 0.69065 | | |
| | 11th | 90 | 4.6000 | 0.72214 | 5.609 | 0.001 | 12<11,10,9 |
| | 12th | 90 | 4.5806 | 0.92433 | | |
| | Total | 360 | 4.7535 | 0.80264 | | |
| Ought to $L_2$ Self | 9th | 90 | 5.0019 | 0.78472 | | |
| | 10th | 90 | 4.7870 | 0.76234 | | |
| | 11th | 90 | 4.6500 | 0.85680 | 3.661 | 0.013 | 12<11,10,9 |
| | 12th | 90 | 4.6167 | 1.03842 | | |
| | Total | 360 | 4.7639 | 0.87697 | | |
| Instrumental Motivation (Promotion) | 9th | 90 | 5.0952 | 0.72052 | | |
| | 10th | 90 | 4.9079 | 0.60960 | | |
| | 11th | 90 | 4.8127 | 0.78528 | 2.171 | 0.091 | 11<10,12,9 |
| | 12th | 90 | 4.9825 | 0.92553 | | |
| | Total | 360 | 4.9496 | 0.77252 | | |
| Instrumental Motivation (Prevention) | 9th | 90 | 5.0756 | 0.80592 | | |
| | 10th | 90 | 5.0244 | 0.74943 | | |
| | 11th | 90 | 4.7511 | 0.84391 | 2.769 | 0.042 | 11<10,9,12 |
| | 12th | 90 | 5.1778 | 1.54758 | | |
| | Total | 360 | 5.0072 | 1.04668 | | |

Table 4 shows that certain fluctuations in motivation are evident in the classes (9th,10th,11th, and 12th). These temporal variations reveal that motivation is not a static condition but a dynamic process that influences and is influenced by other motivation factors. All the motivation scales manifest that 9th is the class where students are highly motivated the learning the English language. The values of all motivational scales are high for these students. For 'Intended learning Efforts' mean value of the scale is (4.92), indicating the 9th class students' inclination toward learning L2 as they are fully determined to put energy into learning English. At this level, they are in early adolescence and enthusiastic about learning English.

Similarly, the mean for Ideal L2 Self in this class is (4.98), showing that respondents have stronger and more vivid images of their future goals and Ideal L2 Self. These future-oriented dreams help them in triggering their motivation to learn L2. Interestingly, the students of 9th class seem to be very conscious of their social obligations and expectations as they also score high (5) on their Ought-to Self scale.  have also greatly motivated them as (5) is Ought-to Self's very high mean value. Their heightened self-awareness of their social settings can be attributed to their young age.

ANOVA results show a slight fall in almost all scales from the class 9th to 10th. Though this downward movement is small, it is notable that it is found in all scales. The researcher has also tried to investigate its reason qualitatively by interviewing them. The reasons for this slight downfall are multiple and diverse, which will be described later with the qualitative findings. We noticed that Intended Learning Efforts decreased from (4.92) to (4.83) from class 9th to class 10th. The scale shows a difference of (0.07). The difference in Ideal L2 Self is (0.14), and this difference in Ought to Self is (0.21). The other scales have almost a similar ratio of differences from class 9th to class 10th. This downfall is not so

significant, but it is the fact that it is found and constantly found in all scales. Despite its insignificance, it shows the declination trend and downslope in motivation among the study's respondents.

In the 11th class, those students are admitted that have passed their examination of Matriculation (9th & 10th). This is comparatively a developed class compared to 9th and 10th but the same decline in the L2 motivational orientations is found for the respondents of this level as found for the respondents of the 10th class. Again the differences between these classes are very small; for example, for the scales Intended Learning Efforts, Ideal L2 Self, and Ought to L2 Self, a dip of (.21), (.15), and (.13) was noted, respectively. Similarly, a decrement trend can also be noted for the other scales.

The 12th class is the topmost level in the order of our study. We can see a mixed trend for the respondents of this class. Certain scales of motivation show a very slight downfall trend that is or may be ignorable, and a few scales show a slight upwards trend. Though the difference between the mean of 11th and 12th is insignificant, it shows the tendency of positivity, e.g., the mean for Intended Learning Efforts increases slightly, but there is a slight dip for the mean score for the scale of Ideal L2 Self, Ought to L2 Self, and Milieu. Such differences in findings have less significance in compiling results in social sciences; however, they can show us the general trend in the motivational orientations of the respondents.

