Title of Thesis

Motivations and attitudes towards learning English in Pakistan: A mixed-methods study of urban-rural postgraduate learners’ motivations and attitudes towards studying English at a public university in the Khyber Pakhtunkhwa province.

Submitted by

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To

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Acknowledgement

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DEDICATED

TO

MY WHOLE FAMILY

(PARENTS, SIX BROTHERS, FIVE SISTERS, MY FOUR CHILDREN AND WIFE)
DECLARATION

Whilst registered as a candidate for the above degree, I have not been registered for any other research award. The findings and conclusions embodied in this thesis are my own work, and they have not been submitted for any other academic award, except the work of my published article, which was written in collaboration with Mark Wyatt and Darren Van Laar. The contribution made by me and the other relevant authors to this article is mentioned explicitly in the following. Moreover, I confirm that this article, like other references, has been given due credit in this thesis.

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Although this publication emerged as a result of my research and was written in collaboration with Mark Wyatt and Darren Van Laar. Many sections of this article are the part of many sections of this thesis.

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Abstract

Postgraduate learners are not only important for contributing to the development of Pakistan, but their age and exposure to English has the potential to reveal interesting motivations and attitudes towards learning English when compared to lower-level learners. This thesis investigates the motivations and attitudes toward learning English in rural-urban contexts of postgraduate (MA/MSc) non-major English as Second Language (ESL) students in Pakistan. This thesis addresses three main objectives. First, to identify postgraduate learners' motivational orientations toward learning English and their attitudes toward English as a World Language (EWL); second to determine whether the learners' gender has an effect on their attitudes toward EWL; third to identify learners' perceptions about the de-motivational factors related to impeding their successful English learning in the classroom. This study employed a concurrent mixed-methods design. The data collected from a remote public university in the developing province of Khyber Pakhtunkhwa in Pakistan, with the survey completed by 500 students, and the semi-structured interviews were conducted on 26 postgraduate students. The quantitative data were analysed using factor, correlation, and regression analyses and t-tests. The qualitative data were analysed using thematic analysis.

In contrast to earlier studies, this study identified that learners exhibit a wide range of L2 motivational orientations. The findings confirmed the newly-discovered ‘National Interest’ orientation in its extended form categorised as 'National-Islamic Interests, and confirmed Dörnyei's recent Ideal L2 self in this context, and also points toward the emergence of the rarely noted 'L2 Indigenous Integrative’ orientation, related to using English for local purposes. Similarly, the other rarely noted orientations of 'EWL as a L2 motivation', 'Family Interests', and 'Use of English for Voicing Females' Rights' emerged in the study. The traditional concept of L2 Integrative did not emerge, which confirms findings from studies such those by Lamb (2004) suggesting that L2 Integrative may be unattainable in a globalizing world. The findings also highlighted four aspects of the learners' positive attitudes towards EWL: 'attitudes toward the non-native varieties of English', 'attitudes toward English as a main source of global communication', 'attitudes toward the use of English as a tool of cross-cultural communication', and 'attitudes toward the supremacy of native speakers and their Englishes'. The study revealed that learners' attitudes toward EWL had a positive correlation with learners’ motivational orientations. In general, learners' gender did not have an impact on their attitudes toward EWL. However, females appeared to hold more positive beliefs in the supremacy of native speakers and their use of English. Finally, the three main sources of learners' de-motivation: teacher-related factors (methods of teaching, behaviour, etc.), learner-related factors (feelings of L2 anxiety and reduced confidence), and factors related to the classroom environment and facilities are highlighted. On the basis of all findings, theoretical implications, suggestions for language policymakers and recommendations for further research are provided in Pakistan.
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Chapter 1 - Thesis Introduction

1.1 Introduction

The main target of Chapter 1 is to introduce the current study. First, a statement of the research problem is briefly presented. Then, the rationale for conducting this study, and its relevant background, are highlighted. This is followed by outlining the aims and research questions as, well as the potential significance of the present study. This chapter will conclude by providing an overview/organisation of the thesis.

1.2 Statement of the Problem

English, which is also referred to as a second/L2 and foreign language in the field of English language motivation (Dörnyei, 2005), is becoming as integral a part of people’s lives in the modern world as the air they breathe (Seargeant, 2012). The reason why English has gained such unprecedented importance is that it has become the global language of information as well as communication. Further, English serves as a gateway to the globalising world and it is used in different areas of life. Crystal (2003) and Graddol (2010) have documented that English is used in education, information technology, research, media, trade, commerce, and travel across the globe.

Additionally, and perhaps more significantly as Sharifian (2009), Saraceni (2015) and Jenkins (2015) highlighted, English has become the main medium for inter- and intra-communication among different cultures, which has considerably contributed to making English a World Language (EWL).

The use of English as the main medium for communication among various cultures has also resulted in the creation of many new locally tailored varieties in different countries of the world. These include variants such as Indian English, Chinese English, and Pakistani English in Asia, and many more (Kumiko and Jenkins, 2009, Matsuda, 2012). Interestingly, the emergence of such local Englishes also indicates that English rather than being a single entity has now become a loaded or plural concept, which includes many interesting but interlinked aspects/variables. Among those aspects are such cultures, many varieties, ownership, the status and role of the native and non-native speakers in communication in the backdrop of English as the global lingua franca as documented by McKay (2002), Holliday (2005) and recently Saraceni (2015). In short, it can be argued that there is unprecedented spread, use, and growth of English across the globe, which may have a number of implications, especially regarding its learning, for almost every country in the world. This likely becomes more significant in the case of Pakistan, the location of the study.

Pakistan has a long history with relation to English. Pakistan, as part of United India, was a colony of the British Empire from the 19th century, and it was also under the influence of the USA after its
independence in 1947. British colonialism until 1950s and American capitalism in the late twentieth century have played considerable roles in the global spread of English (Kachru, 1992, Kachru and Nelson, 2006, Jenkins, 2015) which has involved countless millions to use English for various purposes in their lives. The USA’s recent war on terrorism in Afghanistan, where Pakistan is once again the USA’s close partner, has also resulted in promoting the further use and learning of English in Pakistan. Initiatives, particularly in higher education, such as establishing an English-language learning and teaching centre, as well as scholarships, such as Fulbright, for the students and faculty of various universities in Pakistan have been developed (Pathan, 2012).

English has continued its considerable importance in Pakistan. The main reason underlying this might be that the status and role of English is changing in Pakistan. English, unlike other local languages including Urdu, is extensively used in various fields such as the army, bureaucracy, education, business, media, law and research. Highlighting its growing importance, Shamim (2011:6) notes that in Pakistani society, the level of proficiency in English is generally seen as "a major indicator of social class, quality of educational standards and learning outcomes [so that accordingly] for many people there is a fuzzy boundary being educated and knowing English".

Additionally, as Rahman (2002) and Norton and Kamal (2003) have asserted, English rather than being the sole legacy of elite educated people is now believed to be an important tool for individual and national development. This is also reflected in the policies that promote the learning of English, such as the 'democratisation of English' (Shamim, 2008:238), which has formulated over the last two decades. There is also another interesting aspect emerging with respect to English in Pakistan. English is becoming an important part of the socio-cultural life among educated youth, and it is known as Pakistani English (PE) (Mahboob, 2009, Jabeen et al., 2011). In this way, it can be argued that the role of English is changing from merely being an academic subject and an official language to being a compulsory tool of communication in Pakistan. English has also achieved great importance in the education system, especially at the higher educational level, including in the universities in Pakistan.

Highlighting the dominant role of English in Pakistani universities, Imran and Wyatt (2015:155) recently noted that "in Pakistan, there is the expectation that at university, English is the language in which all content is taught across the curriculum in all faculties, a long standing policy that has gained widespread support". This seems to be the main reason why the syllabi, instructions and examinations, research, seminars, presentations, publications and even administrative correspondences of Pakistani universities are produced in English. Thus, it can be argued that English has assumed the role of an academic lingua franca in Pakistani universities, similar to what is occurring in other Asian universities in EFL contexts (Haswell, 2014). In short, the global status of English and its special role in Pakistan (mainly in the universities) highlights the expanding
status and use of English. Therefore, it can be assumed that English, and its learning, may have special implications for university English learners.

In this context, it will be interesting to investigate university learners’ L2 motivation (desire, efforts, attitudes and affect) (Gardner, 1985 and Dörnyei and Ryan, 2015) toward English and its learning in the backdrop of the changing status of English in Pakistan and across the world. As Matsuda (2002) and Islam (2013) pointed out, English learners in non-native contexts, especially in developing countries (Coleman, 2010), are attracted by many opportunities such as giving economic uplift, the ability to interact with other people and the idea of getting in touch with other cultures through English in the modern global world. The context of Pakistan is especially noteworthy, as learners’ L2 motivations seem to be in flux. For example, Islam et al. (2013) noted how a new L2 motivational orientation – ‘L2 national interests’ highlights how university undergraduate learners now associate learning English as a tool for promoting their Pakistani culture, its soft image and future development. The motivation to learn English becomes more interesting, as postgraduate learners while keeping in mind their mature age, experience and knowledge about English think about starting their professional careers; this is unlike what is seen with lower-level learners.

