

Motivation and ESL Learning Self-system in Pakistani Students

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Abstract

The aim of this study is to investigate the role of the motivational force 'Ideal L2 self' in university students of Pakistan and the students' wish to become competent speakers of English and how they see themselves as future language users. In this regard two main components of Dornyei's (2005, 2009) self system theory; Ideal L2 self and ought to L2 self, have been tested in Pakistani learners context. In this mixed method approach the researchers have examined that what are the 'Ideal selves' which motivate the students of Pakistan toward English and what are the negative consequences resulting from lack of L2 knowledge in future. The data for this research have been taken through survey interviews from 15 teachers, 5 each from school, college and university level from District Faisalabad, Pakistan. On the basis of the interviews from the teachers two questionnaires, on promotional factors and the preventive factors, were prepared to establish attitudes of the students regarding this motivational force. The findings of the research confirmed the strong motivational influences of the components of the ESL Motivational Self System on the participants. Analysis of data confirmed that there are various promotional and preventive factors which incline Pakistani learners toward learning English. It has been concluded that L2 motivational self system is a valuable tool to measure ESL motivation in Pakistani context. The researchers suggest that teachers should tackle these promotional and preventive factors as a tool to incline their students toward learning English so that the students may be able to explore how they can restore their national, religious and cultural identity after English learning and what type of role English can play in this regard.

Key words: ESL, motivation, L2 self system, *Ideal L2 self*, *Ought to L2 self*, promotional factors, preventive factors.

1. Introduction

Pakistani school going students consider that the literary development, English competence and technological advancement in future are mutually dependent. They also consider English as a powerful tool for interaction, unity and reduction divide between developed and undeveloped countries (Norton & Kamal, 2003).

Scope of English here in Pakistan is very vast. Our official language is English, carries important socio-economic capital here in Pakistan. Pakistani learners are also aware that how world has vastly globalized and in this scenario role of English as lingua franca is crucial. That's why they are interested in English learning. They consider that it will help them in communicating internationally and it will also promote their intercultural communication, harmony (Mansoor, 2003; Norton & Kamal, 2003; Akram, 2007; Coleman, 2010; Shahbaz & Liu, 2012) have proved that utilitarian gain through English learning is a very strong factor in L2 learning, in which students create new images of themselves linked to future. This self created image urges them in L2 learning. In this regard this self created image plays a role of factor in second language learning. Among Pakistani English learners some instrumental factors, include learner's aspiration about future job, higher education, passing exams, travelling abroad, social status etc (Jabeen et al, 2011). Studies have shown that family influences (Lockwood et al, 2005) and learners' fears about their future may play a key role in shaping learners' L2 attitudes. It is believed to be an important construct in Asian contexts. In Pakistan, it has also a critical role as has been discussed earlier. So, the present research raises the following questions:

1. How does Dornyei's L2 motivational self system effective in Pakistani learners' context?
2. What are promotional factors of Dornyei's Ideal L2 self in Pakistani university students' context?
3. What are preventive factors of Dornyei's ought to L2 self in Pakistani university students' context?

2. Literature review

2.1. *What is motivation*

Factors behind human actions are called motivation; the way people think and behave (Dörnyei, 2005:1; Dörnyei, et al, 2007:9). The direction and magnitude of human action is influenced by motivation. That is, the selection of a particular action, the determination with it and the effort spent on it. In short, it arises from an idea and then guides human actions. Intrinsic motivation is a type of motivation in which there is no apparent reward of activity but activity is itself reward. For their own sake people engage in these activities and not for an extrinsic reward. Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self determination and the most uncertain dimension of the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to succeed task.

2.2. *L2 Motivational Self System*

The theory of L2 self system was initiated and further explained by Dörnyei (2005; 2009). According to Dörnyei his L2 self system refines the previous researches on motivation by applying the psychological theories of self. He does not reject the findings of previous researches on motivation but utilizes them to elaborate various aspects of L2 motivational self system. Through this model, he also attempts to answer some theoretical concerns (e.g. re-interpretation of previous L2 motivation research in order to make it in agreement with the changes occurring in second language learning in fast globalizing world. By investigating various dimensions of one's L2 self, it aims to focus on the complex aspects of an L2 learner's identity, which has always been central to L2 research (Dörnyei, 2009). L2 Motivational Self System has three components: Ideal L2 self, ought-to L2 self and L2 learning experience (Dörnyei, 2009:29).

