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Female Learners' Motivational Orientations in ESL Classrooms: A Study of the Undergraduate Female English Learners of KUST, Khyber Pakhtunkhwa

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Abstract

This study aimed to investigate the female learners' motivational orientations in ESL classrooms, which are basic components of L2 motivation. Fewer studies were conducted on female learners' motivational orientations, generally in the field of English language motivation, and specifically in Pakistan. Motivation is an important individual variable in the successful learning of an English language. The study targeted the female learners of Kohat University of Science and Technology, Khyber Pakhtunkhwa. A total of 300 undergraduate female learners were selected for this study from KUST, Kohat. Quantitative method was used and a structured questionnaire was adopted that included closed-ended questions. The learners' responses were run through factor analysis. The objective was to find motivational orientations of female learners in relation to acquiring English as a second language, and through a quantitative study found out 14 different learners' motivational orientations i.e. L2 for Education prestige, L2 for Identification,

Receptive L2 use for Non-Professional purposes, L2 for higher studies or work Abroad, L2 for Media-Instrumental, L2 for Travel-Friendship, L2 for Extrinsic-Ideal L2 self, L2 for Business, L2 for International Posture and Learning and L2 for Local Purposes, L2 for National Interests, L2 for Intrinsic, L2 for Family Interests, L2 for Female Interests, and L2 for Islamic Interests. The three motivational orientations namely Islamic interests, female interests, and family interests emerged as new motivational orientations. It transpired that by acquiring English as a second language, females ESL learners could assist their families economically; they could disseminate their beliefs and religion globally, and they could effectively advocate for the rights of females in contexts where women were denied fundamental rights within their Pakistani society.

Keywords: Motivation, L2 motivation, Female learners, Motivational Orientations, Major and Non-Major Learners, Second Language Acquisition, ESL, EFL.

Introduction

We have nearly 59 minor and 6 major languages in Pakistan; and, among them, according to Pathan et al (2010), Urdu and English have indispensable role in the corporate sector and in the sectors like government, education, and media. The purposes to which English language in particular is employed are regulative, interpersonal, creative and instrumental (Pathan, 2009). Ghani (2003) considers English as "a pathway to further education, success and white-collar jobs". According to Richards and Rogers (2014), English is taught to students across the globe and many students learn it. English language, according to Ali (2016), has assumed more essential status and value in the educational system of Pakistan, and more particularly at the university level of its higher educational system. In the universities of Pakistan, English is used as an "academic Lingua Franca (Haswell, 2014). It is also an international language. That is why almost everyone wants to learn L2 i.e. English. Shortly, the globalized role and status of the English language have several implications for learners of L2 at the university level, especially for

L2 learners of Pakistani universities. Because of its high demand and status in Pakistan, students are motivated toward English language learning, (Anam et al., 2019).

For learning a language, especially a second language, motivation is considered one of the main or basic elements, (HC Nguyen, 2019). For any kind of success, motivation has an important role. According to McDonough (2007), "motivation forces an individual to move and to do something to acquire an international language that is English". The success of L2 learning is related to the elements of attitude, intelligence, abilities, and motivation. But in between all these elements, motivation is the basic component of learning L2, (Mantiri, 2015; Santana et al., 2016). "Motivation is a very complicated phenomenon that includes mental or psychological process as: behavior, cognitive, process of decision-making, emotion and also biological process" (Marshall, 2010; Woon et al., 2016).

Gardner is considered one of the famous pioneer researchers in acquiring or learning a second language. He also defines motivation by combining four different aspects or elements "goal, apply effort and desire to acquire the goal and favorable attitudes towards that desired goal, (Root, 1999). Motivation has two types i.e. integrative and instrumental. These were explored and defined by Gardner (1985). Integrative motivation means to amalgamate or integrate with the native community while instrumental motivation deals with learning L2 for practical reasons such as to get a job, pass an exam, get high grades, etc. While talking about language motivation in an academic context, it is an important factor in the successful L2 (English) learning of the learners (Dörnyei, 2001b, 2005, 2007). Dörnyei (1998) and Dörnyei et al., (2015) define L2 motivation as "L2 motivation is an abstract and dynamic construct". After 1980s, much significance has been attributed to the L2 motivation regarding learning situation. There are different models or theories formulated on L2 motivation (like Gardner and Lambert, 1972; Dörnyei, 2005, etc.). These theories were based on why and how L2 learners learn

or understand a second language i.e. English. There are different reasons or purposes for learning L2. Many researchers named these reasons as Orientations (Ali et al., 2015; Bradford, 2007). Learners of L2 showed a variety of L2 motivational orientations (purposes for learning English). Many studies have been done on the motivational orientations of L2 learners in different contexts as highlighted by Gardner (1985), Dörnyei (1990, 1994a), Lamb (2004), Rahman (2005), Shahbaz and Liu (2012), and Lai (2013), etc. Studies such as Pathan et al., (2010), Bradford (2007), Islam et al (2013), and Khurshid (2017) in Pakistan focused on investigating the learners' L2 motivation. Likewise, very few such as Khattak et al (2011), Nawaz et al., (2015), Khan et al., (2016), and Ali (2016) targeted the L2 learners in KP who are mostly male learners and female learners are less targeted. Therefore, this study shall attempt to understand the less targeted undergraduate female learners and their Motivational orientations in ESL classrooms at KUST, Kohat, and how much they are motivated towards learning the English language. So, the objective behind conducting this study was to identify the undergraduate female learners' motivational orientations towards learning English.