Interestingly, and perhaps equally as unfortunately, there is also a downside to learners’ L2 motivation while learning English in Pakistani universities. Various writers in the context of Pakistan, such as Shamim and Tribble (2005) and Samad (2015), have pointed out that English proficiency and competency among university English learners is not satisfactory in Pakistani universities. So, it can be argued that the learners' L2 motivation may be affected by many factors commonly termed as L2 de-motivational factors. According to Dörnyei (1998, 2001a) and Sakai and Kakuchi (2009), L2 de-motivation includes factors that may lead to a reduction or diminishing of the learners' L2 motivation successfully.

L2 de-motivational factors are conceptualised in the present study as the learners’ perceptions of those factors that they perceive can enhance their L2 motivation successfully in their classroom settings. Classroom-specific factors may be considered more important when compared to other L2 motivation-related factors, such as socio-cultural factors. The main argument given by Dörnyei (1990, 2001b) is that in foreign-language learning contexts, such as in Pakistani universities, L2 learners are primarily exposed to L2 learning in formal settings (i.e. classrooms). Additionally, I, as a teacher, also believe that classroom-related L2 motivational factors have significant implications, as they enable teachers to adjust their own teaching methods in their classrooms. Postgraduate learners like their L2 motivations, can also better explain their views about classroom related L2 motivational enhancing factors in comparison to the lower level learners.
To the best of my knowledge, there is a dearth of L2 motivation studies that have investigated university postgraduate learners, especially those from rural–urban backgrounds in the field of L2 motivation (data were collected only from MA/MSc postgraduate students for this study). This is particularly true in the context of Pakistan. In other words, there are no systematic, specific or thorough studies that have focused on these postgraduate L2 learners’ motivational orientations, their attitudes in the backdrop of the changing position of English across the world, and classroom-related L2 motivation-enhancing factors in Pakistan. The same seems to be true, to the best of my knowledge, when examining these learners’ gender differences and how they impact learners’ attitudes towards EWL.

1.3 Rationale for the Study
There are some important reasons that inspired me to conduct the present study. The first, and perhaps most profound, reason is related to my personal and professional experience in the field of English language education; I will provide a detailed account of this in the following sections.

1.3.1 Personal, Academic, and Professional Reasons
I have been working as an English lecturer for the last few years in a relatively newly established, but remote, urban–rural-based university (Kohat University of Science and Technology – KUST). The term ‘rural-urban’ university refers to the fact that, being located in the suburbs of Kohat city, Kohat University of Science and Technology (KUST) has students not only from the city but also from rural areas in the region, i.e. villages and small towns. In fact, the latter constitute the majority of the University’s overall population. Most of the students from the city have studied in private schools and colleges where English is the medium of instruction. By contrast, most of the learners coming from a rural background have studied in government schools, colleges, where Urdu is the medium of instruction.

This university is established in a less developed, under-researched, and conservative province of Pakistan (Ali et al., 2015), which was recently named Khyber Pakthunkhwa. This province is located at the northwest borders of Pakistan, thus close to Afghanistan. Moreover, this province shares common linguistic and socio-cultural values with Afghanistan. However, despite this background, I noticed that many students had different, but interesting, images and beliefs about me as their lecturer in English when compared to their lecturers in various other subjects. I still remember the different statements that they used to make about me in their informal chats with me. For example, "Sir, you are a very talented, knowledgeable and hardworking person" and "You can talk to any person in the world and you can also get a job in other countries". I was wondering there must be "something" (maybe their motivation and attitudes towards English and its users?) that they might be attributing to English and its learning, and not with me; I was and still believe that I
am just like other lecturers in the university. This made me realise that the students may have interesting reasons and attitudes towards English, and they must be willing to learn English for many purposes (otherwise known as L2 motivational orientations in the field of L2 motivation) (Gardner, 2005). The learners’ L2 orientations are also called L2 motivations or L2 motivational orientations, and they are also combined with learners’ L2 attitudes (Dörnyei, 2003, 2005, Pathan, 2012, Islam et al., 2013).

Conversely, I experienced that at the university, the main focus was and perhaps still is to prepare students for instrumental purposes only. I observed the same in English language education, which was also the focus of a number of studies, such as those by Mansoor (1993, 2002), Akram (2007), Malik (2010), and Pathan et al. (2010) conducted in the provinces of Punjab and Sindh, Pakistan. In other words, the learners are taught how to pass their examinations and written tests for admission in various academic institutes, employment, and continuing education, as reported by Hafeez (2004), Mansoor (2004), and Shamim (2008). These findings urged me to investigate learners’ L2 motivational orientations, mainly from the perspectives of the changing position of English in Pakistan and English’s emerging global status.

Furthermore, I also encountered common phrases such as "Muslims' attitudes", "Muslims' and Eastern ideology" in the broader global and political context, and especially in Pakistan, as Muslims account for almost ninety-five percent of the total population (Islam, 2013). The Muslims’ attitudes/ideologies are described and presented, albeit only from a narrow perspective in Pakistan. For example, I experienced that it is argued that Muslims believe in one Allah, one religion (Islam), and one Muslim culture. Similarly, the people are encouraged to value and learn languages such as the classical languages of Arabic or Urdu, but only insofar as they preserve the Islamic literature, culture, and history (Mahboob, 2009). Consequently, what I also experienced in my community and in my personal family life is that Muslims also value such views of their attitudes, as O'Sullivan (2007) describes in the Middle East context; in fact, these views represent a strong part of Muslims’ Islamic identities in their lives.

Interestingly, I also experienced that such attitudes/ideologies of Muslims/the East were and still are discussed and interpreted in the world media in general, and by influential religious scholars and political parties of Pakistan in particular in contrast to the western cultural values. Such critical discourses likely came to light due to the ongoing war on terrorism led by the USA (Rahman, 2007). The same seems to be the case in relation to English and its learning, mainly in the religious institutions known as Madrassa; as recently reported by Rehman (2015:1), English is now "spread through length and breadth of Pakistan". I noted that many Madrassa teachers and students believe English belongs to Angrez i.e. White people alone and learning English involves adopting other people’s cultures at the cost of losing Islamic identities and beliefs. Therefore, many still prefer to
learn the Arabic language. This narrow but highly debated view was also supported by various writers such as Williams (1994) and Gardner (1985, 2001, and 2005) in field of second-language acquisition (SLA). The authors argued that learning L2 is, in fact, adopting the cultural and linguistic behaviours and characteristics of the native speakers and their L2.

However, being an English lecturer in a university, I was keen on investigating the university learners’ attitudes towards English; its learning should be interesting to view through such a prevailing and narrow lens, but it is also the centre of attention, as reflected in Muslims’ attitudes in Pakistan. As noted earlier, university learners are extensively exposed to the use and learning of English, which is unlike what is experienced among the Madrassa learners’ Arabic-orientated syllabi and teaching. I was wondering whether English learners in the university also viewed English as being limited to one native-English speaking countries alone. Do English-speakers like or dislike learning the Inner Circle English, and its associated cultural practices, mainly in the USA and the UK?

Interestingly, having completed two assignments on the emerging global status of English as part of a postgraduate TESOL degree in Leicester University, UK, stimulated me to investigate my learners’ attitudes regarding the recent global lingua franca status of English, rather than their attitudes towards English alone. I was wondering about what their views about the ownership of English. Do they still consider native English and its speakers as superior or ideal in their desire to learn and use English? Similarly, what do these learners think about other varieties of English, as well as their learning and use? I was also expecting to face the idea that investigating learners’ attitudes towards English as a global lingua franca, instead of their attitudes towards English alone, may have more recent and significant implications for the English learners, policymakers, and ELT methodologies in the universities of Pakistan.

I further experienced that the English learners were not considering themselves as proficient and competent in English, which was also pointed out recently by Shahbaz (2012), Islam (2013), and Samad (2015). This made me realise that there may be some distracting or L2 de-motivating factors that may be affecting their desired English competency. I was always intrigued about the idea of what de-motivated learners in their classes when they feel distracted in their pursuit to achieve competency in English. Is there something wrong with me as a lecturer or the English learners themselves? Similarly, I also observed these issues from my three children, who attend school, and usually talked to me about their teachers and school environment.