2.3. *Ideal L2 Self*

The notion of 'ideal self' is one that portrays a range of qualities and aspirations one would like to own. Ideal L2 self underlines the L2- related image or aspect of one's ideal person that one wants to become (Dörnyei 2005; 2009). Ideal self can be an influential motivating factor providing the person inspiration to become skilled in L2. It may also positively influence L2 learners' motivation because it relies on 'the wish to reduce the distinction between their actual and ideal selves' (Dörnyei, 2009a, p. 29). Ideal L2 self presents 'the promotion of a hoped-for future self' (MacIntyre et al, 2009:195) and includes both 'integrative and internalized instrumental motives' (Dörnyei, 2009:29). Ideal selves play a significant role in the area of academic success (Higgins 1987, 1998). Therefore, it also holds an important position in the L2 Motivational Self System. Dörnyei (2009a) has proposed that the traditional concept of integrativeness can also be reinterpreted as 'the L2-specific facet of one's ideal self' (p. 27 integrativeness in the Ideal L2 self is one of the key concepts of Dörnyei's system (2009) because it presents the Ideal L2 self as a more comprehensive and explanatory concept which may also include other factors (e.g. internalized instrumental motives) that convert into iteratively motivated behaviour.

2.4. *Ought-to L2 Self*

One's inclination to develop certain qualities or skills to prevent negative and feared outcomes in the future is known as ought to L2 self (Dörnyei, 2005; 2009). In the field of L2 motivation, it may be understood as one's decision to learn an L2 to prevent oneself from any negative effects resulting from the lack of L2 knowledge in future. It also incorporates those aspects of a person's future self which other people (such as parents, family, friends) are supposed to desire for her/him.)That's why we can say that there is a little role of an individual's own desires and wishes. This kind of motivational aspect is primarily extrinsic, and preventive in nature (Dörnyei & Ushioda, 2011). Some researchers (Taguchi et al., 2009; Kormos et al, 2011) have argued that Ought-to L2 self may play a more prominent role in Asian L2 contexts owing to the crucial impact of family and significant others in Asian cultures.

3. Researches on L2 self system

L2 self system is empirically validate in EFL context in Iran, China and Japan(Ryan,2009; Taguchi et al,2009) These studies have shown that L2 self system can play a vital role in second language learning, especially in the case of English. Although ought to L2 self is difficult to measure (Kormos & Csizer,2008; Lamb,2012).

The ideal L2 self has been found a strongest component of L2 self system (Dornyei & Ushoid,2011,p.87). As compared to ideal L2 self system, Ought to L2 self contributes less in motivated learning process (Kormos & Csizer,2008; Lamb,2012).

Papi (2010) and Kormos et al (2011) state that there is variability in results because of regional differences. The works of Taguchi et al (2009)and Kormos et al (2011) indicate that ought to L2 self is variable from culture to culture. In some countries it is effective like ideal L2 self, especially in Asian countries it is very strong. About reliability issue of ought L2 self in different context is impact of family. Lamb (2012) argued that there might be a potential fault either in the construct or current methods of elicitation' that need more thinking and a possible revision (p.13). Empirical validation of L self system with its components has been validate. Dornyei (2005,2009)explains further his theory and states that this theory is valid if certain conditions are met, such as it being an 'complex and bright future self image' (p. 19), seeming credible, being regularly prepared at home or school, and having an associated plan of action.

Papi (2010)found in research on Iranian students that a strong force which inclined Iranian students toward English is their self image as fluent English speaker. Lamb (2012) has found that in L2 self system there is age factor which affect motivational process. He has proved that ideal selves in early age student tended to be vague and idealist to promote effortful learning behavior.

3.1. *L2 self system in Pakistani learners*

Pakistani learners also have desire to know the people of all over the world, become socially developed and liberal and to communicate people of English speaking community in Pakistan. Literature shows that Pakistani learners' motivational orientations are widespread and complex. There are also multiple geo-political global and socio-economic influences that shape Pakistani learners' L2 motivation. Overall, there is a strong co-existence of both promotional and preventive factors in Pakistani learners. The L2 Motivational Self System has again proved its effectiveness as a manner to motivate the university students of Pakistan. In this regard, the strongest contribution of attitudes to learning English and Ideal L2 Self echoed the findings of many other L2 motivational studies.

