

**RESEARCH PAPER****Motivation of Swat University Students towards learning English as a Second Language****¹Khurshid Ali* and ²Fatima Tuz Zahra**

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ABSTRACT

The current investigation seeks to investigate the motivation of undergraduate students at Swat University towards learning English as a foreign language. Though English is mandatory at higher education, students motivation is depending upon the monetary and financial benefits associated with the language. Conducted with 20 students from various departments, data were collected using a 20-item written questionnaire on a five-point Likert scale, along with demographic information such as age, gender, and English learning duration. The survey items were adapted from Dornyei and Csizbher (2006) and Ryan (2005). The study focused on domains including integrativeness, attitudes towards the second language community, cultural interest, attitudes towards learning English, instrumentality (promotion and prevention), and fear of assimilation. Descriptive statistics analyzed through SPSS revealed that the primary motivation for learning English was instrumental, with integrative motivation also playing a significant role. Results of the study recommend exploiting these motivational behaviours and rationalize pedagogical strategies.

Keywords: Attitudes to Learning English, Motivation, Second Language, Undergraduate Students

Introduction

The research focuses on motivation towards foreign language learning. The study describes the place, importance, and future of student's motivation at Swath University. It also addresses issues regarding language use, attitudes toward foreign language learning (English), and attitudes toward language learning at Swat University. In learning a second language, the knowledge of vocabulary plays a relevant role. With sufficient vocabulary, one word cannot understand any spoken or written text or use language efficiently.

Motivation

Motivation in foreign language learning: teachers and researchers accept that motivation plays one of the most critical roles in the Success of second or foreign language learning. It provides a starting impetus to initiate the process of learning another language. It is also the driving force that has maintained the effect through the years since it is responsible for determining human behavior by energizing it and giving it direction (Dornyei, 1998, p.117). Although motivation is a primary factor, there is often a limited or superficial representation of it regarding second language learning. In literature, motivation is a frequent term used in psychology and a critical concept in education. However, it is interesting to discover how little agreement there is in the literature about the exact meaning of this concept (dornyei, 1998, p.177). The modern English word motivation derives from the Latin *movere* (to move). Thus, etymologically, to be motivated or to have motivation means to be moved to action toward something.

Intrinsic/extrinsic motivation refers to whether the motivation is more inside a person or outside of him/her. Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. According to Edward Deci and Richard Ryan (1985), motivation can be categorized as intrinsic and extrinsic motivation, which is the energy source central to the organism's active nature. It implies that not all human behaviors result from external control (Deci and Ryan, 1985, p.11).

Intrinsic motivation, on the other hand, is based on a natural human need to be cognitively active and to take pleasure from learning something new, and so its function is to maintain long-term interest in the learning process. (Krakow 2005, p.45)

Motivation has been identified as the learner's orientation about learning a second language (Crookes and Schmidt 1991). It is thought that students who are most successful when a target language are those who like the people who speak the language, admire the Culture, and desire to become familiar with or even integrate into the society where the language is used (Falk 1978). This form of motivation is known as integrative motivation. It is also theorized that integrative motivation typically underlines successful acquisition of a wide range of registers and a native-like pronunciation" (Finger 199, p.568).

In an English foreign or second language setting such as Swat University, it is essential to consider the term's actual meaning "integrative." As Benson (1991) suggests. A more appropriate approach to the concept of integrative motivation in the English foreign or second language context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural.

Students' motivation in foreign language learning in Swat University contexts

It is starting to initiate learning another language and is also the driving force to maintain the effort through the years since it is responsible for determining human behaviors by energizing and theming it directly (Dornyel, 1998, p. 117). Although motivation is a primary factor, literature often has limited or superficial representation regarding second language learning. Motivation is a frequent term used in psychology and a key concept in education. The students are passive learners; they need to learn the modern technique of learning another language.

The place and importance of English as a second language in Swat University

Language may be divided into two categories: national and foreign language. Every civilized nation has a language that expresses its thoughts, Culture, and national life. Its customs and manners, and the whole range of its social pattern. Urdu is widely used as an additional language at Swat University. As we can see, it is the language of communication at Swat University. Swat University (Swat region) is a multilingual society where 4 or 5 dialects are spoken. Students communicate with each other using Urdu, and their mother teaches as well. Swat University has a regional language, Pash, Which is quite different from the national language (Urdu).