Literature Review

Motivation is a very complex phenomenon that is related to our behaviour. Motivation is the basic element in L2 learning. It has an important value in learning a language (Dörnyei, 1998). For learning, motivation is necessary because if the students want to learn something like learning the L2 language they face a lot of problems while learning if they are not motivated. Many researchers have different beliefs about motivation so they define motivation in different ways. Ward (2014) "Motivation is a spur to action or behaviour". Dörnyei's (2001) motivation is a multidimensional phenomenon or approach that has been the focus of many researchers and so far the total intricacy of this concept is not been seized. This was also clarified by one of the well-known famous researchers

Gardner (2006) that motivation is a multifaceted concept so it is impossible to define it more simply and easily. According to Afroza Mili (2020), for the success of L2 learning, motivation has a central and applicable value. Gardner (2010) defines motivation as it is considered a very complicated phenomenon or notion used to represent and specify the attitudes and actions of a human. According to Brown (1994), motivation is a combination of well-known terms like “impulse, inner drive, desire or emotion” All the terms used will motivate the learners to perform any kind of action.

Different perspectives of motivation have been identified by Brown (2000) and also some other researchers such as David Palmer (2005), and Pintrich and Schunk (1996). These are behavioural perspective, cognitive perspective, and constructive perspective. These are defined one by one: Behavioral perspective, according to this concept, "motivation is generally an expectancy of a reward or reinforcement". Cognitive perspective, according to this approach, motivation is the inner drive of the students and the effort that will apply to achieve some goals. Constructive approach, this perspective defines motivation as learners are motivated to acquire a language in a social context where they interact with those who are more competent and well experienced including language teachers and their adults (David Palmer, 2005). Most of the research that has been done recently has focused on the "social-cognitive perspective" because in this approach the motivation of students is greatly affected by the context of the classroom environment (Pintrich and Schunk, 1996). This is considered one of the key concepts because the motivation of the students can be enhanced by a good learning environment in the classroom (David Palmer,2005).

In the field of motivation, L2 motivation is a very multifaceted phenomenon (Lightbown and Spada (1999) which includes many variables e.g. attitude, demotivation, etc. The last stage is called the "modern history" which starts from the 1980s onward. Throughout these three periods, Gardner and his

colleagues (Gardner and Smythe, 1975 and Gardner, 1985) were involved in a more dynamic kind of research that gave rise to the evolution of one of his well-known models named the socio-educational model of Gardner (illustrating the socio-psychological model). This is one of the basic and crucial approaches to motivating learners for L2 learning. This model or approach is classified into four main groups of variables 'social milieu (cultural beliefs)', 'individual differences (motivational variables or orientations such as integrativeness and attitude towards the learning situation)', 'language acquisition contexts (formal and informal contexts)' and 'Outcomes (linguistic and non-linguistic)', Gardner (1985). Conceptual Framework of Motivational Orientations of L2 learners Gardner (2001b) defines orientations as "Orientations are general classifications of reasons that are set up to study a language, and there is little reason to believe that the reasons in and of themselves, are directly connected to the success of L2 learning".

Also Gardner and Lambert (1959) represented "the orientations index" that is used to classify different motivational types in the language. To organize the learners either instrumentally or integratively, this orientation index is used. In L2 motivation, different terms are used for orientations of the L2 learners i.e. "purposes, aims or goals, desires, and openness". Furthermore, these terms are occasionally used with the attitudes and learners' motivation in learning L2 creating confusion. The L2 orientation is then defined simply as "refers to the purposes or reasons of L2 learners to learn an L2 within the context of L2 motivation" (Ali, 2016). L2 motivational orientation is considered one of the vital elements of L2 motivation (Cho and Teo, 2014). Different studies have been done on the motivational orientations of L2 learners in different contexts. I have discussed these studies one by one.

Many studies have been done on L2 motivation in different contexts in which learners' motivational orientations have been identified. Motivational orientations expand with time. The first study was conducted by Gardner and

Lambert (1972) in Montreal, Canada in which English-speaking students were learning French as a second language. They concluded that those students who are integratively oriented toward learning French are more successful than those who are instrumentally oriented. The work of Gardner and Lambert had a great influence on the other Co-researchers. Clément and Kruidenier (1983) studied the high school students' orientations in Canada. They identified four different orientations as 'Travel', 'instrumental', 'friendship', and 'knowledge' by using the factor analysis technique. In unilingual and multilingual contexts, these four orientations were common. Socio-educational model of Gardner (1985) indicated that in an integrative motive, there are three orientations or constructs these are; 'integrativeness', 'attitudes towards the target community, and ' L2 language interest'. These three constructs or orientations will contribute to the outcomes of language learning. Ely (1986) selected 75 Spanish university students in the United States and tried to explore which type of orientation (instrumental or integrative) anticipates motivational strength. A questionnaire consisting of 17 items was given to 75 students. Through factor analysis, two orientations were found and through regression analysis, these two orientations anticipate the motivational strength.

Dörnyei (1990) studied in the Hungarian context and pointed out the instrumental and integrative orientations. He selected 134 Hungarian students who are learning the L2 language i.e. English. He conceptualized instrumental and particularly integrative orientations differently. According to him, for the success of the L2 language, instrumental motivation had a great role in L2 learning up to the level of intermediate and the learners who are learning an L2 in the classroom were not integratively oriented towards the L2 community because they are not in direct contact with L2 community. Hungarian learners learn the L2 language as a „Lingua Franca“. Clément et al, (1994) pointed out 5 motivational orientations in the Hungarian context from 301 students of secondary school in Hungary, Central Europe. These orientations are 'identification', 'Xenophilic' (friendship-travel),'

socio-cultural, 'instrumental-knowledge', and 'English media'. Kruidenier and Clément's (1986) work was repeated by Belmechri and Hummel (1998). They studied the motivation and orientations of Grade 11 students of high school who are learning ESL in the Quebec City francophone context. They selected 95 L2 learners of high school. Through factor and regression analysis results, they identified five (5) orientations; “travel, understanding/school (instrumental), friendship, understanding, and career (instrumental) orientations”.