Pakistani learners consider that English will help them in communicating internationally and it will also promote their intercultural communication and harmony (Norton & Kamal 2003; Coleman,2010).

It has been proved that there are some factors which urge Pakistani learners to learn English as second language. He has indicated many promotional factors for example future job, higher education, passing exams, travelling abroad, social status etc(Jabeen et al, 2011).

Mansoor (2003), Akram (2007), Shahbaz and Liu(2012) have proved that practical gain through English learning is a very strong factor in L2 learning, in which students create new images of themselves linked to future. These self created images encourage them toward L2 learning. International posture's role in Ideal L2 self is empirical validate. International students are aware that English has a crucial role and it is a communicative need in rapidly globalizing world to learn English. Study of Pan and Block (2011) proved that learner of English assume that English can open new horizons of world for them and they can explore new world.

4. Research Methodology

The present research has used a mixed method approach to examine and explain the L2 self system and its components; Ideal L2 self and ought to L2 self. Under Dornyei's (2009) L2 self system theory promotional and preventive factors have been analyzed. The researchers have used both qualitative and quantitative method to collect and analyze the data. The data were collected through interview at first and questions are formed under the result of interview data (Cohen et al, 200). Mixed method approach was suitable for the present research because this study involved both empirical validation of L2 self system and it also explored the promotional and preventive factors of Ideal L2 self and ought L2 self. Data collection through mixed method is more reliable as Dornyei(2007) himself supports the mixed method approach as it can help to investigate various contemporary issues involved in applied linguistics and language education. The researchers have selected mixed method approach because in mixed method approach qualitative and quantitative data is used to support, interpret and validate each other's findings and because researcher wanted to collect enriched data as well as to present a detailed interpretation of findings.

Firstly, the researchers aimed to get a detailed view of teacher participants about L2 self system. A questionnaire was formed which consisted questions about validation of L2 self system. They are also asked to give their suggestions that what are the goals and purposes of Pakistani English learners and then they were asked to give

their views about the fears and obligations of L2 learners in Pakistani context which inclined them toward English learning.

Interview was conducted from 15 teachers 5 from each level school, college and university. Interview was conducted individually and it took 40 days. After collecting data from interview researcher analyzed this data .plenty of promotional factors and preventive Factors were indicated by interviewers. Researcher formed 2 questionnaires under the information given by interviewers and previous researches of Pakistan. One questionnaire was formed to gather the data of promotional factors and other one to collect the data of preventive factors. The samples questionnaires are given in Appendices (Appendix I, Appendix II).

All the academic institutes of Faisalabad were considered as expected population. The researchers divided them in 4 portions and selected 1 college, school and university from each portion. Researcher has collected data from 4 schools, 4 colleges and 3 universities. 10 male and 10 female students were selected randomly from each sample institute. Questionnaires were given to 220 students randomly and when received, some were found incomplete. The completed data of 200 questionnaires have been receive and evaluated and analysed.

5. Data Analysis

5.1. *Qualitative data analysis*

The researchers have used mixed method approach and data for this purpose have been collected qualitatively; in the form of survey interviews. 5teachers have been taken from each level; college, school and university. The researchers have conducted interviews individually which took 20 days. Each teacher has mentioned various promotional and preventive factors. The researchers have noticed that there is difference of factors in each level. Dornyei's (2009) theory is more validate in university level because this is the level in which students have clear vision about their future and career.

School level teachers have confirmed the Dornyei's (2009) L2 self system. Teachers from school level have mentioned that factors which are prominent to force students toward English learning as second language are admission in highly recognized institutes .Most of students assume that if they will speak English people will consider them knowledgeable person and educated as well. They want to have good impression on others and that's why they want to learn English to impress others. Preventive factors at school level are getting passed and gain approval of parents and other family members prominently. Teachers of school level mentioned that most of the students are intended to learn English because they knew that English is compulsory subject and they can't pass their exams without this compulsory subject.