## Qualitative Analysis

Quantitative analysis of the collected data for this study did not show a statistically significant change in the Intended Learning Efforts (motivation in learning L2) among the respondents at four selected levels of study (9th, 10th, 11th, and 12th). Therefore, the need for qualitative data was felt to study the matter in-depth. For this purpose, semi-structured interviews were conducted. Qualitative data was based on interviews conducted with 24 respondents randomly selected from the 9th, 10th, 11th, and 12th classes. The analysis of this data reveals certain thematic patterns related to Future L2 Selves, Milieu, and English Learning Experience.

## Future L2 Selves

An analysis of the qualitative data verifies the strong presence of the 'L2 Motivational Self System' components. The findings of the qualitative analysis show that respondents were aware of their future L2 self-images.

So, it seems that the positive visions of the Ideal L2 Self and implicit fears as manifested in their Ought to L2 Self greatly influenced the respondents' motivation to learn English as an L2. Therefore, the impact of *'Future L2 Selves'* was very prominent on the respondents of the present study.

## Ideal L2-Self

The study's respondents openly revealed their visions about Ideal L2 Selves as they had definite choices at this level to adopt certain professions in future in which L2 is essential. Their educational achievements primarily depended on acquiring L2. Moreover, L2 was also needed in their occupations. It was key in their progress, especially when they wanted to hold some administrations. Further, their jobs might be secured due to learning L2. Their dreams to become a doctor, an engineer, a police inspector, a lawyer, etc, could be materialized, provided that they were efficient in L2. A few among them desired to leave the country and settle abroad. They also considered English as a tool for this purpose. All 24 interviewees were fully resolute in learning L2 whether they wanted to attain a higher degree (M.Phil., Ph.D.), adopt any worthy profession, or settle abroad.

Almost all the 24 respondents felt the necessity of English as a ladder for their future success. They realized that their career would be based on their proficiency in English. So, they visualized English as one of the most significant factors for their success.

**Interviewee (B)** described English's role in his idealized engineering career. He said, "*Whole knowledge of the subject related to his profession could be found in English.*" Further, he emphasized acquiring all the communication skills that would help him in his field work as an engineer.

Idealization seemed more prominent in the respondents belonging to class 9th and class 10th. On the other hand, the students at levels 11th and 12th were seemed less enthusiastic about learning L2. This fact revealed that in the early phases of professional development, the learner was more eager and lesser knowledgeable about the realities of life. Regarding idealization, we asked a similar question from 9th, 10th, 11th, and 12th students. Their responses are as under. The question was: "Where do you see yourself after 15 years?"

Interviewee (G) of Class 9th

*I will complete my study up to PhD level, then I will go abroad and earn a lot and will establish an educational institute in my locality.*

Interviewee (D) of Class 10th

*It is my desire to get a degree and settle in Pakistan.*

Interviewee (K) of Class 11th

*I wish to get higher education and do a job here….*

Interviewee (X) of Class 12th

*I want to work in England, so I shall get a diploma in electrical and improve my English proficiency to be successful there.*

**Ought-to L2 Self**

The qualitative data gained through interviews strengthened the findings of quantitative results in the context of *the Ought-to L2 Self*. This motivation scale correlates with the criterion measure of the study, i.e., 'Intended Learning Efforts'. The interviewees expressed their concerns, duties, responsibilities, and obligations they might face and meet in the future. The qualitative analysis further revealed that the students believed that English is crucial in shaping their future lives. They also apprehended the negative consequences which might occur in their life due to deficiency in learning English. In this regard, **Interviewee (G)** says, "*… without learning English, no progress can be made here or in any foreign country.*" **Interviewee (H)** opined, *"No progress is possible without learning English…… even a man is considered uneducated without English."* **Interviewee (P)** added that *"he would be left behind from his fellows if he could not get knowledge of English"*. Almost all the other interviewees had the same view about their Ought-to L2 Self with a little variation in words that *'inability to learn L2 would mar their future'*. So, this scale of ought-to L2 Self proved that 'Intended Learning Efforts' were accelerated due to futuristic fears.