Addressing the issues associated with L2 motivation, particularly those related to learners’ L2 motivational orientations, their attitudes in the backdrop of English’s global status, and also understanding their perceptions of the enhancing factors that facilitate one’s motivation to learn English in the classroom were not possible for me. I did not have the proper knowledge to
understand the recent theoretical developments and empirical research in the field of L2 motivation. I was feeling ill equipped with respect to the research training and skills required to understand and systematically investigate these issues in proper ways. Moreover, there was a lack of research and resources in this under-developed context. I believed such knowledge and skills would help me not only become a successful learner, teacher, and researcher in my country, but it would also help promote me in my profession. All of these reasons motivated me to pursue and conduct this study.

1.3.2 Other Key Reasons

There were some other key reasons that also motivated me to conduct the present study. First, there have been few investigations of learners and their needs and issues in the overall education system, especially in the English-language education system, including the selected context of Pakistan in the present study; this dearth of knowledge has also been noted by such researchers as Shamim and Tribble (2005) and Inamullah et al. (2008). This can also be observed as I explored later in the recent English Language Teaching Reforms (ELTR) project introduced by the Higher Education Commission (HEC) in Pakistani universities, which mainly focuses on developing teachers’ training and their professional development. I believed that education policies and practices are meant to facilitate learners’ ability to successfully complete their education, including their English education. However, I could not find the learners’ voice in learning processes and teaching practices in the context of Pakistan. This influenced me to undertake this present study, which is focused specifically on the learners and their L2 motivations and attitudes.

Second, there exist many research studies conducted about L2 motivation in the world. These include, e.g., Gardner (1960), Gardner and Lambert (1972), and recent studies by Ryan (2009), Dörnyei and Ushioda (2011), Lamb (2012), and Dörnyei et al. (2015). Interestingly, as Boo et al. (2015) recently pointed out, there has been a shift of L2 motivation research from North America and Europe to East Asian countries, notably Japan and China. However, this shift also highlights that in the case of South Asia, and particularly in the context of Pakistan, to the best of my knowledge, there is no adequate research available on English language education in general and L2 motivation in particular. Some earlier studies by Mansoor (1993), Akram (2007), Malik (2010), and Pathan et al. (2010) may represent an encouraging start into the investigation of L2 motivations in Pakistan. Following the simple descriptive analysis of the quantitative questionnaire, these studies investigated only the two traditional i.e. L2 instrumental and integrative motivational orientations of school and college-level learners in the Punjab and Sindh provinces of Pakistan. Similarly, recent studies (e.g. Shahbaz and Liu, 2012; and Islam et al. 2013), which followed a mixed-methods approach, investigated some recent L2 motivational orientations, such as L2
international posture, L2 national interest, ideal L2 self, and Ought L2 self among undergraduate and college students in other provinces of Sindh and Punjab in Pakistan.

Interestingly, Islam (2013), in his qualitative data, also noticed that L2 learners are keen to learn for many other purposes such as for media, education, and work, and also for communicative purposes within Pakistan. However, such various orientations remained inter-mixed in Islam's qualitative data. This highlighted the need to apply appropriate instruments, such as factor analysis, which Islam and other studies have conducted so far; these methods have not been used in the context of Pakistan. Therefore, I was interested in applying the factor analysis to determine learners' various L2 motivational orientations in possible well-constructed factors forms but also to confirm Islam et al.'s (2013) newly introduced 'L2 national interest' orientation in the field of L2 motivation. Additionally, due to the emerging status of Pakistani English, I was interested to assess learners' desire to learn and use English for local purposes within Pakistan, with the help of factor analysis, which none of the studies have conducted thus far applied in the context of Pakistan, as described earlier. Moreover, I was also interested to learn about learners’ other L2 motivation-related variables, which may be specific to the chosen research context of the present study.

Additionally, Islam et al. (2013), and other studies (e.g. Akram, 2007) also investigated learners' L2 attitudes. These studies revealed that learners had positive attitudes toward English and its culture of the native-English speakers and learning. Moreover, L2 attitudes toward these elements were found to contribute considerably to L2 learners' reported learning behaviour, which also indicates the importance of L2 attitudes in the context of Pakistan. However, these individuals conceptualised L2 attitudes in terms of like and dislike, and limited their perceptions to L2 and its culture of the native-English speakers alone; these factors were also investigated with simple descriptive analyses. Attitudes toward L2 represent a complex term, which also includes other important variables such as knowledge, beliefs, and even intended linguistic behaviours (Baker, 1992, Sonda, 2011). Moreover, English itself has become a plural concept in the backdrop of its global status, as mentioned earlier. Therefore, I was interested in studying and applying factor analysis and semi-structured interviews to investigate learners' L2 attitudes within a broader scope i.e. towards English as a global lingua franca, not simply English alone.

Additionally, most of the studies followed simple descriptive analysis, as they mainly adopted the questionnaires of earlier studies in the field of L2 motivation. It can be argued that these studies developed and validated a context-suited questionnaire, which could have helped to investigate the complex nature of learners' L2 motivational orientations and attitudes toward EWL. Therefore, I was keen on developing and validating well-tested questionnaires with the help of factor analysis, not only for the learners' L2 motivational orientations and their attitudes towards English as a global lingua franca in general, but also notably in Pakistan, which all the aforementioned studies
conducted within the context of Pakistan could not develop upon or validate. Similarly, I was looking to further examine the impact of learners' emerged L2 motivational orientations on their attitudes towards EWL, which has not been determined in earlier studies in the context of Pakistan. Finally, this study, unlike other studies, is focused on understanding postgraduate learners' perceptions about the factors that they consider important in enhancing their L2 motivation.

Last, but perhaps most significant, these studies remain limited to the old, well-established, and metro-based universities and colleges of the developed provinces of Punjab and Sindh in Pakistan. Therefore, I selected a remote rural–urban-based university which, as mentioned earlier, is in a less developed, under-researched, and socio-culturally different province of Khyber Pakhtunkhwa in Pakistan. Similarly, all of the aforementioned studies focused on undergraduate- and intermediate-level English students. I chose postgraduate English learners as my study population. I was optimistic about the interesting results obtained from this context, and I also believed that the selected postgraduate English learners in this study are very important for Pakistan.

In other words, another reason to conduct this study is related to the selection of the postgraduate English learners from the university. The decision to focus on postgraduate English learners was significant, as it provides a comparison for earlier studies that focused on undergraduates and college-level English learners. Most postgraduate English learners are supposed to be starting their professional careers in different fields within, and maybe beyond, Pakistan, and they thus may contribute a lot to the socioeconomic development of Pakistan. Moreover, I was keen on investigating these learners' L2 motivational orientations and their attitudes from the perspectives of the emerging status of English in Pakistan and across the world, and also with the help of more sophisticated and well-tested analyses, such as factor analysis, which the other studies have not applied to such learners in Pakistan.

Third, there have been some recent developments; for instance, research has uncovered the complex and dynamic nature of L2 motivation, as well as new concepts such as ideal L2 self, ought L2 self, L2 international posture, and L2 national interest in the field of L2 motivation (Yashima et al., 2004, Dörnyei et al., 2006, Dörnyei and Ushioda, 2009, and Islam et al., 2013). These recent concepts associated with L2 motivation seem to be inspired by the emerging global status of English. I was interested to investigate urban–rural postgraduate English learners' responses to these recent developments. I also hypothesised that this new and different context may reveal interesting new results about L2 motivation, which I believed would aid in my ability to adjust my own learning and teaching methodologies in the university.

motivation have focused on the undergraduate L2 learners in universities. However, to the best of my knowledge, studies about postgraduate L2 learners' attitudes and motivation seem quite rare in the field of L2 motivation. This gap also motivated me to conduct this study on university postgraduate L2 motivation. I was thinking that since the postgraduate English learners are older in age, have more exposure to English learning, are independent, and are also thinking about starting their professional career, this study may provide some interesting and insightful data that will serve as a strong comparison to that of the lower-level English learners in the field of L2 motivation.

The fifth reason for conducting this study is related to bridging the research gap in the fields of L2 motivation and attitudes. Most of the studies on L2 learners' attitudes remain limited to investigating the various aspects/variables of the global status of English. For instance, studies such as those by McKenzie (2004, 2008a), Sonda (2011), and Galloway (2013) have investigated Japanese school L2 learners' attitudes; more recently, Haswell (2014) examined Chinese, Japanese, and Korean university-level English learners' attitudes towards various forms of English, particularly British and American English. Similarly, Sonda (2011) examined L2 learners' attitudes towards the cultures of native and non-native English speakers only while learning English. In spite of these investigations, English as a global lingua franca also has many complex, yet inter-related, aspects. Among these are English ownership, cultures, and varieties; the desire to achieve native-like or effective communications; and there are also implications for native and non-native speakers when interacting in various contexts and situations (Widdowson, 1994, McKay, 2003, Jenkins, 2015, and Saraceni, 2015).