In college level promotional factors have diversity. Teachers from college level mentioned that main factors in college level among student lies that they want to communicate with Pakistani English speaker community and with their international friends. Student of college level consider that English will increase their confidence and then they can make international friends and can get opportunities in abroad.

College level students assume that without English they will be nervous while communicating and also that English is a medium of instruction in high level, that's why they want good command over English. All the teachers of college level indicated a common factor college level. Students have a clear vision that lack of fluency in English will have negative impact on their lives and also that their friends speak English so that they also want a good command on English.

Plenty of factors lie behind English learning as second language in university level. At this level students have a clear vision about their future and they are also aware about the reputation of their country in the international world.

All factors of school and college level are found there in some extent but prominent and pleasant factor is that they are aware about their place as a nation .They want to promote their culture, identity and religion through communication with international world. They are aware that reputation of their country has been spoilt because of terrorism. They assume that through English they can communicate with international world and it will restore their identity as a nation restore their religious identity as Muslim and in this regard English can play a vital role. Most of students consider English a key to access international organization and international job market. So they suppose that English will help them to get admission in foreign universities and can get opportunity of trade in foreign countries.

At university level student have interest in international media. They suppose that world has been globalized and we should keep ourselves up to date in international affairs .Political, economic and social conditions of a country affect other countries, so we should keep ourselves in contact with international media.

There is stereotypical consideration in our country that an English speaker is a knowledgeable and educated person, although this is not absolutely right. Most of students want to learn English because they thought that they can impress others and English speaking will add charm in their personality.

Plenty of preventive factors also has been extracted from interview data of university level teachers, parents and other family members of most of the students consider that without English they can' get success in their life .In our Asian culture we have a strong combined family system and consent of our parents and other family members have a strong impact on our lives. Students follow their instructions and consideration. They want to leave a good impression on their family members. This is a strong and distinctive preventive factor of our Asian culture.

After analysis of the interview data, the researchers categorized all the preventive and promotional factors of L2 indicated by the teachers and students into two types. The researchers prepared two questionnaires on the basis of interview data, and distributed the questionnaires among 220 students of school, college and university collectively. These factors have been empirically validated again after analysis of quantitative data given by the students.

5.2. *Quantitative data analysis*

5.2.1. Promotional factors

18 questions were formed about promotional factors and 11 for preventive factors. Findings supported my hypothesis that Doenyei's (2009) L2 self system is effective in our Pakistani context. It has been concluded that 70% students consider that after learning English they will be able to become a knowledgeable person. They will be able to learn and understand international literature and they would be able to gain knowledge effectively.

Another strong factor indicated through data analysis is that more than 70% students assume that English will help them to get good job in future. In Pakistan interviews are conducted in English so students are intended to learn English to meet the requirements. Spoken English is preferred in job eligibility.

Although in Pakistan there is not a large English speaking community yet it has great impact. English is considered here a status symbol. This factor has got the favour of 70% students.10% has totally rejected this factor.

In Pakistan there is a stereotypical image that English speakers are knowledgeable and educated so English speaking person has a good impression on others. People consider him a knowledgeable person and this element increases his respect and also adds charm in his personality. More than 67% students consider that English will be helpful to promote their personality.

English helps in abroad for communication. This is the reason because of which more than 60% students are tending toward English learning. Most of students want to get admission in foreign universities. Here the role of English is prominent. But 40% of students have rejected this statement.

Most of university students consider that English is like a key to get international approach. Through English they would be able to access international job market and trade market. This factor has been analyzed in university students in strong form.

English has got the status of lingua franca. International media use English for broadcasting .More than 60% students consider that if we want to develop our country we should keep ourselves well informed and aware of international affairs and role of English is prominent here.

Another considerable promotional factor which has taken a great place among Pakistani university students is that they want to promote their culture, identity and religion to communicate internationally. Pakistan has its own culture, identity and language which distinguish it from other countries. We can promote our culture internationally by using their language. More than 50% students are aware about this aspect of English learning while 43% have no such idea in which school students are in majority.

