



Second Language Motivational Self-System of BS English Students at Khushal Khan Khattak University Karak, Khyber Pakhtunkhwa, Pakistan



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Abstract: *The study in hand presents Pakistani undergraduate students' motivation towards learning the English language, applying Dörnyei's (2009) model of the "L2 Motivational Self System". The purpose of the study is twofold; firstly, to find out the factors affecting the L2 Motivational Self System of BS English students at Khushal Khan Khattak University Karak (KKKUK). Secondly, to examine the factors that are different in male and female students while learning the English language at KKKUK. The study identified the influential factors that shaped the motivation of BS students at KKKUK in their English language learning process. It has highlighted the significance of factors such as international posture, cultural interest, attitude towards the L2 community, and instrumentality promotion. Furthermore, the study has revealed that female students have exhibited higher motivation in certain aspects compared to their male counterparts.*

Key Words: L2, Motivation, Ideal Self, Ought-to Self, L2 Learning Experience

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Introduction

The current research gives a detailed discussion regarding the undergraduate students at Khushal Khan Khattak University, Karak (KKKUK from hereafter), Pakistan. The researcher applied the theoretical framework of Dörnyei's (2005) motivational self-system for the current study. Apart from that the researcher will also explore other related factors that are

motivating students to learn a second language at KKKUK. The purpose of the study is twofold. Firstly, to find out the factors affecting the second language Motivation of BS English students at KKKUK. Secondly, to examine the factors that are different in male and female students while learning English at KKKUK. A mixed-method approach has been applied in this study. For mix-method analysis, a sequential data collecting method has been used, in which

the researcher first collected data for qualitative analysis and after the analysis of qualitative data the researcher collected data for quantitative analysis. Ten semi-structured interviews have been conducted with the BS English students and 130 students have filled the structured questionnaire to fulfil the need of the study. The data collected through the questionnaire has been analysed through SPSS by applying a regression analysis test. In addition, this study investigates the issue that why the BS students at KKKUK are not at par in communication skills. The current study is interesting in a way because unlike Shah (2021) this theory of L2 has been proven positive in BS students of KKKUK. The L2 learners at KKKUK can think of their future to use the English language or not.

To refine L2 motivational understanding and theories of self, Dörnyei (2009) explains L2 motivational system. At first, this system was produced by Dörnyei (2005), and then after four years, it was redefined by him with another aspect as well. Dörnyei has divided the L2 motivational self into three major components. He also claims that the L2 self-motivational system's main focus is on the multifaceted aspect of a second language learner's identification. The main three parts are:

- Ideal self
- Ought-to self
- L2 learning experience. All three have been well defined in chapter two of the current study (Dörnyei, 2009).

Problem Statement

The study focuses on the problems of the low proficiency rate of BS students in English communication at KKKUK. The researcher has observed that students who graduated from KKKUK and are currently enrolled in Kohat University of Science and Technology (KUST from hereafter) are not good to communicate in the English language. In a

discussion with my fellow students, I came to know that there are multiple factors affecting their L2 learning process motivation and L2 learning experience are two of them. As a result, the researcher aimed that it will be interesting to know the reasons which are affecting the learning process of BS English students.

Research Questions

1. What are the factors affecting the L2 motivational self-system of the BS English students at KKKUK?
2. What is the difference between male and female L2 motivational self-system of BS English students at KKKUK while learning the English language?

Objectives

1. To know the factors affecting the L2 motivational self-system of BS English students at KKKUK.
2. To find out the difference between male and female L2 motivational self-system of BS English students of KKKUK.

Significance

This study is interesting because it has validated the concept of Dörnyei's (2005) new theory of L2MSS in the context of Pakistani students at the undergraduate level. According to Shahbaz and Liu (2012) in Pakistan the field of ELT and education has remained under-researched, so, this current study is a healthy addition to the field of ELT and ESL. There is limited stuff available on motivation and research in applied linguistics in the Pakistani context and that is why studies like Islam (2013), Mansoor (2016) and Pathan (2012) are need of the day. This study is a good contribution as it has been conducted in the far-flung area of Pakistan known as Karak. Moreover, only Liu and Shabaz investigated the said theory in the

Pakistani context so, applying it by the researcher will further authenticate this L2 self-system in Pakistan. However, even they did not include some important factors like ought to L2 and prevention self-aspects which left room for this current study. These two factors are important factors in the Pakistani context.