Issue of foreign or second language learning:

Limited vocabulary

Vocabulary is a sub-skill of a language. In learning a second language, the knowledge of vocabulary plays a relevant role. Foley and Thompson (2009) state that all languages possess vocabulary and words. People sometimes get confused when distinguishing between "vocabulary" and "word."

Lack of vocabulary may be one reason for our student's failure in many fields. Almost all teachers give importance to teaching sentence structure, and their students listen. Speaking. Reading and writing. Teachers should give more importance to vocabulary learning skills.

Literature Review

Motivation

Motivation plays a significant role in the process of learning a second language. Language teachers can only effectively teach a language if they understand the relationship between motivation and its effect on language acquisition.. A good researcher must look into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting.

At the same time, extrinsic motivation anticipates reward from the outside, and a person is motivated from an outside source rather than the self.

Intrinsic/extrinsic motivation is related to locus of control, which was first introduced by Rotter (1966). If a person places responsibility for her/his life within the self, she/he has internal locus control. She/he is a self-motivated character, and if she/he places the responsibility on others and circumstances outside the self, she/he has an external locus of control.

Within language learning, the typical model is the division between integrative and instrumental motivation (Gardner & Lambert, 1972). If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, she/he is affected by instrumental motivation. Gardner and MacIntyre (1993) have referred to those two types of motivation as motivation orientations and mentioned that depending on learners' orientation (either "career/academic-related instrumental" or "socially/culturally-related integrative"), different needs must be fulfilled in foreign language teaching.

Some researchers believe that integrative motivation is essential for successful second language learning. Graham (1984) made a distinction between integrative and assimilative motivation. Integrative motivation is the desire to learn the second language to communicate with the members of the second language society and learn about its Culture. What is essential is that the two orientations are not mutually exclusive. Some learners learn better if they are interactively oriented.

Students motivated by intrinsic motivation don't avoid complicated problems; they face them and learn from their mistakes (Walker, Greene, & Mansell, 2006).

On the other hand, extrinsic motivation is a tool to achieve a target (the same as instrumental motivation). As mentioned before, motivation is essential and should be considered when learning a second language. There are two types of motivation, and as a result, combining both kinds of motivation will lead to a "better student's motivation and successful motivation towards the second language.

Motivation for second language learners and its importance

Motivation is the most used concept for explaining the failure or Success of a learner. Dornyei (1998) claimed that motivation is a key to learning a second language. An inner source, desire, emotion, reason, need, impulse, or purpose moves a person to a particular action. Motivation has been regarded as one of the main factors influencing the speed and amount of Success of foreign language learners. The original impetus in second or foreign (L2) motivation research comes from social psychology since the land of another

community's language cannot be separated from the learner's social dispositions towards the speech community (Moiinaziri, 2008, p, 126). Lambert (1963) has proposed a social psychological model in which he has emphasized cognitive factors such as language aptitude and intelligence as well as affective factors such as attitudes and motivation. According to Gardner (1985, p, 10), L2 motivation is "the extent to which an individual works or strives to learn the language because of a desire to do so and the Satisfaction experienced in the activity. Motivation is conceptualized to subsume three components: desire to learn the language, attitude towards understanding the language, and motivation density. Brown (2007) reviewed the definitions of motivation based on three historical schools of thought as follows.

Current status of second or foreign language at Swat University

In Swat University's current educational context, English is predominantly considered the first foreign language. English is taught at every stage at Swat University. It is the language of higher education in every department. English is the medium of instruction in all programs at the university level. It is offered as a foreign language course at Swat University and as a language for educational purposes. It is also the official language of Swat University Pakistan. The demand in educational institutions and learning environments is increasing. It requires good planning and decision-making to help the learners and students pursue their studies and fulfill their goals.

Motivation plays a vital role in the Success of language proficiency

Speaking is one of the difficulties for students in learning English as a second language. According to Hamer (2007, p.98), motivation is some kind of internal drive that pushes someone to do things to achieve something. In the line of Hamer (they go on to point out that the strength of that motivation will depend on how much value the individual places on the outcome he or she wishes to achieve.

The motivation available in any given learning situation is the sum of intrinsic plus extrinsic influences (Ryan Deci, 2000; Thorkilsen & Nicholls, 2002). Therefore, motivation is an essential element in encouraging students to achieve their goal of speaking proficiency. We cannot ignore the power of motivation, both intrinsic and extrinsic, especially for those who learn the English language as a second language in a speaking context, because basically, students need to have motivation and willingness to be Successful in a second language speaking or proficiency skill.