**English Learning Experiences**

This study's quantitative data shows that English Learning Experiences are associated with the criterion measure, i.e., intended Learning Effort. However, human experiences can be well understood through qualitative means. So, semi-structured interviews allowed the respondents to open up about their language learning experiences. The researchers asked certain questions about the learner's attitudes toward L2 and their experiences within the formal environment classroom and outside the classroom, i.e., the informal environment. It was observed that most of the interviewees seemed satisfied, even pleased, with their current learning L2 experiences, but they also had some complaints about *pedagogy, lack of facilities, uncongenial learning environment, laborious syllabus,* and other things. Despite all these hindrances, their attitudes towards learning English were not declining because they could visualize many benefits of learning L2. For example, **Interviewee (L)** responded enthusiastically to the inquiry about his learning English. He said:

*I am very eager to learn English as it is very beneficial for me. I know it is not easy to learn English, but I think it would be a ladder to my success.*

When asked about the classroom facilities and the teacher's role, he hesitated and then spoke against the lack of classroom facilities but said nothing about the teacher. His whole response can be interpreted in a few words: he was enthusiastic about learning English in all conditions.

### Milieu and Motivation

The quantitative value of 'Milieu' has shown it as a significant factor in motivation. It was observed that it helps enhance one's 'Intended Learning Efforts'. The respondents of the qualitative data endorsed the significance of the milieu, and the encouragement of family and friends, especially parents. In Eastern countries like Pakistan, parental affection always remains praiseworthy and a source of encouragement for their children. Almost every interviewee confirmed the role of parents in his learning of L2, along with the other factors that had motivated him.

**Interviewee (I)** spoke:

*My mother always advises me to learn English well and prays for success. She considers English a token of honor and wants to see me as honorable person in the future.*

Most of the respondents were encouraged by their fathers. Even though many of them were uneducated, their parents, especially their fathers, encouraged their sons to learn English because they were aware of the importance of English in society. Educated parents took an active part in their children's learning process. One of the **Interviewees (J)** stated:

*My father is an educated man. He often speaks English with my elder brother and sister. Sometimes, I also desire to participate in their conversation.*

The statement manifests that children in educated families are motivated directly or indirectly. Their recent needs and future orientations inspire them to learn English. An **Interviewee (K)** presented a separate picture in this context. He states:

*"His father is an illiterate person and does labor in UAE. Whenever he calls from abroad, he stresses my education, especially learning English, which is very important for him to progress in life. So, I am much inspired to learn English, which will also make up my father's deficiency and complexity".*

Above stated interviews demonstrate that parents were a great source of inspiration for the L2 learners. They seemed ready to teach their sons regardless of their socio-economic or educational status.

## Conclusion

Motivation for English learning has gained much attention in Second Language Acquisition over the last five decades. Many frameworks, theories, and notions have evolved during this span to better comprehend motivation's functioning in the English learning-teaching process. However, very little research has been carried out to understand motivation's dynamic nature, especially related to second language learning (Dornyei, 2009). Throughout the current study the researchers have attempted to study the validity of the L2 Motivational Self System and other L2-related concepts in the Pakistani settings of higher secondary schools. Second, the temporal changes in the motivational orientations of the 360 selected learners from the 9th, 10th, 11th, and 12th classes were studied by applying quantitative and qualitative techniques. The findings of the study validate that the components of the L2 Motivational Self System have good explanatory strength in explaining L2 motivation. These findings align with other studies conducted in different educational settings in Pakistan (see Islam, 2013; Shahbaz, 2012; Malik & Shahzad, 2018). The study's results also show that along with the three fundamental constituents of "L2 Motivational Self System," i.e., Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experiences, many other factors like Milieu, Attitudes towards L2 Community, International Posture, Culture Interest, etc have also their due contributions in L2 learning process. Furthermore, one of the objectives of the study was to map the motivational changes in the respondents at sequential educational levels. The findings show motivational variations in language learning process and dynamic nature of motivation have been proved. However, these changes are not so significant statistically as the researcher may delineate a specific pattern of their rise or fall with the change of under-research educational levels. The present study suggests that future researchers should apply non-linear research approaches (see Ushioda, 2009; Larssen-Freman, 2012) to study L2 motivation as the dynamic nature of L2 motivation is difficult to explore using linear and reductionist approaches.

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