Finally, the study is also significant in a way that it brought awareness to both teachers and students about getting motivated for teaching and learning of English language. As Dornyei (2009) has called motivation 'the essential tool for learning any particular language'.

Literature Review

Historical Background of Second Language Motivation Theor

Gardner (1959) was the first one who initiated rather originated motivational studies. He experimented with this in the context of Canada in combination with Lambert (1972). Gardner this era was known as the time of the psychological period which was started from 1959 till 1990. The crux of this era was that Lambert and Gardner were in the quest of how language learning is affected by different social, cultural, mental and psychological factors. This concept of socio-psychology coined the concepts of integrative orientations and instrumentality as the antecedents for the term motivation. Gardner (1959) claims that a learner's effort for learning a positive attitude and desire are the three main elements of this model. He puts more emphasis on instrumentality and integrative orientations than the other three mentioned above. In line with this, Gardner believes that integrations encourage learners of a second language more regarding second language culture and community. It also helps them finally in learning a second language.

In line with the above comments,

Dornyei and his associate believe that in the period of socio-dynamic (2005-09) there is a new concept represented by them that also highlighted the weakness in Gardner's integrative and instrumentality orientations. Dornyei expresses his view that the concept of integrative orientation, given by Gardner is related to a specific situation in Canada, where (French) L2 is the second official language of Canada. Dornyei also claims that the concept of Gardner may lose its Importance if it is tried in a different context. Like if this concept is tried in a context where L2 is dealt with as a foreign language not as a second language. This is why Norton (2000) also claimed that the idea of Gardner is problematic in two ways. Firstly, it is not very useful when categorizing the learner's motivation in a clear-cut manner. Secondly, the integrative and instrumentality are used as a dichotomy by Gardner in two of his studies. Furthermore, studies like Yu (2012), Samad (2012) and Chubaz (2014) made the concept even worst which has failed to present any clear classification between them.

However, in the present time, most scholars are trying to apply Dornyei's (2005) modal of motivational self-system as he has reshaped the concept of Gardner according to the new notion of English. In line with this one cannot deny the fact that the concept of second language motivational self-system is actually the rebirth of the same theory presented by Gardner back in 1991. However, Dornyei and Gardner's frameworks can be differentiated in a way that the former is related to the future self and the latter to the community and culture. Dornyei's current theory is inspired by Higgin's (1987) theory of self-discrepancy. This theory tells that a person gets motivated in two ways.

1. By learning a new language.
2. Proficiency level improvement in the language he wants to learn.

My study is also based on the new theory

of self-system presented by Dornyei (2005). This theory is basically based on three main components.

- Ideal-self
- Ought-to self.
- L2 learning experience

So, what is the ideal self? To answer this, Dornyei says that the ideal self is associated with one's personal desire to be like a native language user. Remember that the ideal self is the one that plays a pivotal role in motivation powered in the second language learner throughout the L2 learning process. Dornyei (2011) claims that two basic elements of integrity and instrumentality are also deeply related to the ideal self-system as both have to be part of the ideal person. Ought to self is the second element of the motivational self-system. It is more extrinsic as compared to the ideal self. This self is more focused on instrumentality promotion. A person learns a language and tries to find a job and good status among family, friends and his circle. For this purpose, he tries to minimize the mistakes to the best of his abilities. The learner also tries to stop negative results in the upcoming times. Shortly, it can be concluded as "ought to self is the attribute one believes she ought to possess"

The L2 learning experience is based on the environment you have been provided by the teacher and institution for your L2 learning. So, if the environment is good and the teacher is motivated to show the best of his abilities, it will help L2 learners speed up the learning process. However, if the learning environment is not good or teachers are less committed to their duties then it will affect the L2 learning process. So, basically, the theory of motivation works upon these three elements and the same will be tested on the students of KKKUK in the current study.

Stages of L2 Motivation Self-System

Second language motivation self-system is

the latest form of motivation system. This concept has recently been presented by Dornyei (2005-09). The current motivation concept is followed by many researchers in the near past. Islam (2013), Samad (2012), and Ali (2014) are some of them. This system is based on three elements which are as under.

Ideal Self

The ideal self is also related to the future self. In simple words, the ideal self can be explained as when a learner aims to learn English or any other language because she likes English for the sake of English. She has an ideal personality in L2 and she learns English for satisfaction. Instrumentality has never been a priority at this stage. She tries to excel in L2 because she has an ideal person in that language. Dornyei elaborated on the ideal self as "the L2 specific facet of one's ideal self."