The result of this study was different from the results of Kruidenier and Clément (1986) but also in between these two studies, some kind of overlap existed. In this study instead of prestige and knowledge, three other orientations were found along with travel and friendship as discussed above. Brown (1994) also investigated a 'two-by-two matrix' that represented both the extrinsic/intrinsic orientations along the instrumental/integrative orientations. However, it is hard to divide language learning motivation into two different kinds of motivation extrinsic-intrinsic and instrumental-integrative motivation. Noels (2001) highlighted that if the teachers provide a good learning environment for the students in a classroom then it will enhance the intrinsic motivation of the learners. Another researcher, Yashima (2002) identified another L2 orientation in the Japanese context named "International posture" which specifies "learners interest or willingness to be part of international affairs, want to go abroad for higher studies or job, and intercultural communication". Yashima (2009) showed that “international posture” is specifically related or connected to the Japanese context. English is not considered an "official language" in the context of Japan but is considered a "world language" and this language is used as a “Lingua Franca” in many countries.

Rahman (2005) investigated a study on the undergraduate private university students of Bangladesh learning the English language and also identified the difference between the male and female learners of Bangladesh. A mixed-

method study was used. The questionnaire utilized in this work was adapted from Gardner's (1985) AMTB. For the quantitative study, a total of 94 students were selected randomly (38 females and 56 males were included) and for a qualitative study, 20 students were selected for a semi-structured interview. The mean and percentage were calculated by using the SPSS program and a t-test was used to find out the variance between the two groups. The findings displayed that the instrumental orientation is considered the dominant orientation for the Bangla students who are learning English as L2. The results indicated a great difference between the gender ratios. 75% of male students have instrumental orientations while 21% have integrative and for females, 66% females are instrumentally oriented while 34% are integratively.

Akram (2007) investigated a study on female learners who are learning the English language in Southern Punjab (Multan and Bahawalpur). The questionnaire was used following AMTB Gardner (1985) to identify the attitude and motivation of female learners towards English language learning. For this study, 20 female learners were targeted but only 9 females returned the filled questionnaire. In this study, a researcher identified the attitude and motivation of female learners toward learning English. Akram targeted solely L2 instrumental and integrative orientations. Bradford's (2007) study was done on the university students of Indonesia to investigate or find out their L2 motivational orientations. 168 students were selected. A questionnaire (3-part questionnaire) is used as a data collection instrument. Descriptive statistics and factor analysis were applied to find out the results. So 11 different motivational orientations were explored. These are labelled as: 'friendship- travel' (related to Xenophilic orientation identified by Clément et al.,1994), „media" (related to McClelland, 2000 orientation), education, further and international study, socio-cultural (similar to McClelland,2000 orientation), employment, prestige, identification (related to Clement et al, 1994 orientation of identification), societal advancement (similar to McClelland,2000

orientation), success, and “English as a Lingua Franca”. So the results of this study showed the pragmatic goals of students while learning English as a second or foreign language.

Pathan et al., (2010) studied the main factors that are used to motivate the public sector University students in Pakistan. This study was conducted in a public sector university (Department of Textile Engineering) in Jamshoro, Pakistan. They have selected 145 students from both first and third-year undergraduate students. The respondents included both male and female students (aged 18-25 years). A closed-ended questionnaire was used for the quantitative study. The items in the closed-ended questionnaire are stated as "objective items", Dörnyei (2003). The collected data was then evaluated by the use of inferential and descriptive statistics. And to find out the mean between the two groups an independent t-test was run. Instrumental and integrative motivations were pointed out in this study. However, the instrumental items' mean score was greater than the integrative orientation items. And also no substantial difference was established between the first and third-year students.

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

Khurshid (2017) conducted a study on the motivational orientations of the Undergraduate learners (both male and female) of Engineering and Technology University in Lahore, Pakistan, and also to find out the significant difference between them. A structured questionnaire was used to collect quantitative data. Firstly, the questionnaire was administered to a total of 200 students but 197 students returned the questionnaires that are filled. For data analysis, descriptive statistics were applied using SPSS software, and through an independent t-test, the mean difference was found. The results identified the instrumental and extrinsic motivations. Results also showed that in regards to intrinsic or extrinsic no significant difference was found between the female or male learners but there is a difference found between their instrumental motivations. The instrumental motivation of male students is greater or higher as compared to that of female students because males are responsible for supporting their families financially.

Anam et al., (2019) studied the Undergraduate ESL learners" motivational orientations and also identified the level of ESL learning anxiety particularly by identifying the gender (male or female) differences. Data was collected quantitatively. In which a questionnaire (41 items) was used following Gardner's (1985) AMTB in which five factors were included, these are integrative orientation, instrumental orientation, Interest and attitude towards learning English, Parental Encouragement, and English class anxiety. The data was collected from 300 undergraduate students who are studying at the Sargodha University, Pakistan. 284 students returned the filled questionnaire of which 185 were females and 102 were males. So it means that females were more interested in learning of English language. To analyze quantitative data, the SPSS software was used in which the mean and standard deviation were calculated and also t-test was used to identify the difference between both genders. The results concluded that there is overall greater interest in L2 learning and no significant difference was found between all the five factors that affect the ESL students' motivational

level except in one factor i.e. Instrumental orientation. The male learners are more instrumentally motivated toward learning English compared to female learners.

Hussain, Salam, and Farid (2020) conducted a study on adult learners' motivational orientations in English language learning in two different countries i.e. Pakistan and Saudi Arabia. In the Pakistani context, the learners learn “English as a second language (ESL)” and in the context of Saudi Arabia, the learners learn “English as a foreign language (EFL)”. Quantitative data was collected using a questionnaire that consisted of 20 items. For this study, 100 ESL and 100 EFL learners were selected to assess their extrinsic or intrinsic motivation. The data was analyzed by “chi-square test, means, the standard deviation, and t-test” to identify the ESL and EFL learners’ similarities and differences. The results concluded that both the ESL and EFL learners were intrinsically motivated toward English language learning.

Afroza Mili (2020) studied the motivational level of learners while learning the English language at the tertiary level in Bangladesh. The study focused on the learners' integrative and instrumental motivational orientations and also how these factors affected the motivation of learners. 25 to 30 male and female students were selected from two private Universities in Mirpur and Uttara, Bangladesh. She selected a questionnaire consisting of 15 questions that included closed and open-ended questions. For data analysis, descriptive statistics were applied. This study concluded that the majority of the learners are integratively motivated toward English Language learning while very less are instrumentally motivated. So integrative motivation is more effective.