I felt the need not only to investigate L2 learners' attitudes towards these various inter-related features of English as a global lingua franca, but I also wanted to explore them with the help of the more sophisticated, yet relevant, instrument of factor analysis. The use of factor analysis, to the best of my knowledge, seems to be rare in investigating L2 attitudes towards English as a global lingua in the literature on L2 attitudes. Additionally, as Islam's (2013) qualitative study also noted, L2 learners are keen on using English for communication, particularly with educated people, within their country. However, to the best of my knowledge, I was unable to find the emergence of this kind of L2 motivational orientation, and especially not with the use of a more sophisticated and valid quantitative instrument of factor analysis in L2 motivation literature which has been tested in identifying many L2 motivational orientations in different context. For example, Gardner (1960), in his preliminary study, introduced two popular and well-researched L2 instrumental and integrative motivational orientations in the field of L2 motivation with the help factor analysis in Canada. As such, I became motivated to apply factor analysis with the hopes of potentially discovering a new L2 motivational orientation which, in the backdrop of emerging Pakistani English (PE), may reflect English learners' desire to learn English within Pakistan, along with other L2 motivational orientations. Experts in statistical analytical tools, such as Pallant (2007), Dörnyei (2007), and
Tabachnick and Fidell (2013), also recommended that factor analysis is the appropriate choice for investigating the underlying features of a complex construct, especially in under-researched contexts. Such contexts can include learners’ attitudes towards English as global lingua franca, as well as L2 learners' motivational orientations, as targeted in the present study.

1.4 Background to the Problem

Dörnyei and Ushioda (2011) and Dörnyei and Ryan (2015) identified that L2 motivation has been a subject of study for the last five decades in the field of SLA. The earlier but fundamental studies of Gardner and Lambert (1959, 1972), Gardner (1985, 1980, 2001, 2010) and his associates such as Maclntyre (1993) and Tremblay (1995), which focused on Canada and its unique composition of both Anglo-phonnic and French communities, introduced four important points about L2 learning and motivation. These included L2 learning motivation as a contributory factor in successful L2 learning, and they also highlighted that there were two popular and well-researched L2 instrumental and preferred integrative motivational orientations dichotomies. Furthermore, these groups also widely used the fundamental Attitudes/Motivation Test Battery (AMTB). The AMTB is a quantitative multi-motivational factor-measuring instrument developed by Gardner (1985), which contains many variables specific to L2 learning motivation. Among them are the L2 instrumental, integrative orientations, importance of L2, intensity of L2 motivation, anxiety and milieu, and attitudes towards L2 and the learning environment (Gardner, 1985). Following a sociopsychological approach in the study of L2 motivation, the authors argued that the learners’ positive attitudes towards L2, its culture, and willingness to integrate with the native L2-speaking community can play a significant role in successful L2 learning. They labelled learners’ such desire as L2 integrative motivation orientation. The L2 instrumental, which they consider to be less important in achieving success in L2, is the learner's desire to learn L2 for utilitarian purposes such as passing exams, getting jobs, and completing education (Gardner, 2005 and Dörnyei, 2009).

However, further research questioned the scope and explanations of L2 integrative motivational orientations, and they also questioned the strict separation of these two L2 motivational orientations in different countries, particularly those in which L2 was not a native language (in Dörnyei, 1990, Lamb, 2004, Islam et al., 2013, and Ali et al., 2015).

At the beginning of the 1990s, other variables associated with L2 motivation were identified, as pointed out by Dörnyei (2003). Studies such as those by Au (1988), Crookes and Schmidt (1991), Oxford and Shearin (1994), and Dörnyei (1990, 1994a, 1994b, 1998) pointed out that L2 motivation needs to be approached and investigated from educational and classroom environment perspectives too. This phase of L2 motivation was inspired by the cognitive-situated approach.

At the turn of the century, some more interesting developments emerged about L2 motivation, as highlighted by Dörnyei (2005) and Shahbaz (2012). For example, William and Burden (1997) and
Dörnyei and Otto (1998) argued that L2 motivation is a process; as L2 motivation was divided into three levels (the pre-actional, actional, and evaluative phases). Additionally, as Ushioda (1996, 2009, 2015) emphasised, L2 motivation is a changing and complex phenomenon; not only do those factors related to L2 learners (such as autonomy) need to be considered, but the factors related to their relevant context and their interactions also need to be considered. In this vein, it must be emphasised that qualitative methods of inquiry can be quite helpful in achieving this aim.

At the beginning of this century, studies by Dörnyei and Csizér (2002), Csizér and Dörnyei (2005), Dörnyei (2003, 2005), and Dörnyei et al. (2006) attempted to interpret L2 motivation from the self and identification processes, which seem to be in line with globalisation and its facilitation role that is being significantly played by English’s status as a global lingua franca. This new approach toward studying L2 motivation is reflected in the recent emergence of L2 international posture (Yashima, 2002), the concept of the ideal L2 self (Dörnyei, 2005), and L2 national interest (Islam et al., 2013). In the last few years (e.g., Dörnyei, 2009, Islam et al., 2013), and even recently, Dörnyei et al. (2015) explained that L2 motivation is complex, multidimensional, and ever changing; thus, it needs to be approached and researched from the lenses of complex and dynamic theories. The main logic underlying the application of such theories is that they can help measure and thus understand those cross-linked aspects/variables of L2 motivation, simultaneously, among English learners. Additionally, Dörnyei et al. (2016) introduced a new concept known as Directed Motivational Currents (DMC) in the field of L2 motivation. DMC in fact represents the peak phase of learners’ motivation which can produce a high level of L2 proficiency.

1.5 Aims and Objectives of the Study

As was mentioned earlier, the reasons for conducting this study were primarily related to urban–rural postgraduate L2 learners’ attitudes and motivation, as well as their L2 de-motivation factors, for which the background of the field of L2 motivation was also provided. These reasons informed me that the following aspects remain under-researched in Pakistan: learners’ L2 motivational orientations and their attitudes towards L2 within the context of English as a global lingua franca; and learners’ gender differences and how they relate to L2 motivational orientations and attitudes. Additionally, I came to know how those factors that enhance learners’ L2 motivation in a classroom setting are important, especially for teachers. Therefore, the aims of this study are formulated as follows:

- To identify postgraduate L2 learners’ motivational orientations towards learning English in a Pakistani university.
- To describe their attitudes towards English as a World Language (EWL).
To assess the correlation between learners’ identified L2 motivation orientations and their emerged attitudes towards EWL, and also to examine the role of their L2 motivational orientation in predicting variances in their attitudes towards EWL.

To assess the effect of learners’ gender on their attitudes towards EWL.

To identify those factors that learners consider important for enhancing their L2 motivation in the classroom.

For the purposes of achieving the above-mentioned aims of the present study, a mixed-methods approach and concurrent design were adopted to collect and analyse the data. In simple terms, the mixed-methods approach integrates both quantitative and qualitative aspects of the data collected for the purpose of enriching the results of a study (Cohen et al., 2011 and Dörnyei, 2007). The structured questionnaire, which was a five-point Likert scale survey, was selected to collect and analyse the quantitative data. The open-ended question in the questionnaire, as well as the in-depth semi-structured interviews, were chosen for the qualitative aspect of this study. The questionnaire was administered to 500 (69% males and 31% females) postgraduate L2 learners, while the interviews were conducted with 26 (13 males and 13 females) L2 learners at the selected university. The questionnaire was analysed by applying factor analysis, correlation, regression techniques, and t-tests. The main issues of this study were also explored by analysing the interview data. The interviews and responses to the open-ended part of the questionnaire were analysed following thematic analysis. To achieve the targeted aims of the study, the research questions are as follows:

### 1.6 Research Questions of the Study

1. What are the L2 orientations of Pakistani postgraduate students learning English as second language?

2. What are these learners' attitudes towards English as a world language?

3. Is there a positive correlation between these learners L2 motivational orientations and attitudes towards EWL? If yes, do their L2 motivational orientations predict variances in their attitudes towards EWL?

4. Do these students' gender affect their preference for their attitudes towards EWL?

5. What are these students' perceptions of the classroom-related factors that enhance their L2 motivation?
1.7 Potential Significance of the Study

L2 motivation is considered a significant contributory affective factor in the long and complex process of successful L2 learning, as emphasised by Dörnyei (1994a, 2003) and Gardner (2005). Therefore, it seems important to conduct studies on the subject of L2 motivation, so that L2 learners can be provided with what they prefer or not in the shape of their L2 motivation/attitudes while learning L2 in the university. As noted above, studies on the subject of L2 motivation are rare, and they mainly focus on postgraduate L2 learners, so it is hoped that this study will inspire studies about L2 motivation, especially in other Pakistani universities. Dörnyei (2007) also added that research is conducted not only for the researcher's own sake, but it also helps to generate further knowledge in the relevant field i.e. regarding L2 motivation.