Pakistani students consider that through English learning they can increase their confidence. It will encourage them to broad their social circle and then they will be able to meet more people. There is a distorted image of Islam religion which has been portrayed by a specific group of people. Foreign people consider that Islam preaches extremism. It is against scientific development and economical progress and that Muslim consider other religion hostile. This ideology is not right. We can restore our religious identity through communication with the other countries .This factor has found in university students mostly. Students are intended to interact with the world outside to represent our country and religion in true manner. It has been observed that students consider English as a key to access international organization and job market. They know that if they want to travel abroad for higher education, job or trade, they should have a good command over English. This factor is strong in Asian countries where the people have dream to settle in abroad. European countries are like a dreamland for them. They want to access these countries and they know that without English it is impossible.

In Pakistan in recent days our youth has become more active on social media. This is another promotional factor that students want to learn English to become a competent speaker of English. This will help them to interact the global community through internet in English language. Promotional factor questionnaire is given in appendix A. Results have been shown here:

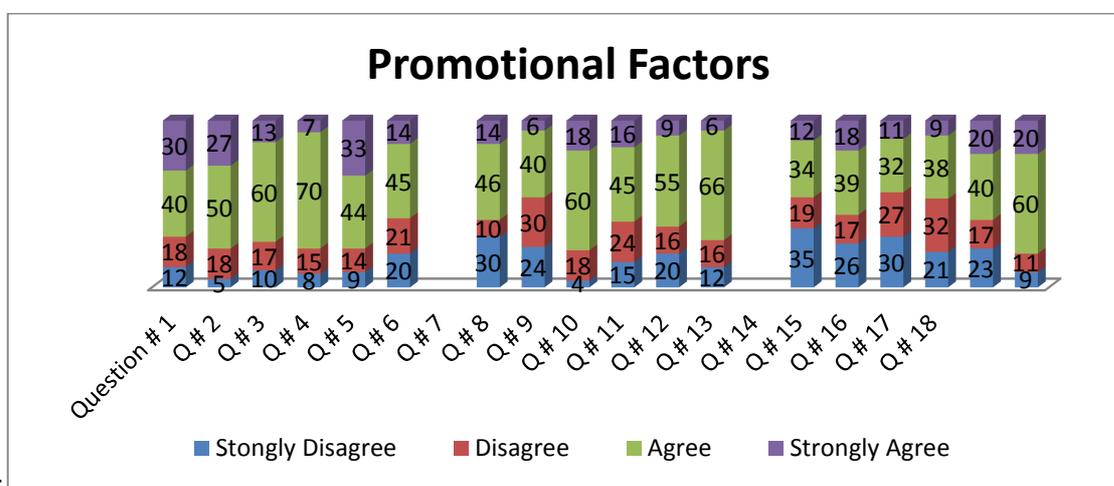


Fig.1

5.2.2. Preventive factors

It has been observed via data that there are so many preventive factors as well as promotional .The students want to prevent negative and feared outcomes in the future which inclined them to learn English as a second language. According to Dornyei (2005) there are also some preventive factors which incline students toward second learning. In Pakistan English is a compulsory subject till Graduation level .Almost 60% students have mentioned they learn English because they want to prevent themselves from failure. Most of students of college and school level who are not fully aware of scope of English learn English just to avoid failure. They know that they can't avail their degree without passing these compulsory subjects. 59% students want to learn English to pass the subject, get good marks and to avoid failure.

The factors have been recorded through school, college and university students. English is a medium of instruction in high level in Pakistan. 58% students have shown that they want to avoid that hesitation which they would feel while class discussion if they would not have good command on English. It is assumed that the students who do not have good command on English can't participate in class discussion freely.

The job interviews are also conducted in English. The students want to avoid that rejection which they can face because of lack of fluency in English.55% students consider that they can't avail success in their life without English learning. Here they are indicating their academic achievements that they can't avail their degree without passing this subject.

64% students consider that they will remain unaware of international affairs if they would not have a good command on English. English is a lingua franca and international media use English. Pakistani students consider that if they will not learn English than how they would be able to access international media.

In Asian countries there is a strong joint family system. Elders are respected here. This strong family set up has some sort of pressure on students. Parents and other family members have pressure on learners. They force them to avail the knowledge of English. They suggest the learners that he should teach English. This factor has been recorded in Asian countries strongly. More than 70% students do not want to get failed or ashamed in front of other family members to avoid all this they inclined toward English learning. The results have been shown in Fig.1 below.