Hypothesis

The research had a hypothesis recording the motivation in second language learning used by the targeted male and female students. The males and females were not expected to be similar in motivation. This hypothesis is not accepted by the result. The result is going unexpected. The research expected that both are highly motivated. This hypothesis was rejected by our findings

Material and Methods

The study investigates the student's motivation towards learning a second language used by undergraduate students of Swat University; the study also tried to determine significant differences in the use of learning English. This section describes how the research was carried out and introduces the research design, participants, research instrument data collection procedure, and data analysis method employed in the study.

Population and sampling procedure

The study's target population was all the undergraduate students of Swat University, Khyber Pakhtunkhwa, Pakistan. The study sample was selected through seven (7) departments of Swat University, including twenty subjects. A total of twenty subjects participated in the survey, which included ten male and ten female students.

Instrumentations

A carefully designed written questionnaire was employed to collect data from the students. There were, along with basic information, 20 close-ended questions or items using a 5-point Likert scale (strongly disagree=0%, disagree=25%, not sure=50%, agree=75%, strongly agree=100%). The questionnaire also provides short information about the study. The questionnaire was written in the English language. Among the 20 close-ended statements, some seem similar and resemble one another by the different types of statements belonging to other kinds of motivation towards a second or foreign language learning. The respondents were asked to rate each type of motivation on a five-point rating scale relative to their level of understanding, ranging from 1 (strongly disagree) to 5 (strongly agree). Instructions on how to attempt the questionnaire items were also part of the second section of the questionnaire. The questionnaire also provided a brief introduction to the researcher.

Moreover, the subjects were informed about the purpose of the conduction of the questionnaire and were assured that their identities would be kept anonymous. A sentence thanking the participants was included at the end of the questionnaire. Considerable attempts were made to ensure the questionnaire items' content and data analysis validity. The researcher's teachers and supervisor provided expert evaluation of the questionnaire items. The questionnaire was written in the English language.

Validity, reliability, and consistency of the questionnaire

Validity of the questionnaire

We had the English version translated into Urdu and checked by the Urdu department at Swat University. The Urdu version was re-translated into English to check the authenticity of the translation. The questionnaire was validated by seeking the opinion of the expert. After preparing it, The consulted the government higher secondary school principal in Dherai, swat, Pakistan, and a faculty member of the Department of Urdu, Swat University. They were asked to evaluate whether the items were sufficient, suitable, and inclusive. Following the expert's opinion and suggestions regarding the questionnaire, we improved Some questions by adding relevant points and omitting ambiguous and confusing statements. The translation and re-translation of the questionnaire confirmed the validity of both versions.

Reliability and consistency of the questionnaire Cronbach's alpha

We collected data for 40 subjects. Cronbach's alpha procedure was conducted to check the reliability and consistency of the questionnaire. Santos (1999) defines Cronbach's alpha: Cronbach's alpha determines the internal consistency or average correlation of items in a Survey instrument to gauge its reliability. "Following the hierarchical order, Cronbach's alpha was first calculated for all twenty questions, scoring 90.23 % (see table). This showed the internal consistency of the items, thus representing the reliability of the questionnaire. It also revealed that the questionnaire items were suitable for the research objectives.

Likert Scale

A difference between "disagree" and "strongly disagree" could be shown to know the intensity of opinions. The five-point Likert scale is traditionally used to show the strength of the response. After all, we might feel generally in agreement with something (agree) or do so vehemently ("strongly agree"). With language issues such as second language learning (essential in learning a second language), I expect a degree of reactions, some average, some strong.

Data Collection Procedure

Pilot Study

A pilot study was conducted on 12 male and 12 female students in separate departments of Swat University. The pilot study aimed to determine the validity and reliability of the questionnaire used in the main study. In addition, the pilot study's purpose was to see the time the respondents took to complete the questionnaire and the difficulty (if any) they faced in the questionnaire's statements. After the declaration of the head of the department concerned, the researcher was taken to classrooms by the Class lecturer. The pilot study focuses on the primary research. The researcher introduced himself to the students and explained the questionnaire's purpose.

Moreover, the students were also shown how to attempt the questionnaire items. Students were then given the questionnaire. The pilot study also showed that respondents took almost 50-55 minutes to complete the questionnaire.