The analysis of Female Learner’s Motivational Orientations in ESL Classrooms: A Study of the Undergraduate Female Learners of KUST, Khyber Pakhtunkhwa benefits from research addressing language characterization (Ali et al., 2018), conversational analysis in linguistic contexts (Ali et al., 2019a; 2019b; 2019c), and effective communication practices such as nonverbal cues and

paralinguistics. Issues like punctuation errors and learners' attitudes towards linguistic standards (Ali et al. 2020a; 2020b) highlight the challenges in academic and cultural integration. Additionally, studies on gender representation in literature (Ishtiaq et al., 2021), transliteration effects on pronunciation (Ishtiaq et al., 2022a), and systemic linguistic patterns (Ishtia et al., 2022b) further contextualize the intricacies of language acquisition and instructional strategies. Furthermore, Ishtiaq and Gill (2024) a syntactic analysis of Urdu and Pashto with reference to English can further give insights and enhance understanding. The above studies collectively underscore the multi-faceted nature of Female Learner's Motivational Orientations in ESL Classrooms in English language education in diverse contexts.

In the Pakistani context, mostly the technique of Factor analysis has not been used by previous researchers to identify L2 orientations e.g., Akram (2007) used Gardner's (1985) framework, Islam et al., (2013), Shahbaz and Liu (2012) focused on the "L2 motivational self-system" of Dörnyei (2005). According to Ali et al., (2015) "in our understanding, there are some gaps so factor analysis in regards to motivational orientations of L2 specifically in Pakistan can address". However, my study uses the most sophisticated and less-used technique of factor analysis.

Research Methodology

The quantitative method was used to gather the data. The data was collected through questionnaires. The questionnaire used in this study was adapted from the work of Ali (2016). The questionnaire was further modified and changes were incorporated according to the context. Quantitative data was collected from 300 participants from Kohat University of Science and Technology, Kohat. For quantitative data analysis, a technique of factor analysis was applied to cluster together the various and also scattered L2 motivational orientations of the learners.

In the 19th century, quantitative research developed (Ali, 2016). In this type, we use a questionnaire (a basic research instrument) to collect numerical data. Quantitative research depends on the "methods of natural sciences" that generate numerical and statistical data. This method directs to set up a relation of "cause and effect" among the two variables by using "mathematical, computational and statistical methods". This kind of approach is also called "empirical research" because this approach is measured in a more precise and accurate manner (Ahmad et al., 2019).

A population that is defined clearly supports many researchers in selecting a convenient sample for a research study. "Success of research and reliability of results mostly depends upon the sample" (Satishprakash Shukla, 2020). For more reliable results, the significance of population and sample size is worth mentioning (Creswell, 2003). The population of my study were the undergraduate female learners from two Departments (the Department of English and the Department of Biotechnology) of Kohat University of Science and Technology, Kohat. The sample size of this study was 300 female participants for the quantitative study. A simple random sampling technique was used for a quantitative study. A simple random sample is a random selection of a population. "In this method of sampling, every member of the population is given an equal chance of being selected for a research study" (Ghauri and Gronhaug, 2005).

"A questionnaire is a form of document including items and questions that are designed to seek information applicable to the analysis of research study" (Babbie, 1990). The questionnaire has three types; structured, unstructured, and semi-structured questionnaire as defined by many researchers like Bidhan Acharya (2010), and Babbie (1990). A structured questionnaire includes only close-ended questions.

Findings

To address the developed question, descriptive analysis was used. Frequencies and percentages were used to calculate the replies of the respondents. In the second phase, a factor analysis was used to determine if participants' perceptions regarding motivational orientations among ESL classrooms and major and non-major subjects are different motivational orientations.

Table 1: Frequency Distribution Subject Wise (N= 300)

Major and Non-major Students	f'	%
Biotechnology	150	50.0
English	150	50.0
Total	300	100.0

Note: f = frequency, % = Percentage

Table 2: Frequency Distribution Students Level (N= 300)

Students Level	f'	%
BS 1st Semester	53	17.7
BS 3rd Semester	68	22.7
BS 5th Semester	90	30.0
BS 7th Semester	89	29.7
Total	300	100.0

Note: f = frequency, % = Percentage

Table 3: Frequency Distribution of L2 Education Prestige (N= 300)

Item1	f'	%
Strongly Disagree	33	11.0
Disagree	63	21.0
Neutral	69	23.0
Agree	99	33.0
Strongly Agree	36	12.0

Total	300	100.0
Item2	f''	%
Strongly Disagree	7	2.3
Disagree	20	6.7
Neutral	52	17.3
Agree	128	42.7
Strongly Agree	93	31.0
Total	300	100.0
Item3	f''	%
Strongly Disagree	10	3.3
Disagree	31	10.3
Neutral	69	23.0
Agree	94	31.3
Strongly Agree	96	32.0
Total	300	100.0
Item4	f''	%
Strongly Disagree	23	7.7
Disagree	54	18.0
Neutral	65	21.7
Agree	103	34.3
Strongly Agree	55	18.3
Total	300	100.0
Items5	f''	%
Strongly Disagree	4	1.3
Disagree	25	8.3
Neutral	45	15.0
Agree	91	30.3
Strongly Agree	135	45.0

Total	300	100.0
Items6	f'	%
Strongly Disagree	7	2.3
Disagree	24	8.0
Neutral	52	17.3
Agree	114	38.0
Strongly Agree	103	34.3
Total	300	100.0
Item7	f'	%
Strongly Disagree	16	5.3
Disagree	48	16.0
Neutral	41	13.7
Agree	106	35.3
Strongly Agree	89	29.7
Total	300	100.0

The study measured items, which were loaded again for the component matrix. Such items (12, 25, 30, 37, 38, 46, 50, and 51) reflect the relationship and generally reflect the L2 orientations and the factor has been measured as L2 Education-Prestige. In many aspects, this perspective resembles Bradford's (2007) "L2 Education", which agrees with these factors.