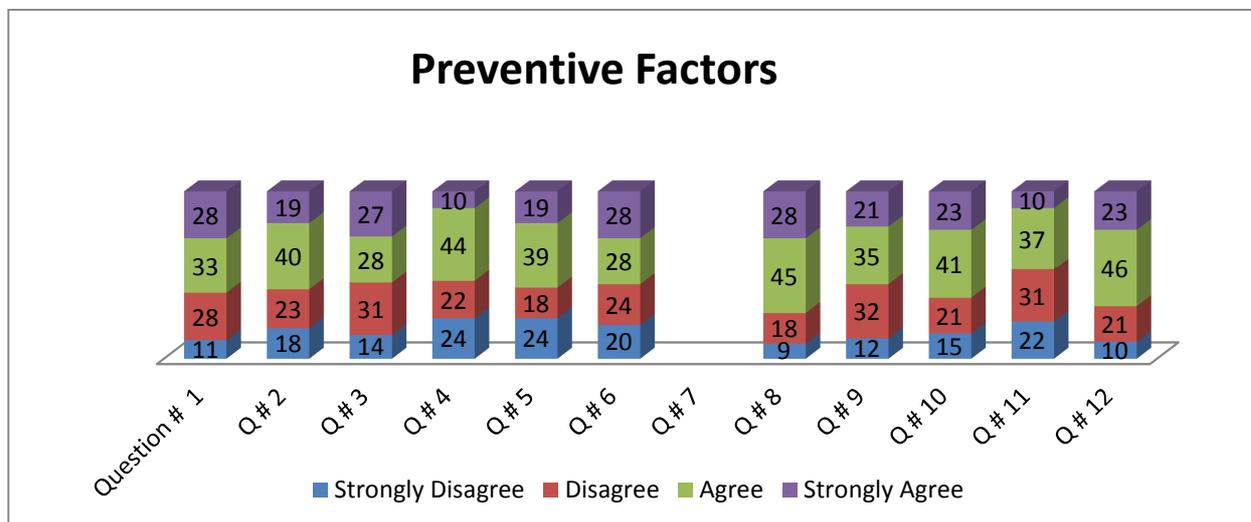


Fig. 2

6. Discussion and conclusion

All the findings of qualitative and quantitative data supported Dornyei's (2009) L2 self system in Pakistani students context. Many preventive and promotional factors have been mentioned by participants.

Present study has shown that most of Pakistani students have clear vision about their future and in this regard they are also aware of the role of English. They want to avail their career opportunities and want English language as a communicative skill. They were also aware about traits that can make their future personalities more confident, socially active and professionally successful.

They see English as an important tool for boosting up their personality. Pakistani learners consider that English can shape up their personality. Their personality related factors are considered important in personal outlook, their confidence level, free communication and their reputation in other's eyes.

There are some other factors which urge Pakistani learners to learn English. International posture (Yashima, 2000; 2002) is one of them. International posture may also be understood as an important part of L2 learners' self systems since they 'expand their self by creating new images of themselves linked to global concerns' in today's world. International Posture may also be understood as an important part of L2 learners' self systems since they 'develop their identity by creating new images of themselves linked to global concerns' in today's world (Yashima, 2009:159).

They are intended to learn English because of possibilities for study abroad, or opportunities for trade, looking for international friends, and interest in foreign cultures. They consider English language as a key to access international job market and trade.

Along with international posture there are some factors found which depict national interest. Pakistani learners do not take English as a hostile language or as a foreign language. They consider that terrorism has spoilt the reputation of their country and they can restore the image of their country through international communication. They want to promote their culture, identity, language and religion through English.

There are also some preventive factors which have been found after analysis of data. It has shown a sense of loss and fulfil future responsibilities. Findings of data are that Pakistani students are well aware of negative effects that may occur to them if they will ignore English language. Threat of failure is a strong preventive factor which has been recorded through data analysis. Most of students learn English to overcome their nervousness. There

are also some personal fear, inferiority complex, loss of self respect and social pressure which enforce them to learn English. Pakistani learners are afraid of letting down their families. They are greatly influenced by the expectations of their parents and other family members. The image of a socially responsible person in their own idea with their family consents. Here the family pressure plays a critical role and it is marked as a strong preventive factor in Asian context.