Another key contribution of the present study is that it highlights the need to recognise the importance of the neglected stakeholders i.e. the learners in education, especially in English-language education in general, and in universities in Pakistan in particular. In other words, learners’ empowerment, or a learner-centred approach, in Pakistani universities needs to be recognised and may be exploited to plan and devise ELT methodologies in the future. The importance of learners becomes more crucial in the case of Pakistan, as was mentioned earlier (British Council, 2009), given that the growing number of younger individuals make up more than sixty percent of the country’s entire population.

The present study is important, as it has key pedagogical implications. In Pakistani universities, English teachers often focus solely on preparing L2 learners to pass their exams, earn admission, and gain employment, as noted above. As such, English teachers can incorporate the global aspects of the English language in their teaching methodologies and presentations. Additionally, English teachers, due to the lack of a proper understanding of various L2 de-motivating factors may relate to L2 learners' incompetency in English to some other insignificant factors. In this light, English teachers can maintain and enhance L2 learners’ motivation by addressing these various L2 motivation-enhancing factors in the classroom setting.

It is expected that this study may provide some useful insights into English planning and policy, and it can also offer resources for English syllabi designers and material developers in Pakistani universities; these elements can be developed in such a way that they are in line with L2 learners' motivational orientations and their attitudes towards English as global lingua franca. As Baker (1992) has aptly argued, L2 attitudes can serve as the unwritten planning and policies for a country. Additionally, this study may help improve the organization and presentation of current English-language academic sources in the classroom. It can thus be said that this study may have some important implications for managing the L2 classroom in Pakistani universities.
From a theoretical perspective, this study significantly contributes to the existing knowledge in the field of L2 motivation. As noted, factor analysis has rarely been applied in the context of Pakistan. Moreover, the factor analysis applied in this study can help considerably in identifying the interesting underlying L2 motivations and attitudinal structures. Thus, this study may contribute to the L2 motivation field and inspire further studies.

This study is significant from methodological perspectives as well. This study applied the well-tested factor analysis to investigate L2 learners’ attitudes toward determining the various underlying features of English as a global lingua franca. The use of factor analysis techniques to investigate L2 learners’ attitudes towards the various underlying features of English as global lingua franca seem rare in the L2 attitudes literature, as noted above. Mori and Gobal (2006), Cid et al. (2009), and Dörnyei and Ushioda (2011) have argued that factor analysis helps to not only uncover well-defined constructs, but it can also aid in developing, validating, and measuring goals and attitude scales. Therefore, these well-defined constructs and the relevant measurement scales, which were developed to assess learners’ attitudes towards EWL and L2 motivational orientations in this study, can be used in an under-researched context, such as Pakistan, and it may be extended to other non-native English speaking contexts around the world.

It is expected that this study may play an important role in inspiring further studies on postgraduate students, as well as on urban–rural L2 learners in different contexts in the field of L2 motivation. Similarly, another potential significance of this study revolves around investigating and identifying the effect of postgraduate students’ gender on their L2 motivational orientations and attitudes towards EWL in the field of L2 motivation. Given that these English learners differ from undergraduate, college, and school learners in terms of age, academic level, exposure to English, and its learning, these postgraduate students may perceive their motivation towards learning English from interesting angles. As described earlier, it appears that most of the studies in the field of L2 motivation are limited to secondary- and undergraduate-level L2 learners.

I believe that the mixed-methods approach adopted in the present study can also contribute to significantly improving the education system in general, and English-language education in particular, in the context of Pakistan. Many studies in the field of English-language education, specifically in L2 motivation (e.g. Mansoor, 1993, Akram, 2007, and Malik, 2010), in Pakistan have adopted the quantitative research methods used by Shahbaz (2012), Samad (2015), and Hassan (2015). Similarly, this study may motivate English teachers, practitioners, and researchers to adopt the mixed-methods approach to further investigate educational and L2 motivation-related issues in Pakistan and around the world, particularly since Dörnyei (2007) recommended that the mixed-methods approach be adopted in L2 motivation research.
1.8 Organisation of the Thesis

This thesis has total eight chapters. This first chapter, as noted above, provided a brief summary that serves to set the scene of the thesis. This chapter highlighted the statement of the research problem, the rationale for conducting this study, and the study’s aims and objectives. This chapter also identified the research questions and significance of this study. The overview of this thesis is provided at the end of Chapter one. The second chapter details the background of the study. It has focused on providing the geographical, demographic, and linguistic information about Pakistan and the province of Khyber Pakhtunkhwa. Moreover, the chapter also highlights the educational system of Pakistan, its ELT profile, and the role of English in Pakistan and its universities, with the main focus being placed on Khyber Pakhtunkhwa and its universities. The shortcomings of the educational systems of Pakistan, notably those within ELT in classroom settings which may have an effect on L2 learners’ motivations are highlighted at the end of the second chapter.

The third chapter focuses on providing the theoretical background i.e. the literature review of this study. This chapter provides some details about the construct 'L2 motivation'. Moreover, a chronological view of research conducted on L2 motivation is provided, which is divided into four distinctive phases. Similarly, it also offers a brief overview of the recent developments in viewing and investigating L2 motivation from the lenses of complex dynamic theories. Furthermore, it provides an overview of the term 'L2 attitudes'. Additionally, this chapter critically examines the literature on L2 learners' motivational orientations and the global spread of English including the different models of the English language and it also describes the relevant studies that have investigated L2 learners' attitudes towards English in general, and notably towards the various aspects of English as a global lingua franca. A theoretical overview and key studies relevant to how the L2 learners' gender affects their attitude preferences towards L2 are provided. Finally, a critical review of the literature of the L2 de-motivating factors related to L2 being taught in the classroom is also provided at the end of this chapter.

Chapter four is focused on providing the details of the research methodology adopted in this study. This addresses such topics as the reasons for selecting the mixed-methods approach; various issues including conceptualising and selecting the proper mixed methods, as well as the challenges associated with their use; and the potential utility of this concurrent mixed-methods research design. The details about the research context and the potential participants are provided, and the reasons for the various selection and sampling methods used (i.e. disproportionate random stratified sampling), as well as the development of the measurement tools (questionnaires and semi-structured interviews) in the present study are described. Additionally, the procedures for data collection and analysis, as well as various related issues (for example, assessing the reliability and trustworthiness of the data analysis techniques used) and the ethical considerations of the study are
also highlighted. Moreover, the data analysis techniques such as factor analysis, multiple regression analyses, independent-samples t-tests and their use for the present study are explained. At the end of this chapter, the limitations of this study and the key ethical considerations followed in the current study are provided.

The fifth chapter provides an analysis of the results gained from the quantitative data. In the quantitative data analysis, using the selected tools of factor and regression analyses, a detailed overview of the learners' well-defined constructs of L2 learning motivational orientations and their attitudes towards EWL including their proper labelling, the reasons for selecting certain labels, and assessing the reliability of the different emerged constructs are outlined. Moreover, further analysis of their attitudes towards learning EWL was conducted with regards to their gender using t-tests; the findings are presented in this chapter.

In Chapter six, an in-depth overview of the targeted issues of the current study is analysed using qualitative data obtained from the learners' interviews. I present some interesting findings that emerged out of the thematic analysis of the qualitative data. In Chapter seven, the results obtained from the component of the quantitative and qualitative methods are integrated, discussed, and interpreted against the backdrop of the L2 motivation literature; then, the selected context of this study, as well as some influential theories/frameworks in the field of SLA and L2 motivation, are addressed.

Finally, in Chapter eight, an overview of the entire study, particularly its significant findings, are briefly detailed. The theoretical and pedagogical implications of this study for Pakistan and elsewhere are highlighted. Also outlined are some key implications for English teachers, English researchers, and English planning and policymakers within Pakistan’s higher education commission and its affiliated universities. This chapter concludes with some recommendations for conducting further research in the field of L2 motivation.
Chapter -2 Context of the Study

2.1 Introduction
The main purpose of this chapter is to provide details about the context of this study. It begins with general information on the geography, population, literacy rate, and sociolinguistic profile of both Pakistan and its province of Khyber Pakhtunkhwa, where the data are collected. This chapter briefly discusses the status and role of English in the pre-independence phase of Pakistan. It also highlights the current status and role of English in Pakistan, as well as in its education system mainly in terms of the higher education system, including at the Kohat University of Science and Technology (KUST). The chapter concludes by identifying the current issues in the entire education and ELT system, including at KUST in Pakistan.