Ought to Self

This is the expected self and is related to worldly benefits. A person tries to learn L2 because she thinks learning it is valuable. Due to this particular language, she will get huge opportunities for getting good jobs. The motivation even raises more when she thinks due to particular language learning she will earn respect from her classmates, family members and of her surroundings. For this purpose, the learner tries to avoid negative outcomes i.e. bad grades etc. So, this stage is related to instrumentality promotion as a person loves a language because he likes his family.

Situational Specific Motives

This is the final stage in the L2 motivation self-system. The learning process is totally based on a good or poor environment. By the environment, Dornyei (2005) refers to the instructor as well as the institution and classroom environment.

Research Methodology

Methodology of the Current Study

A mixed method approach has been used to analyze the L2 motivation level of the students of KKKUK. It was not an easy task as this was the first time that students were gathered for the purpose of collecting data and taking interviews. I requested the head of the department and he asked me that the procedure of data collection must take place during break time (01:00-2:00). As I have applied a "partially mixed concurrent dominant status design" for the current study which is why was very difficult to collect data in a short time of one hour. Because in "partially mixed concurrent dominant status design" data collection of qualitative and quantitative data happens concurrently, where one of them, in my case quantitative has greater emphases than that of qualitative (Leech, 2009, p.266). However, the data collected in my thesis was concurrent in a way that one kind of data was not based on the result of the other. Therefore, the methodology is known as concurrent.

The researcher tries to get the most accurate results from the current study. For this purpose, I have combined qualitative and quantitative analysis in the same chapter. I have applied qualitative and quantitative approaches for two purposes. Firstly, quantitative data Was the primary tool to empirically test the second language motivation self-system. Secondly, the qualitative data elaborated on those other related factors that play an important role in the L2 learning process and motivation.

Population and Sampling

The interviews of 10 participants have been conducted after seeking their consent. The researcher opted for 10 students, two from each class and in the final semester I took

four students as they were more mature and responded better than other semesters of BS English. For quantitative data collection, the researcher has selected the undergraduate students of KKKUK. A non-purposive convenience sampling technique has been used. A sample of 130 students from KKKUK has been selected through a non-purposive convenience sampling technique. I included male and female students of BS English to find out the difference in their L2 motivational self-system.

Geographical Location

Due to limited time, the researcher tried to collect data from the BS English students of KKKUK. Its newly developed public sector university with limited resources, is situated in the far-flung area of Khyber Pakhtunkhwa. I selected the students of this university because there isn't any other well-known institution where the study should have been further extended. I did my best to cover all the eighth-semester students of BS English.

Sample Selection

A sample of 130 students from KKKUK has been selected through a non-purposive convenience sampling technique. I included male and female students of BS English to find out the difference in their L2 motivational self-system. Overall, 130 questionnaires have been distributed among the students of BS English at KKKUK. I got a very positive response and 100% of students participated and fill all the questionnaires with care. As it was a unique study of its type so many students want to take part in it. So, luckily there was not even a single questionnaire that was filled carelessly or incomplete due to a limited number of students. The students who took part in this study were quite young and aged between 16 to 23. The details are given as under.

Table 1

Student's Details

Details	Sample 130	Percentage 100
Gender		
M	90	69.23
F	40	30.76
Year of Study		
BS 1 st	10+10+12=32	24.61
BS 3 rd	10+10+12=32	24.61
BS 5 th	10+10+12=32	24.61
BS 7 th	10+12+12=34	26.15

The table above shows the difference between male and female students. Only 30% of female students were happy to participate in this study and to be on a back foot, the region they are living i.e. Karak, KP plays an important role. Female students on this belt are usually not encouraged to get an education, let alone the English language (Shah, 2021, p 121). Apart from that, 130 students from BS were selected. Thirty-two from each semester and ten, ten from sections A and B and 12 from section C. Forty of them were female 10 from each semester and three, three from sections A and B and four from section C. In BS 7th the number has been increased to equalise the figure and being senior students, they were more eager to participate so the number was increased a bit.

Data Collection Tools

Two types of research tools have been incorporated into this study. Semi-structured interviews for qualitative data and questionnaires for quantitative data.