Table 4: Frequency Distribution of L2 Identification (N=300)

Item9	f'	%
Strongly Disagree	14	4.7
Disagree	32	10.7
Neutral	44	14.7
Agree	139	46.3
Strongly Agree	71	23.7
Total	300	100.0

Item10	f'	%
Strongly Disagree	9	3.0
Disagree	16	5.3
Neutral	38	12.7
Agree	140	46.7
Strongly Agree	97	32.3
Total	300	100.0
Item11	f'	%
Strongly Disagree	10	3.3
Disagree	19	6.3
Neutral	56	18.7
Agree	125	41.7
Strongly Agree	90	30.0
Total	300	100.0
Item12	f'	%
Strongly Disagree	21	7.0
Disagree	44	14.7
Neutral	68	22.7
Agree	98	32.7
Strongly Agree	69	23.0

The study revealed that L2 identification is one of the factors for L2 orientation, and the loaded elements (04, 19, 36, 47, 54 and 58) show that L2 learners want to identify with native speakers and their imagined values. Similarly, the other related to thinking and behaving like native speakers also appeared by Koul et al. (2009).

Table 5: Frequency Distribution of Receptive L2 Use for Non-Professional Purposes (N=300)

Item15	<i>f</i>	%
Strongly Disagree	21	7.0
Disagree	37	12.3
Neutral	72	24.0
Agree	111	37.0
Strongly Agree	59	19.7
Total	300	100.0
Item16	<i>f</i>	%
Strongly Disagree	14	4.7
Disagree	38	12.7
Neutral	62	20.7
Agree	108	36.0
Strongly Agree	78	26.0
Total	300	100.0
Item17	<i>f</i>	%
Strongly Disagree	19	6.3
Disagree	58	19.3
Neutral	88	29.3
Agree	86	28.7
Strongly Agree	49	16.3

In this context, we measured the receptivity of L2 and the acquired loadings from items (07, 08, 09, and 16). The same items (including for 08), which are related to hearing, obtained a significant loading of .65; these items also load on Dörnyei's (1990) factor, "Reading for Non-Professional Purposes".

Table 6: Frequency Distribution of L2 Further Study-Work Abroad (N=300)

Item 19	<i>f</i>	%
Strongly Disagree	13	4.3
Disagree	44	14.7
Neutral	67	22.3
Agree	122	40.7
Strongly Agree	54	18.0
Total	300	100.0
Item20	<i>f</i>	%
Strongly Disagree	23	7.7
Disagree	66	22.0
Neutral	70	23.3
Agree	83	27.7
Strongly Agree	58	19.3
Total	300	100.0
Item21	<i>f</i>	%
Strongly Disagree	75	25.0
Disagree	95	31.7
Neutral	64	21.3
Agree	44	14.7
Strongly Agree	22	7.3
Total	300	100.0
Item22	<i>f</i>	%
Strongly Disagree	15	5.0
Disagree	53	17.7
Neutral	42	14.0
Agree	112	37.3
Strongly Agree	78	26.0

Note: f = frequency, % = Percentage

We further measured factor four, and it may be labelled "L2 Further Study-Work Abroad" since it got loadings from items (24, 66, 61, and 62); it is, therefore, a binary factor, including two separate but related L2 orientations. In the context of postgraduates, this means pursuing higher degrees, such as a PhD. Bradford (2007) has many highly laden items that point to a similar viewpoint. As the loading of item 24 indicates, the international context here might include nations where English is not the native language. While many L2 learners aspire to study in the United Kingdom and the United States (Saraceni, 2010), no clear preference for these nations as a destination appears there.

Table 7: Frequency Distribution of L2 Media-Instrumental (N=300)

Item23	<i>f</i>	%
Strongly Disagree	14	4.7
Disagree	42	14.0
Neutral	58	19.3
Agree	124	41.3
Strongly Agree	62	20.7
Total	300	100.0
Item24	<i>f</i>	%
Strongly Disagree	12	4.0
Disagree	37	12.3
Neutral	45	15.0
Agree	117	39.0
Strongly Agree	89	29.7
Total	300	100.0
Item25	<i>f</i>	%
Strongly Disagree	53	17.7
Disagree	91	30.3

Neutral	66	22.0
Agree	48	16.0
Strongly Agree	42	14.0
Total	300	100.0
Item26	<i>f</i>	%
Strongly Disagree	13	4.3
Disagree	17	5.7
Neutral	48	16.0
Agree	110	36.7
Strongly Agree	112	37.3
Total	300	100.0
Item27	<i>f</i>	%

The study revealed that conceptually diverse items (01, 02, 20, 27, and 48) are loaded, and may be labelled 'L2 Media-Instrumental.' These items 01 ("I want to learn English so that I can understand English movies"), 27 ("I want to learn English so that I can understand music in English"), and 48 ("I want to learn English so that I can watch TV channels in English") can all be classified as 'L2 Media,' as they pertain to English-language music, movies, and television.

Table 8: Frequency Distribution of L2 Travel Friendship (N=300)

Item28	<i>f</i>	%
Strongly Disagree	15	5.0
Disagree	46	15.3
Neutral	70	23.3
Agree	106	35.3
Strongly Agree	63	21.0
Total	300	100.0
Item29	<i>f</i>	%
Strongly Disagree	20	6.7

Disagree	43	14.3
Neutral	63	21.0
Agree	103	34.3
Strongly Agree	70	23.3
Total	300	100.0
Item30	<i>f</i>	%
Strongly Disagree	33	11.0
Disagree	63	21.0
Neutral	82	27.3
Agree	70	23.3
Strongly Agree	52	17.3
Total	300	100.0
Item31	<i>f</i>	%
Strongly Disagree	11	3.7
Disagree	43	14.3
Neutral	81	27.0
Agree	89	29.7
Strongly Agree	76	25.3

Note: *f* = frequency, % = Percentage

The study measured L2 travel-friendship and the component matrix has received loading from items (13, 14, 17, and 22), which may be conceptually separated into independent themes or elements, and it comes under the L2 orientations.