The Main Study

The study was carried out at Swat University in January 2024. The data was obtained via a questionnaire from the target sample - undergraduate students of Swat University. The researcher started visiting the target departments, where he discussed and explained his research and the data collection questionnaire to the head of the department. The officials were told that the researcher would first have a one-class session with the students on specific items and statements of the questionnaire before conducting the questionnaire. After the consent of the department head, the researcher was led to a classroom by the department's English teacher. The lecturer introduced the researcher and his purpose for attending the school. The researcher took a one-class session on specific items and statements of the questionnaire with the students. Before assigning the questionnaire to the students, the researcher briefly introduced the research and its purpose to the respondents. The questionnaire was personally distributed by the researcher to the class lecturer.

Furthermore, instructions on attempting the questionnaire statements were provided to the students in English. All the instructions and complex statements in the questionnaire were translated and explained into the respondent's mother tongue to avoid any possible confusion and misunderstanding. There was no fixed time for the respondents to answer the statements. The completion of the questionnaire took almost 50-55 minutes. Upon the complaint, the researcher collected the respondents' entire questionnaire. The researcher thanked all the participants for participating in the data collection procedure.

Data Analysis

Quantitative data analysis was performed using the Statistical Package for Social Science (SPSS) version 16. Statistical procedures such as Cronbach alpha and descriptive statistics were carried out to summarize subjects' responses to the questionnaire. The reliability aspect of OI in the research questionnaire was first calculated for all the items using Cronbach's alpha. According to Devellis (1991), if the reliability value of the

questionnaire items is at least equal to 0.70, the reliability aspect of the questionnaire would be good. The reliability value of the questionnaire was 0.845. Which is higher than 0.70. Thus, the questionnaire was reliable to be used in the main study.

Descriptive statistics were used to see the motivation of Swat University students learning English as a second language by respondents (motivation and its types at different levels -low, medium, high). In the current study, motivation and its types have been categorized as "high," "medium," and "low" types were used. The average types of motivation use were valued from 1.00 to 5.00. The main interest of motivation use of each statement or questionnaire item valued from 1.00 to 2.49 was determined as low use, from 2.50 to 3.74 as a medium use, and from 3.75 to 5.00 was regarded as high use. Descriptive statistics was applied to find any significant differences in the motivation between the male and female respondents in the items or statements of types. The study tried to know the differences related to (1) differences between Swat University students learning English as a second language and (2) differences in goals. To know any differences between the male and female participants' motivation, the data collected from the target male and female subjects was separately typed in SPSS version 12, and separate analyses were done for both subjects. The study was conducted to find the participants, use of motivation, and its different levels. The finding of male and female students was then compared with one another (total male vs. Total female subjects) to find any significance in the types of motivation at different levels.

Table 1
Reliability Statistics

Cronbach alpha	No of statement
849	20

Ethical Considerations

During data collection procedures, all ethical considerations were followed. Students were asked to provide their response anonymously. Also, consent was taken through discussions. All data of the questionnaires were coded before the analysis.

Results and Discussion

The research describes the study's quantitative data collected through a written questionnaire. The research questionnaire comprised twenty close-ended items or statements using a five-point Likert scale: strongly disagree -0 %, disagree -25 %, not sure -50 %, agree -75 %, strongly agree -100 %). The respondents' current motivation level toward a second language has been described. The results obtained from this study have clarified that motivation has a significant role in raising the proficiency and efficiency of students in language learning. The author of a classic study of successful language learning (Naiman et al., 1978) came to the conclusion that the most successful learners are not necessarily those to whom a language comes very quickly; they are those who display specific typical characteristics, most of them clearly associated with motivation: positive task orientation, ego involvement, need for achievement and goal orientation. Therefore, from the information, it is clear that the underlying motivation to study the language is mainly instrumental. The implication of the study is that neglect of motivational factors can trouble students in language learning. Studies have shown that even brilliant and talented students with low motivation have not progressed much. Finally, motivation is essential in second or foreign language learning, which is discussed extensively in this study.

Motivation of male and female respondent

The motivation of male and female respondents shows that they are instrumentally motivated as they wish to learn English and think that it is essential because they will need

it for their career to be more educated. It will help them to find a good GPA. Quantitative data were used to see the students' motivation towards the targeted language. The result revealed that the students used a second language at different frequency levels.

Table 2
Motivation of Male and Female Respondent.