2.2 A Brief Geographical Profile of Pakistan
The constitutional name for this country is the Islamic Republic of Pakistan, which covers an area of almost 796,095 km (Islam, 2013). Pakistan is located in South Asia, which has the oldest postcolonial varieties of English, such as Sri Lankan English, Pakistani English, and Indian English (Kachru, 2005). Pakistan also occupies an important position on the world map, as it remained a colony of the British Empire and it is also located in important regions of the South Asia, Central Asia, and the Middle East. Moreover, Pakistan has been in close contact with the USA and the Western world as of the last decade, as was described in the previous chapter. The main reason for this is that Pakistan is an important strategic partner of the USA-"led" war on terrorism in Afghanistan. Food and military equipment that are being supplied to the USA and its allied European NATO forces are transported through the land routes of the Khyber Pakhtunkhwa province of Pakistan. Additionally, and perhaps unfortunately, in the backdrop of this war, the Muslims/Islam in general, and the Pakistani culture and attitudes in particular towards the Western cultures and their values have been extensively debated around the world over the past decade, especially in the media and across social networks.

2.3 A Brief Demographic Profile of Pakistan
The approximate population of Pakistan, is over 188 million as per the latest Census Population Organization. There are more than 7 million Pakistanis living and working in the UK, the USA, Australia, the Gulf countries, China, Malaysia, and the European countries (Shahbaz and Liu, 2012:456). Similarly, many Pakistani students are pursuing under- and postgraduate studies abroad every year.

The population of Pakistan can be split between the well-developed urban and poorly developed rural areas. Only thirty percent of the population lives in the urban areas, while the remainder are based in the rural areas of Pakistan (Pakistan Bureau of Statistics, 2015). However, the urban and
rural divide is now shrinking due to the rapid means of communication, which features an expanding network of roads, telecommunications and information technologies, and the rapid urbanization of rural areas. Socioeconomically, the population is also divided into elite and poor people. Additionally, the young generation ranges in age from 18–30 years, and this group accounts for almost more than sixty percent of the entire population of Pakistan (British Council, 2009). The young educated (college/universities) generation exploit new Internet and communication technologies for academic and social purposes both inside and outside Pakistan.

The overall literacy rate of the population is not encouraging in Pakistan (Hassan, 2015). Literate males and females account for almost fifty-four and thirty-two percent of the population, respectively (Ministry of Education, 2009). The literacy rate of the young educated generation in higher education is more than sixty percent (Higher Education Commission, 2015). However, as Coleman (2010) pointed out, overall, Pakistan is unfortunately among those countries that have the lowest literacy rates in the world. Islam (2013) and Hassan (2015) lamented that Pakistan is spending two percent of its total expenditures on education, which is less than what is being spent in other highly underdeveloped countries in the world, such as Angola and Sudan. This has riddled its education system with many problems (see Section 2.11).

There are a total of four administrative units or provinces in Pakistan. There is the capital area of Islamabad. Moreover, there is FATA (federally administrative tribal areas) which is though located in the Khyber Pakhtunkhwa (KP) province, yet as its name suggests is managed directly from the federation not KP province. The names of the four provinces are Khyber Pukhtunkhwa, Punjab, Sindh, and Baluchistan.

2.4 A Brief Sociolinguistic Profile of Pakistan

Pakistan is a multicultural country and it features a population with different ethnic and caste-based communities. Although there is religious tension in Pakistan, e.g. between Sunni and Shia Muslims, Islam is playing a central role in keeping different ethnic groups and castes together (Shahbaz, 2012). The main reason can be as highlighted by Ayres (2009), in that Pakistan was conceived and founded on the basis of religion.

Shamim (2011:293) noted the linguistic map of Pakistan is quite complex, as a total of 72 different languages are spoken in the various provinces. Therefore, it can be said that Pakistan is a multilingual country. However, there are several main regional or provincial languages in Pakistan. Coleman (2010) and Butt and Butt (2013) noted that among the main languages that are spoken by those in Pakistan, more than eighty-five percent of the population speak Punjabi, Saraiki, Pashto, Sindhi, and Balochi. These main regional languages are spoken as mother languages in the provinces of Punjab, Khyber Pakhtunkhwa, Sindh, and Baluchistan, respectively, and the linguistic
profile of Pakistan can be summarised in the following table (Mansoor, 2005), Islam (2013) and Rahman (2003).

Table 1 The Linguistic Profile of Pakistan

<table>
<thead>
<tr>
<th>Main Languages</th>
<th>% of Speakers</th>
<th>Regions</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjabi</td>
<td>44.15%</td>
<td>Punjab</td>
<td>Regional</td>
</tr>
<tr>
<td>Pashto</td>
<td>15.42%</td>
<td>Khyber Pakhtunkhwa and FATA</td>
<td>Regional</td>
</tr>
<tr>
<td>Sindhi</td>
<td>14.10%</td>
<td>Sindh</td>
<td>Regional</td>
</tr>
<tr>
<td>Saraiki</td>
<td>10.53%</td>
<td>Southern parts of Punjab</td>
<td>Regional</td>
</tr>
<tr>
<td>Baluchi</td>
<td>3.57%</td>
<td>Baluchistan</td>
<td>Regional</td>
</tr>
<tr>
<td>Urdu</td>
<td>7.57%</td>
<td>Urban Sindh and some parts of Punjab</td>
<td>National</td>
</tr>
<tr>
<td>Minority languages</td>
<td>4.66%</td>
<td>Different parts of Pakistan</td>
<td>Local</td>
</tr>
</tbody>
</table>

The more than fifty minority/smaller local languages face extinction in Pakistan (Coleman and Capstick, 2012). Additionally, the Arabic language is considered the language of Islam, and thus holds an important status with respect to preserving the Islamic history, values, and culture in Pakistan (Butt and Butt, 2013).

Urdu is the national language of Pakistan (Rahman, 2004, Shamim, 2008) which, as noted earlier, is the native language of less than eight percent of speakers. Interestingly, Urdu as a native language is limited to the politically and economically dominant Karachi and Hyderabad cities of urban Sindh and some parts of Punjab of Pakistan. However, Urdu is used as a lingua franca, which is in contrast to the main regional languages in Pakistan. Siddiqui (2007) and Shamim (2008) highlighted that Urdu is understood and spoken across all the provinces. Lastly, as Rassool and Mansoor (2009) noted, English when compared to Urdu and the other regional languages is considered the language of power in Pakistan. The main reason might be that English is becoming a dominant part of socio-cultural life, especially among the younger generation, which not only uses English in academic environments, but also in their communities and on social media with people within and beyond Pakistan.

2.5 A Brief Geographic, Demographic, and Sociolinguistic Profile of Khyber Pakhtunkhwa

The province of Khyber Pakhtunkhwa is located in the northwest part of Pakistan. Its location is the reason why this province was previously called NWFP, which stands for North–West Frontier Province. Additionally, the FATA area is also adjacent to this province. This province and FATA are not only geographically close, but they also share the same historical, socio-cultural, religious and linguistics values as Afghanistan (Coleman and Capstick, 2012). This province served as a gateway to Afghanistan during the British rule in the 19th century, and also in the 1980s, when Pakistan especially people from this province were facilitated by the USA to create and fight Mujahedeen (holy warriors) against the Russian aggression in Afghanistan. The people of this
province are called Pathans. Many of them are believed to have sacrificed their lives for their homeland and for protecting their cultural values. This could be seen in their struggle to make a free homeland Pakistan from the British rule. Additionally, there exist strong collective life norms and values, both at the societal and family levels. This collective system seems to have been strengthened due to the war on terror, as many displaced families and individuals are not only accommodated, but also supported by other people and families in this province. Last, and perhaps unfortunately, unlike what can be observed for other Pakistani people, I experienced the people of this province both inside and outside Pakistan are stereotyped as being backward, emotional, and conservative.

The Khyber Pakhtunkhwa and FATA have attracted much attention in the world news for the last decade due to the ongoing the USA-led war on terrorism in Afghanistan. Many notorious terrorist organisations, such as Tehrek-e-Taliban's and Al-Qaeda, are believed to be active, for example; Hakemullah Masood and Osama Bin Laden were each killed in this province. Consequently, this province has been the area hardest hit by war in Pakistan for more than one decade. Even school children have lost their lives. Interestingly, the liberal and enlightened Tehrik-e-Insaf political party (moment for justice), which is led and supported by a young educated generation, has been ruling since 2013 in this province. This comparatively new but third biggest party in Pakistan is led by a cricketer-turned politician, Imran Khan. The current government has made a record increase by dedicating two to thirty percent of its annual budget to education.