Table 9: Frequency Distribution of L2 Extrinsic-Ideal L2 Self (N=300)

Item32	<i>f</i>	%
Strongly Disagree	8	2.7
Disagree	23	7.7
Neutral	40	13.3
Agree	128	42.7

Strongly Agree	101	33.7
Total	300	100.0
Item33	<i>f</i>	%
Strongly Disagree	8	2.7
Disagree	23	7.7
Neutral	52	17.3
Agree	106	35.3
Strongly Agree	111	37.0
Total	300	100.0
Item34	<i>f</i>	%
Strongly Disagree	14	4.7
Disagree	44	14.7
Neutral	78	26.0
Agree	100	33.3
Strongly Agree	64	21.3
Total	300	100.0
Item35	<i>f</i>	%
Strongly Disagree	11	3.7
Disagree	14	4.7
Neutral	33	11.0
Agree	126	42.0
Strongly Agree	116	38.7
Total	300	100.0

Note: *f* = frequency, % = Percentage

The results revealed that binary factor was labeled “L2 Extrinsic–Ideal L2 Self”, under the loading of items (32, 52, 53, and 63). The first orientation here, L2 Extrinsic items which are necessary to measure the L2 orientation. The study draws the actual loading in the above table 9.

Table 10: Frequency Distribution of Extrinsic L2 Business (N=300)

Item36	<i>f</i>	%
Strongly Disagree	24	8.0
Disagree	51	17.0
Neutral	68	22.7
Agree	99	33.0
Strongly Agree	58	19.3
Total	300	100.0
Item37	<i>f</i>	%
Strongly Disagree	12	4.0
Disagree	37	12.3
Neutral	48	16.0
Agree	110	36.7
Strongly Agree	93	31.0
Total	300	100.0
Item38	<i>f</i>	%
Strongly Disagree	10	3.3
Disagree	23	7.7
Neutral	49	16.3
Agree	112	37.3
Strongly Agree	106	35.3
Total	300	100.0

Note: *f* = frequency, % = Percentage

The study measured “L2 Business” and got loading from items (6, 23, and 29) are the sub-items of L2 orientation. Further, although the significance of this business perspective was also measured by Bradford (2007), she discusses these items in the context of cross-loading.

Table 11: Frequency Distribution of L2 National Interests (N=300)

Item39	<i>f</i>	%
Strongly Disagree	6	2.0
Disagree	35	11.7
Neutral	39	13.0
Agree	121	40.3
Strongly Agree	99	33.0
Total	300	100.0
Item40	<i>f</i>	%
Strongly Disagree	12	4.0
Disagree	16	5.3
Neutral	42	14.0
Agree	125	41.7
Strongly Agree	105	35.0
Total	300	100.0
Item41	<i>f</i>	%
Strongly Disagree	14	4.7
Disagree	30	10.0
Neutral	72	24.0
Agree	118	39.3
Strongly Agree	66	22.0
Total	300	100.0
Item42	<i>f</i>	%
Strongly Disagree	3	1.0
Disagree	25	8.3
Neutral	68	22.7
Agree	108	36.0
Strongly Agree	96	32.0

Total	300	100.0
Item43	<i>f</i>	%
Strongly Disagree	7	2.3
Disagree	24	8.0
Neutral	71	23.7
Agree	103	34.3
Strongly Agree	95	31.7
Total	300	100.0

Note: *f* = frequency, % = Percentage

In the context of factor analysis, we also loaded the factor with labeling and “L2 National Interest”, reflecting the high loading of focused items (10, 11, 40, 41, and 42) load on this factor in a lower weighted and less focused way, reflecting a conceptualization of the L2 as a tool for learning about other cultures. As Dörnyei (1990) and Bradford (2007) had more heavily weighted items demonstrate that the L2 is perceived by these Pakistanis as a tool for promoting their own country. Islam et al. (2013) found this in the same national context.

Table 12: Frequency Distribution of L2 Intrinsic (N=300)

Item44	<i>f</i>	%
Strongly Disagree	13	4.3
Disagree	47	15.7
Neutral	82	27.3
Agree	89	29.7
Strongly Agree	69	23.0
Total	300	100.0
Item45	<i>f</i>	%
Strongly Disagree	27	9.0
Disagree	66	22.0
Neutral	71	23.7

Agree	82	27.3
Strongly Agree	54	18.0
Total	300	100.0

Note: f = frequency, % = Percentage

The study is readily labeled “L2 Intrinsic” since items (26 and 55) (“I want to study the English language because I love learning the English language”) and 55 (“I appreciate the sensation when I speak in the English language”) both pertain to learning L2 for pleasure. Many studies have discovered this crucial and essential orientation (e.g., Schmidt et al., 1996, Noels et al., 2000a, Wang, 2008).

Table 13: Frequency Distribution of L2 International Posture and Learning L2 for Local Purposes (N=300)

Item46	f	%
Strongly Disagree	10	3.3
Disagree	27	9.0
Neutral	59	19.7
Agree	125	41.7
Strongly Agree	79	26.3
Total	300	100.0
Item47	f	%
Strongly Disagree	13	4.3
Disagree	48	16.0
Neutral	80	26.7
Agree	90	30.0
Strongly Agree	69	23.0
Total	300	100.0
Item48	f	%
Strongly Disagree	21	7.0
Disagree	48	16.0

Neutral	69	23.0
Agree	102	34.0
Strongly Agree	60	20.0
Total	300	100.0
Item49	<i>f</i>	%
Strongly Disagree	18	6.0
Disagree	42	14.0
Neutral	68	22.7
Agree	107	35.7
Strongly Agree	65	21.7
Total	300	100.0

Note: *f* = frequency, % = Percentage

The study measured factor eleven, which contains items (60, 34, 44, and 57) that may be labeled "International Posture and Learning L2 for Local Purposes" however, "L2 as a Lingua Franca" might also be used. Crystal (2003) has noted that the L2 may be utilized for various reasons both inside and across nations as a lingua franca, and Bradford (2007) has used this name in the Indonesian context. This approach includes acquiring L2 to obtain a job, study inside the nation, establish friendships, and form socio-cultural relationships with individuals from other countries throughout Yashima's studies in Japan (Yashima, 2002).