Semi-Structured Interview

The interview questions were developed from the questionnaire. The purpose was to find out the validity of the questionnaire and a more detailed view of the participants. The students were engaged in an informal and

easy situation to give more related answers and an in-depth view of what are being asked. The interview started with simple questions like 'What is your name, Why did you join this field' etc. The university staff cooperated a lot and compel students to take part in the interview activity at their best. Overall, the interview process was very smooth, although the major problem with some students was answering the questions in English. I took their interviews in Urdu and later translated them into English to the closest possible meaning. Before the interviews begin, I explained the entire purpose of the interview and overview of my study. In line with this, the students showed a lot of interest in the interview conduction section.

Structured Questionnaire

A structured questionnaire developed by Dornyei (2005) has been adopted for the current study. The purpose of distributing this questionnaire was to know the motivational factors in the BS student of KKKUK. Islam (2013) included a new construct he developed regarding national interest; I have also included that.

Gender Wise Difference Based on Regression Model

This is the answer to my second research question. To find out the differences in male and female students' motivation levels, I have tested the collected data by regression model. The criterion measure was L2 learning efforts by the learners. Apart from that stepwise regression has also been conducted for more detailed results. This test, to find the differences between male and female gender is important in the Pakistani context as the differences are obvious in the country. Not only in other walks of life but also in education and professional life. After the separation of data, male 90 and female 40 the table below presents the results of regression analysis.

However, the analyzed data does not show huge differences in the opinions of male and female genders in terms of the motivational factors related to their L2 learning. I put five basic scales i.e. ideal self,

ought to self, Milieu, L2 learning experience and international posture. Interestingly, three of them were the same in both genders however two of them were a bit different as can be seen in the models below.

Table 2

Models

Correlations

Scales	B	SE B	β	Zero	Partial	Part
Gender: Male						
L2 learning experience	0.21	0.02	0.27	0.64	0.33	0.24
Milieu	0.20	0.03	0.25	0.61	0.26	0.18
Ideal L2 self	0.22	0.04	0.18	0.62	0.18	0.12
International Posture	0.16	0.04	0.15	0.57	0.18	0.12
Attitude towards L2 Community	0.11	0.05	0.15	0.57	0.18	0.11
R ₂	0.56					
F for change in R ₂	9.79*					
Gender: Female						
L2 learning experience	0.21	0.04	0.27	0.65	0.28	0.19
Ideal L2 self	0.23	0.05	0.23	0.66	0.24	0.16
Milieu	0.21	0.05	0.19	0.60	0.20	0.14
Cultural Interest	0.13	0.03	0.18	0.46	0.23	0.15
International Posture	0.12	0.05	0.12	0.55	0.14	0.09
Ought-to L2 self	0.09	0.04	0.10	0.50	0.11	0.08
R ₂	0.57					
F for change in R ₂	5.70*					

* $p < .05$

However, the L2 learning experience has the highest contribution and strongest positive effects on the L2 motivation of male and female students. Ideal self was relatively high in female students as compared to male students.

Milieu has also the strongest constitution and motivational factor and force for both males and females. However, the milieu factor was slightly higher in female students than male students. Similarly, international posture in female students was low as

compared to male students. However, this result is in contrast with the findings of Islam (2013), Where international posture in female students is higher than those of males. It may be due to the provinces, as Punjab is considered more developed than KP.

Conclusion of the Study

This study was based on Two Research Questions

Q 1: What are the factors affecting the L2

motivational self-system of the BS students at KKKUK?

To answer question number one the qualitative and quantitative data both revealed the fact that there are many factors that are affecting the L2 Motivation Self-system of BS students at KKKUK. Among them, the factors with high mean values are, international posture with a 4.96 mean value, culture interest with 4.77, attitude towards L2 community with 4.55, and instrumentality promotion with a 4.50 mean value. Overall, all 12 scales/factors are responsible for affecting the L2 motivational self-system of BS students at KKKUK. The only scale that kept below 3.5 was English anxiety, which may be due to the complex nature of the term. It got a mean value of 3.49.

Q 2: What is the difference between male and female L2 motivation self-system of BS English students at KKKUK while learning the English language?

In response to the second question, surprisingly the females' ratio of motivation for L2 was higher than that of men in some factors. The female factors and interview responses showed how they are more enthusiastic to learn the English language. The cumulative table of motivational factors show that factor like, international posture, cultural interest, L2 learning experience, instrumentality promotion and ought to self-system are higher in females than males. Apart from that, the rest of the factors remained the same.

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