There are many educational institutions, such as private English-medium schools and, notably, modern science and technology oriented universities that were established in the urban–rural areas of this province over the course of the last decade. Interestingly, the enrolment of both male and female students has also increased in these universities (Hassan, 2015). However, due to the conservative nature of this province, females face issues with choice in terms of getting an education, starting a job, and wearing a compulsory hijab (veil). Madaris (religious institutions) have also spread to the far-flung areas of this province for the last decade, where Arabic, Persian, and Urdu are used as the medium of instruction. As Coleman (2010:37) noted, religious teachers in Madaris of this province have expressed their desire to learn English, as "through English we can communicate Islam to others, we can learn about Judaism and Christianity". This also indicates (and which I have also experienced directly) that people in Pakistan in general, and in this province in particular, do not have a religious Islamic background, even though they also preach Islam through popular "Tableghy Jammat" (preaching groups) in their own families, and also within and outside Pakistan.

Additionally, there are many non-government organisations (NGOs) such as USAID, DFID, and the European Union. These NGOs aim to improve various sectors, such as governance and the
quality of education (including English-language education), across various sectors in the public education system in this province (Mustafa, 2012 and Coleman and Capstick, 2012). However, there is a lack of qualified teachers, updated syllabi, and resources in many educational institutions of this province, as pointed out by Rahman et al. (2010). The demographic characteristics of the province are almost same as that of the rest of Pakistan.

The Khyber Pakhtunkhwa province has been blessed with many natural resources for example; hydro–electric power, gas, petroleum, gold, wheat, sugarcane, and dry fruit and, as Mustafa (2012:1), argues the province can serve as a "resource for a modern economy" in Pakistan. Additionally, many people from this province, like Punjab (Islam, 2013), are working in bureaucracy, the army, banks, education, and the judiciary system; prospective employees are selected through competitive exams in Pakistan. Similarly, many people of this province are working and studying in many countries around the world, especially in the UK, the USA, Germany, the Gulf countries, and many other European countries.

This province is usually divided into three main sub-regions/areas where different local languages are spoken. These are the North, Central, and Southern areas (Mustafa, 2012). The Northern areas, which are tourist areas, include Hazara, Gilgit, and Chitral. The main languages spoken in this area include Hindku, Kashmiri, and Baltistani. Peshawar and adjacent historical areas such as the Khyber Pass represent the Central areas of this province where Pashto, Urdu, and Hindku are spoken. The Central region has been, and served quite recently as the main corridor for British rulers, the USA, and NATO forces in Afghanistan. The areas of Kohat, Bannu, and Dera Ismael Khan constitute the Southern part of this province where Pashto, Sariaki, and Hindku are spoken as the primary languages. The Southern part is less developed when compared to the North and Central parts of the province. In short, this province is also multilingual, like Pakistan, where Pashto is spoken as the main language which, as was noted earlier, is the second main regional language in Pakistan.

2.6 Status and Role of English in the Pre-Independence Phase of Pakistan

India, which was ruled by Muslim rulers for several centuries (1200–1600), included those areas which are now referred today as the separate countries of Pakistan, India, Bangladesh, and Afghanistan. The British under their Raj (1600–1947) introduced English in the place of Persian and Urdu. These languages which were the then the lingua franca, or official languages, and they were also considered as symbols of status and identity among Muslims since the Muslim ruler in United India (Pathan, 2012). Additionally, the British rulers promoted English mainly through the means of education, missionaries, and administration over time (Kachru, 2005). For example, they established several English-medium and modern education-based institutions. Among them were
those such as Islamia College and Edwards College with the Christian missionary in the Khyber Pakhtunkhwa province in 1855.

However, the Muslims developed mixed feelings of love and hate towards British culture as well as the necessity to learn English and modern education during the British Raj, as introduced by the British rulers. Shabbaz (2012) also indicated that the Muslims under the British Raj could be divided into groups known as liberal educated and orthodox Muslims. Liberal educated Muslims were less in numbers but they were Westernised educated Muslims and leaders who had positive attitudes towards learning about British culture and modern scientific education in English. Among those were Muslim political leaders such as the founder of Pakistan, Muhammad Ali Jinnah, and educationist, Sir Syed Ahmad Khan.

Conversely, orthodox Muslims during the British Raj included those conservative Muslims, especially religious scholars and leaders such as Maulana Abdul Kalam Azad and Mualana Ismaeel. These Orthodox Muslims believed that their Islamic identities and Islamic literature should be preserved in Oriental languages such as Persian, Urdu, and classical Arabic. Rahman (1999) and Pathan (2012) highlighted that most Muslims were afraid of losing their own Islamic cultural identities at the cost of British cultural and linguistic imperialism.

British cultural and linguistic imperialism also reflected in the policies of British rulers. Various writers, such as Rassool (2007) and Phillipson (1992, 2009), criticised the British rulers for promoting the Western culture and English at the cost of local cultures and vernacular languages in India. Additionally, the British rulers created what Shamim (2008:236) labelled as a "great divide" by introducing English and vernacular media (e.g. Urdu, Hendi), which resulted in the creation of elite educated and uneducated masses in United India. The main motives behind creating such a divide were the promotion of their political and religious purposes of the British rulers. These purposes were reflected in Machaulay's famous minutes (1835), which announced and followed the educational policy in United India which extended in Pakistani after its creation in 1947. Machaulay stated that a generation may be prepared which can adopt the linguistic and cultural values of the British people and can also serves as a bridge between the British rules and the local community, (Saraceni, 2015).

2.7 The Growing Use and Changing Perception about English in Pakistan

Pakistan, as an independent country, came into being on 14th August, 1947. The constitutional, political, and educational policies, and their implementation in relation to English, Urdu, and other provincial languages, remain unequal since the creation of the multilingual Pakistan. However, English has maintained its dominant position, in one way or another, across all these spheres in Pakistan (Coleman, 2010:21). In other words, the English language has assumed a major role in
Pakistan. As mentioned earlier, since English is the official language, it is used in key domains of Pakistan, which include bureaucracy, parliament, the judiciary system, business, and many other arenas. Both public and private sectors, when offering jobs, prefer those candidates who demonstrate good proficiency in English (Rahman, 2002, Shamim and Tribble, 2005, Mansoor, 2004, 2005, Pathan et al., 2010, Islam et al., 2013, and Hassan, 2015). Similarly, Ghani (2003:105) reports that "English in Pakistan serves as a gateway to success, to further education and to white collar jobs", while Rahman et al. (2010:207) noted that English is a tool through which to "excel in Pakistani society". English is also considered an effective tool for gaining employment or working in the world (Mansoor, 2004 and Shahbaz and Liu, 2012).

Most of the elite population educated in prestigious English medium institutions not only enjoy a good reputation, but they are socioeconomically better than the masses in Pakistan. Abbas (1993), Rahman (2003, 2004), Ghani (2003), Coleman (2010), Jabeen et al. (2011), and Coleman and Captick (2012) highlighted that English has been associated with the ruling elite in urban areas as a status symbol. Similarly, Shamim (2008:235) noted that "English has been identified as the language of access to power, prestige, domination and upward social and economic mobility in Pakistan".

English is extensively used in the media in Pakistan (Islam, 2013). There are many English newspapers and periodicals that are published and read by the people in Pakistan. Among those are Dawn (published since creation of Pakistan), the News, the Nation, the Frontier Post, the Daily Mail, and many more (Shahzad, 2012, Pathan, 2012, and Islam, 2013). There are many cable networks that are spreading their networks now to the rural parts of Pakistan. Moreover, English is used extensively in business in Pakistan (Khan, 2007). English is also used while doing business with countries such as the UK, the USA, China, India, the Middle East, and various European countries. English is also used in Pakistan for travel purposes.

As was pointed out earlier, the current tension between the East and West (mainly the USA and its key ally, the UK), which emerged in the wake of terrorism, has brought Islam, Pakistan, and its culture under critical discourses such as being conservative and backward around the world, especially in the West. Conversely, Pathan (2012), Shahzad and Liu (2012), and Islam (2013) pointed out that many Pakistani people consider English to be a tool for keeping in touch with the people of different countries around the world, and for sharing their experiences and views with them. Similarly, Bacha and Bibi (2010:538) and Shamim (2011:293) noted how English serves as "a source of cultural enrichment rather than threat or fear of cultural invasion" and for "becoming part of the global village in Pakistan". English is also believed to be a source for individuals' success, as well as a key to the development of Pakistan; as Islam et al. (2013) stated, many
Pakistani people are now associating English with their aspirations for a better future for their Pakistan.

English is now becoming part of the Islamic identities of many people in Pakistan. Mahboob (2009) and Pathan (2012) highlighted that due to the representation and expression of Pakistani people’s identities in their daily lives, English is now being labelled as an Islamic language in Pakistan. Additionally, I have observed that many people in Pakistan are joining the famous Tableghy Jummat (a major Muslim community, which believes, and subsequently struggles with, the idea that Islam should be preached to the whole world) is sending people to preach Islam in English to other people of other countries around the world every month.