Table 14: Frequency Distribution of Family Interests (N=300)

Item50	<i>f</i>	%
Strongly Disagree	13	4.3
Disagree	37	12.3
Neutral	61	20.3
Agree	119	39.7
Strongly Agree	70	23.3
Total	300	100.0

Item51	<i>f</i>	%
Strongly Disagree	14	4.7
Disagree	44	14.7
Neutral	65	21.7
Agree	121	40.3
Strongly Agree	56	18.7
Total	300	100.0
Item52	<i>f</i>	%
Strongly Disagree	20	6.7
Disagree	60	20.0
Neutral	79	26.3
Agree	103	34.3
Strongly Agree	38	12.7
Total	300	100.0
Item53	<i>f</i>	%
Strongly Disagree	16	5.3
Item50	<i>f</i>	%
Strongly Disagree	13	4.3
Disagree	37	12.3
Neutral	61	20.3
Agree	119	39.7
Strongly Agree	70	23.3
Total	300	100.0
Disagree	37	12.3
Neutral	68	22.7
Agree	121	40.3
Strongly Agree	58	19.3
Total	300	100.0

Item54	f'	%
Strongly Disagree	20	6.7
Disagree	45	15.0
Neutral	89	29.7
Agree	93	31.0
Strongly Agree	53	17.7
Total	300	100.0
Item55	f'	%
Strongly Disagree	6	2.0
Disagree	26	8.7
Neutral	41	13.7
Agree	117	39.0
Strongly Agree	110	36.7
Total	300	100.0

Note: f = frequency, % = Percentage

Family interest was one of the new factors in this study, and it was measured from items (15, 18, 21, 28, 68, and 64). The results of the component matrix revealed that these were items that identified family interest for L2 learning orientation.

Table 15: Frequency Distribution of Female Interests (N=300)

Item56	f	%
Strongly Disagree	27	9.0
Disagree	63	21.0
Neutral	75	25.0
Agree	85	28.3
Strongly Agree	50	16.7
Total	300	100.0
Item57	f	%
Strongly Disagree	27	9.0

Disagree	63	21.0
Neutral	85	28.3
Agree	76	25.3
Strongly Agree	49	16.3
Total	300	100.0
Item58	<i>f</i>	%
Strongly Disagree	29	9.7
Disagree	64	21.3
Neutral	85	28.3
Agree	82	27.3
Strongly Agree	40	13.3
Total	300	100.0
Item59	<i>f</i>	%
Strongly Disagree	27	9.0
Disagree	55	18.3
Neutral	58	19.3
Agree	92	30.7
Strongly Agree	68	22.7
Total	300	100.0
Item60	<i>f</i>	%
Strongly Disagree	8	2.7
Disagree	22	7.3
Neutral	48	16.0
Agree	117	39.0
Strongly Agree	105	35.0
Total	300	100.0
Item61	<i>f</i>	%
Strongly Disagree	23	7.7

Disagree	35	11.7
Neutral	70	23.3
Agree	88	29.3
Strongly Agree	84	28.0
Total	300	100.0
Item62	<i>f</i>	%
Strongly Disagree	9	3.0
Disagree	24	8.0
Neutral	56	18.7
Agree	134	44.7
Strongly Agree	77	25.7
Total	300	100.0

Note: *f* = frequency, % =

Percentage

Female interest was an emerging factor in this study, and it was measured from items (3, 31, 39, 47, 56, 59 and 67). The results of the component matrix revealed that these were items that identified family interest for L2 learning orientation.

Table 16: Frequency Distribution of Islamic Interests (N=300)

Item 63	f	%
Strongly Disagree	13	4.3
Disagree	20	6.7
Neutral	59	19.7
Agree	116	38.7
Strongly Agree	92	30.7
Total	300	100.0
Item64	<i>f</i>	%
Strongly Disagree	14	4.7
Disagree	32	10.7
Neutral	68	22.7
Agree	121	40.3
Strongly Agree	65	21.7
Total	300	100.0
Item66	<i>f</i>	%
Strongly Disagree	12	4.0
Disagree	35	11.7
Neutral	60	20.0
Agree	117	39.0
Strongly Agree	76	25.3
Total	300	100.0
Item67	<i>f</i>	%
Strongly Disagree	13	4.3
Disagree	21	7.0
Neutral	56	18.7
Agree	116	38.7
Strongly Agree	94	31.3

Total	300	100.0
Item68	<i>f</i>	%
Strongly Disagree	73	24.3
Disagree	79	26.3
Neutral	53	17.7
Agree	54	18.0
Strongly Agree	41	13.7
Total	300	100.0