Items	Stage/level	Male and Female
You use a lot of English at University	Intrinsic motivation	Medium
You like to watch English movies	Instrumental motivation	High
Learning English is very important	Extrinsic motivation	High
English as a great keeping role in our education	Integrative motivation	High

Table 3
Motivation of male respondent

Items	Type of motivation	Level
You use a lot of English at University	Choice motivation	High
You read English newspaper daily	Choice motivation	High
We need to learn English	Choice motivation	High

The table results reveal that 95.25% of the students of English had a positive attitude toward learning English. Item (Instrumental) in the questionnaire got the highest percentage of agreement (100%). In which learners considered learning English to be really great.

Motivation of female respondents;

The following table demonstrates the motivation of female subjects. The table shows that female respondents used motivation from all types of respondents' seat levels.

Table 4
Motivation of female respondents

Items	Type of motivation	Level
I like learning English	Integrative motivation	Medium
I feel more confident in English learning compared with my classmates.	Achievement motivation	Medium
I like listening to English speech	Integrative motivation	High
I like English article	Instrumental motivation	High

Level of motivation in different stages

The research questionnaire included motivation at different levels. These levels have achievement motivation, intrinsic, extrinsic instrumental, and many others. The current section shows the level of motivation at various stages. The findings showed that the level of motivation was the most highly motivated respondent. Similarly, it was found

that the current motivation towards the target language was low. The table below summarizes the responses of the students related to motivation.

Table 5
motivation of undergraduate students of Swat University towards the target or second language

Items	Stage	Level/ Type
You use a lot of English at University	Integrative motivation	Medium
You need to learn English	Intrinsic motivation	High
English is important for higher education	Extrinsic motivation	High

The table above presents the motivation of undergraduate students of Swat University towards the target or second language. It summarizes the level of all students. It can be seen that he/she was the most motivated student.

Differences in motivation towards learning English as a second language between male and female respondents:

To see the significant differences between male and female students learning English as a foreign or second language in terms of motivations. The data collected from males and females were separately typed in Swat University, and separate analyses were carried out. The findings or results were compared, and differences between the male and female students were figured out. These differences are related to the motivation used to find twenty close-ended research questionnaires. This section presents differences among the male and female students in motivation and learning English as a target setting. A total number of 10 male students participated in the study. The analyzed data shows that the male students were highly motivated toward a target language.

On the other hand, 10 female students took part in the study. Data shows that female students had good external locus of control and motivation to learn the target language.

Conclusion

The study was conducted to investigate the motivation and types of motivation by undergraduate students of Swat University students towards learning English as a second language. Swat University students were both intrinsically and extrinsically motivated. They were also both instrumentally and integratively oriented. This provided sufficient answers to the research questions and could confirm the idea that ESL learners are instrumentally introduced (Konig, 2006; Hamp-Lyons, 1983; Al-Tamin & Munor, 2009). The findings were also in line with those of other studies conducted at Swat University. Furthermore, regarding the key motivating factors for the learners, the respondent's reaction to the questionnaire may provide the basis for identifying the following four factors as some of the main reasons for learners under the study. First, the desire to learn English is a crucial factor in this regard. One of the principal goals of the English department at Swat University is to have graduate students who are proficient in English. The responses provided by the students in the questionnaire indicated they had a high desire to learn English. Therefore, as another motivating factor, more student effort could guarantee their Success in learning English. Another factor reported to be a primary motivating factor for the students involved in the study was the need or importance of English. Their response in the questionnaire said that they believed that English is essential and that they need to learn it for both instrumental and integrative reasons. As discussed earlier, the questionnaire showed that their motivation for English or a second language towards its types and importance was high. Generally speaking, English is an essential international language that everyone needs to learn. Students wished to learn English in their native countries for English learning. The

opportunity to visit English language countries and communicate with native speakers may affect the type of motivation they had to achieve their goals because, as claimed by Oxford and Shearing (1984), the learner's motivation may be affected by whether the learner is studying in a foreign language environment or a second language environment. The findings of this research can also help language developers, syllabus designers, and decision-makers to develop program design, syllabi, and create exciting textbooks that maintain students' interest.

Recommendations

The current investigation revealed motivation patterns of university students that can be exploited for enhanced learning environment. The responses provided by the students in the questionnaire indicated they had a high desire to learn English. Therefore, as another motivating factor, more student effort could guarantee their Success in learning English. Another factor reported to be a primary motivating factor for the students involved in the study was the need or importance of English. Their response in the questionnaire said that they believed that English is essential and that they need to learn it for both instrumental and integrative reasons. Study is a significant contribution and recommends that these motivational patterns call for expanded investigations and exploiting these motivation scales can definitely increase English language proficiency of students.

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