Overall, it also supported the view that ought-to L2 self may be a more fitting construct in Asian societies where the influence of Parents and other family members in the lives of young people is greater than western societies (Kormos et al., 2011). All the gathered data confirmed strong motivational influences of the components of the L2 Motivational Self System on the participants. It has been concluded that L2 motivational self system is a valuable tool to measure L2 motivation in Pakistani context. So we can say that both components ideal L2 self and ought to L2 self contribute to tend Pakistani learners toward English learning. Although ought to L2 self do not contribute as much as ideal L2 self does.

The present research has made another thing clear that Pakistani students do not consider English language as a hostile language or a colonizer's language. More than half of the population does not consider English as a threat but they consider that English will help them in future. They have a clear vision about the importance of English and this is very pleasant element found in Pakistani students.

The researchers suggest that teachers should tackle these promotional and preventive factors as a tool to incline their students toward learning English as a second language. They should also make aware of their school and college level students that passing exams and achievement of degree is not a purpose but need to explore that how we can restore our national, religious and cultural identity after English learning and what type of role English can play in this regard. After enhancing these promotional and preventive factors in Pakistani students we can make our English learning process more effective and purposeful.

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Appendices

Appendix I: Questionnaire Regarding Promotional Factors

Name: _____

Sex: Male/Female

Level: School/ College/ University

Age: _____

NOTE: Please tick the box that best expresses how much you agree or disagree with the following statements. Please do not leave out any items.

SD= Strongly Disagree DA=Disagree AG=Agree SA=Strongly Agree

Sr	Statement	SD	DA	AG	SA
1	I think English will help me to become a more knowledgeable person.				
2	I think English will help in getting good job in future.				
3	Knowledge of English will help me while communicating English speakers and educated persons in our country.				
4	Knowledge of English will help me in abroad effectively in communicating with the people there.				
5	I think fluent English speaking will help me in getting admission in international universities.				
6	Fluent English speaking will add charm in my personality.				
7	Fluent English speaking will help me in making international friends.				
8	Study of English will make me well informed about international affairs.				
9	I want to see myself as fluent speaker of English in future.				
10	Whenever I meet a fluent speaker of English in my surroundings, I wish to speak English fluently.				
11	Fluent English speaking is important to me because an educated person is supposed to be able to speak English.				
12	I think English will increase my confidence and it will also help me meet more people				
13	With the help of English we can interact with the people of other culture in order to restore the image of our country which has been distorted because of terrorism.				
14	Through English we can also interact with the people of other culture to portray our religious identity fairly.				
15	English will help us in getting opportunity for trade in other countries.				
16	English will promote our national cultural and religious interest and identities.				
17	Learning of English will enable me to interact with the world outside the country through internet.				
18	Knowledge of English is important because it is like a key to access international organization and international job market.				

Appendix II: Questionnaire Regarding Preventive Factors

Name: _____

Sex: Male/Female

Level: School/ College/ University

Age: _____

NOTE: Please tick the box that best expresses how much you agree or disagree with the following statements. Please do not leave out any items.

SD= Strongly Disagree DA=Disagree AG=Agree SA= Strongly Agree

Sr	Statement	SD	DA	AG	SA
1	I will be nervous while communicating with educated person if I will not have ability of English fluency.				
2	Knowledge of English is important because I do not want bad marks in this subject.				
3	English spoken is necessary to gain approval of my parents and other family members because they consider that without English I can't achieve success in my life.				
4	English is also a medium of instruction in higher studies so I do not want to get failed.				
5	I get confused and ashamed and will not be able to participate class discussion if I have not command on English.				
6	Studying English is important because I do not want to be considered a poor educated person.				
7	Lack of fluency in English will have negative impact on my life.				
8	All of my friends are fluent in English that's why I want to study English.				
9	Without English I cannot be able to get the opportunity of higher education in abroad.				
10	I will remain uninformed about international affairs if I have not good command on English.				
11	I can't get my degree without passing English subject because it is compulsory subject.				