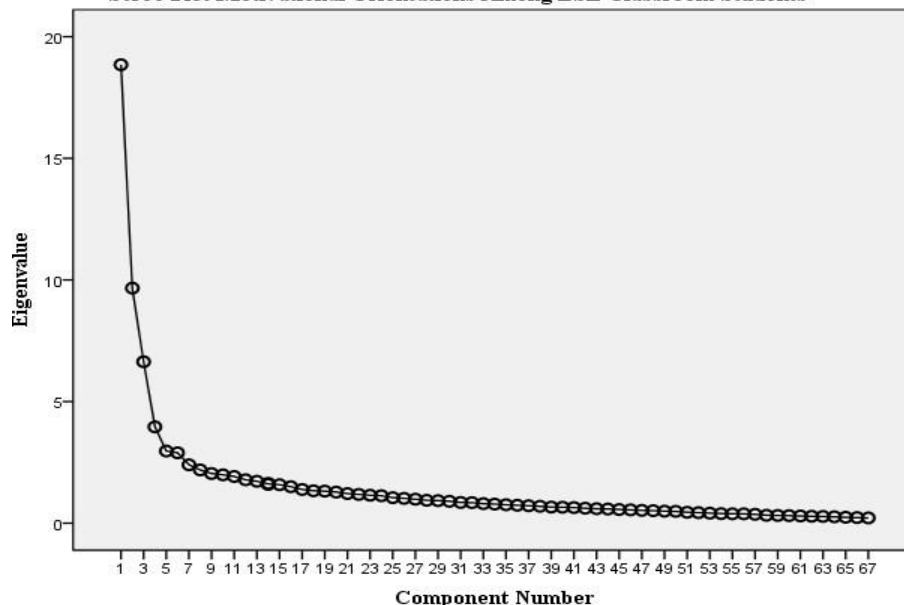
Note: *f* = frequency, % = Percentage

Reliability and of the Constructs (N= 300)

S. No	Scales	K	M(SD)	α
1	L2 Education-Prestige	8	29.326(4.708)	0.630
2	L2 Identification	6	22.830(4.034)	0.697
3	Receptive L2 use for Non-Professional Purposes	4	13.823(2.942)	0.515
4	L2 Further Study-Work Abroad	4	12.916(3.033)	0.527
5	L2 Media-Instrumental	5	3.033 (3.490)	0.544
6	L2 Travel-Friendship	4	3.490(4.596)	0.569
7	L2 Extrinsic-Ideal L2 Self	4	15.526(2.894)	0.637
8	L2 Business	3	11.106(2.483)	0.563
9	L2 National Interests	5	19.276(3.231)	0.610
10	L2 Intrinsic	2	6.746(1.944)	0.513
11	L2 International Posture and learning L2 for Local Purposes	4	14.270(3.050)	0.604
12	Family Interests	6	20.983(4.513)	0.749
13	Female Interests	7	24.720(4.803)	0.711
14	Islamic Interests	5	17.743(3.618)	0.627

Note: K= Number of Items, M= Mean, SD= Standard Deviation, α = Alpha Level

Scree Plot Motivational Orientations Among ESL Classroom Students



Islamic interest was an emerging factor in this study, and it was measured from items (5, 33, 49, 42, and 40). The results of the component matrix revealed that these were items that identified family interest for L2 learning orientation.

We also utilized a Scree plot to compensate, which showed an “inflection” after the 14 retained components, as seen in Figure, and resemble an elbow. However, since the inflection in the Scree plot would be not generally consistent, there are no definite guidelines (Pallant, 2007) for calculating the number of components. As indicated in the figure above, we chose to look at inflection at component number 14, since it seemed to have the most promise for describing a variety of motivational orientations in the ESL classroom.

The given results revealed that there was a significant difference found between students of the Departments of English and Biotechnology students with respect to their motivational orientations, and that the motivational orientations of English students' toward ESL had more than those Biotechnology students. Similarly, the p-value ($p = .018$) was significant and equal variance was assumed for the ESL students' motivational orientations in the classroom.

Conclusion

This study focused on undergraduate female learners' motivational orientations in ESL classrooms. L2 motivation is considered an important factor in learning a language, especially English as a second language. This study investigated learners', especially female learners', purposes or reasons for learning English as an L2. Previous studies had shown that learners learn the English language for different purposes, but most importantly learners learn the English language for instrumental purposes, like passing an exam, r getting a high grade, or getting a good job, etc. as highlighted by Rehman et al., (2014), Khan et al., (2016) Khurshid (2017), etc. Normally, students are taught in schools, colleges, or universities to learn English only for instrumental purposes also. Due to this many students get demotivated towards learning English.

The current research investigated the motivational orientations of learners with regard to learning English as a second language. It found 14 different female learners' motivational orientations through a quantitative study. These were L2 for Education prestige, L2 for Identification, Receptive L2 use for non-professional purposes, L2 for higher studies or work abroad, L2 for media-instrumental, L2 for travel-friendship, L2 for extrinsic-ideal L2 self, L2 for business, L2 for international posture and learning and L2 for local purposes, L2 for national interests, L2 for intrinsic, L2 for family interests, L2 for female interests, and L2 for islamic interests. Through factor analysis, the last three motivational orientations i.e. family, female and Islamic interests emerged as new motivational orientations. So it was found that acquiring English as a second language might help female ESL learners to help their families economically; mastering the English language was found vital for the propagation of their religion (Islam), since it helps persons from varied places to interact effectively, and assist in the worldwide diffusion of their religious views; learning of English can empower them to serve women's rights efficiently and advocated their cause and rights effectively, especially in circumstances where they are denied basic rights within society.

This study holds some significant implications for future researchers like:

1. The findings of this study are helpful for future researchers in the sense that some new factors were identified through factor analysis which were very rare and were also not found in earlier studies. So further studies are needed to reconfirm and identify and then further explore these L2 motivational orientations of the present research work.
2. There has been limited research on the female learners. This research can be taken as an encouragement for the researchers to further investigate female learners and identify their motivational orientations in particular.

3. This study encourages teachers, researchers, and practitioners of the English language to further explore the system of the English language in different universities, especially in the universities of Pakistan, and most particularly in the area of L2 motivation and second language acquisition (SLA).

On the basis of the findings of the study the following recommendations are being made:

The current study recommends that language planning policy must be framed in accordance with L2 motivation; the teachers should not just stick to the grammar-translation method but rather other teaching methodologies must be geared towards students' motivation; some engaging classroom activities must be made part of the teaching learning process in which the English language is genuinely used and spoken; maximum use of audiovisual devices must be made in the classroom to make the teaching of English more effective and interesting; and lastly, the environment of the classroom must be made so attractive and engaging that it should involve both the teachers and the learners enthusiastically; and lastly

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