Similarly, Pakistani English has become the preferred medium of communication for the young educated generation (Baumgardner, 1995 and Jabeen et al., 2011). They use words such as "police-wala (male police officer), police-wali (female police officer), Fruitmandi, (mandi means market), and Super-chamcha, means sycophant” (Pathan, 2012:20). Moreover, as Shamim (2008:236) noted, "English is considered the vehicle for achieving modernisation, scientific and technological development, and economic advancement for self and the country in Pakistan”.

2.8 Role of English in the Different Levels of the Education System in Pakistan

There exist three streams of education in Pakistan. These are the English medium and Urdu medium at the school (1–10), and inter-college (11–12) grades (Coleman, 2010 and Coleman and Capstick, 2012). Shamim (2011: 295) noted how English medium institutions are "distinguishable by their quality of standards and learner achievement, particularly in terms of their ability to use English for oral and written communication" from the Urdu medium in Pakistan. Madaris is the third stream, which runs in parallel to the other two streams of education in Pakistan (Hassan, 2015). The levels of education in Pakistan can be divided into three levels, which are the school, inter-colleges, and higher education. The school and inter-colleges are comprised of three types: 1. Private Elite English Medium School and Inter Colleges; 2. Private Non-Elite English Medium School and Inter-Colleges; and 3. Government Urdu Medium Schools and Inter-Colleges. English is used in all these streams of education and its various levels. However, there is big difference between these and the elite institutions in terms of facilities, syllabi and also the importance and use of English in Pakistan.

2.9 Role of English in the Higher Education System of Pakistan

Learners from the Inter-colleges get admissions to higher education, which consists of three types. These are the undergraduate, postgraduate, and MPhil and PhD levels in higher education. The Higher Education Commission (HEC), which works under the Federal Ministry of Education, is
responsible for the affiliation, recognition, financing, and provision of leadership in matters such as designing syllabi, research initiatives, training, and scholarship programs to the universities in Pakistan (Hassan, 2015). All such matters of the HEC are conducted in English only.

The numbers of universities have doubled recently in Pakistan. There were almost sixty universities and Degree Awarding Institutions (DAIs) in 2000, which has now become more than one hundred and sixty universities and DAIs in Pakistan (Higher Education Commission, 2015). Interestingly, the number of females who have enrolled in these institutions has also increased. These universities are divided broadly into two categories what are commonly termed as public (state owned) and private universities Shamim and Tribble (2005) universities. Private universities offer one or more than one disciplines for instance bio-information and commerce. The public universities are further divided into general and professional universities in Pakistan and such classification is made on the basis of disciplines offered by these universities. For example, social and pure sciences are taught in the general while more specialised subjects such as bio-technology are offered in the professional universities (Shamim and Tribble, 2005, Hassan, 2015, and Samad, 2015)

Interestingly, there seems to be a strong sense of internationalisation in the HEC. For example, there exists a close association with international institutions, notably with well developed Western countries such as the United Kingdom the United States of America, and other European countries, as well as among organizations such as the Commonwealth, Fulbright, and British Council. The foreign scholarships for many countries such as the UK, the USA, and even China and Malaysia are offered to prepare the qualified faculty for the Pakistani universities. Many Memorandums of Understanding (MOU) are signed with different universities around the world to seek guidance in bringing international standards in the different areas of higher education to Pakistan (Higher Education Commission, 2015). The medium of correspondences for all such matters employed is in English. Additionally, English is used for all kinds of correspondence, such as notifications, meetings, and seminars with the different universities in Pakistan. It is perhaps in the backdrop of the dominant position of English that initiatives such as English Language Teaching Reforms are introduced recently by the HEC, Pakistan. The main idea behind such initiative is to enhance English proficiency among the learners and also teachers development in the Pakistani universities.

English is also used extensively in almost all universities in Pakistan. As mentioned in Chapter one, English is not only used in books; it is also used within and outside the classrooms in Pakistani universities. Thus, it can be said that English is the academic lingua franca in the universities. Many learners are also communicating with educated people (in English) on social media, and they are also speaking with many people around the world in Pakistani universities (Islam, 2013).
2.10 The Status and Role of English at KUST

Kohat University of Science and Technology (KUST) is a new established university and belongs to the general category in Pakistan universities. It is located in the Khyber Pakhunkhwa, Pakistan. KUST has four main faculties. These are the faculties of religious studies, social, management and pure sciences. KUST offers admissions to three main levels of higher education learners. These are the BS honours (undergraduate), Postgraduate (MA/MSc) and further higher studies at MPhil and PhD levels in various subjects. English is frequently used in the designing syllabi, teaching methodologies and also the learners take examination in English. All the administrative correspondences are conducted in English at KUST. Moreover, I have experienced that the learners use social media and read newspapers for various purposes. Similarly, many learners use extensive code switching in English or, vice versa, in Pashto and Urdu when speaking in their informal communications at KUST.

2.11 Problems in the Education System and with English-Language Teaching (ELT) in Pakistan

There are many problems in the overall education system in Pakistan. The Education Task Force, which was established 2002, as well as various writers such as Mansoor and Allen (2000), Rassool (2007), and Hassan (2015) pointed out some serious issues in higher education in Pakistan. Among them are the inefficient uses of available resources, inadequate funding, the politicization of faculty and students, and inadequate provisions for research, as well as the presence of untrained or unqualified teachers.

ELT, which is part of the overall education system, also seems fraught with many issues in Pakistani universities. Various writers such as Rahman (2002) and Shamim (2008) lamented that English proficiency among both learners and teachers is very low. On the other hand, English is extensively used in the universities, and as Karim and Shaikh (2012:106) noted, learners are "seriously conscious of the proficiency in the language for improved performance in the classes and better results". This may be one of the reasons why the ELTR programme was launched recently, with the aims of improving ELT in universities in Pakistan, as mentioned earlier.

Teachers dominate the language classes. Shamim (1996), Inamullah et al. (2008), and Samad (2015) concluded that teachers notably in public institutions consume much of the instruction time either by delivering lectures or by solving exercises, such as fill-in-the-blanks with parts of speech or proper words, while the learners copy them in their notebook and memorise them for examination purposes only. Therefore, it can be said that teacher-centric ELT prevails in the universities. Conversely, researchers such as Mansoor (2005), Shamim and Tribble (2005), and Shahzad (2012) lamented how teachers do not have any proper training, required qualifications, or linguistic competency. Teachers follow grammar translation methods, and not recent teaching

Similarly, Shamim (2011: 296) noted that "the assessment practices in all cases focus on assessing content knowledge such as ‘major barriers to communication’ or ‘characteristics of a good paragraph’ instead of language skills". Paired or group activities in the class are rare, as there are large classes in the universities (Shamim and Tribble, 2005, and Samad, 2015). Moreover, there is a lack of resources in terms of the relevant teaching materials and physical conditions in the classroom, as highlighted by Shamim (1996) and Shamim and Allen (2000). There are some serious issues associated with the syllabi of English-language courses. Warsi (2004) and Shamim (2008) criticised how learners are taught written exam- and text-oriented syllabi. Moreover, the syllabi are outdated and irrelevant, and the UK- and USA-based literature and cultural-based materials create a sense of alienation among the learners. Butt and Butt (2013:801) noted how "textbooks and other imported teaching materials for teaching English pose difficulty for our learners because of the non-suitability of certain contexts used in the materials and also because of the alien culture", and thus the learners cannot use English in their local and inter-cultural contexts.

The learners experience anxiety, primarily public speaking-related anxiety, in the classroom, as highlighted by Khattak et al. (2011), Rahman et al. (2010), and Samad (2015). As was mentioned earlier, learners from both the English and Urdu-based institutions earn admissions, and this dichotomy can have a distracting influence on all learners in the classroom.

2.11.1 Problems in ELT at KUST

There also seem to be many issues with the ELT at KUST. Among those are the grammar-based syllabi in which the objectives are missing. Second, I have experienced large class sizes, as the number of learners frequently exceeds eighty in most classrooms; in fact, students’ chairs are in rows with a single whiteboard only. Third, teachers are frequently qualified in English literature; thus, they do not have much exposure to recent teaching methodologies. In this way, they are unable to arrange to have the most appropriate materials for the learners at KUST. Finally, it is important to note that the learners mostly come from government and private non-elite English-based inter-colleges, and these students frequently demonstrate low levels of English proficiency.
Chapter 3 — Literature Review

3.1 Introduction

This chapter focuses on providing the theoretical background underlying individuals’ motivation towards learning English as a second (L2)/foreign language. First, this chapter highlights the various key issues involved in not having an agreed upon definition of L2 motivation. This is followed by those definitions of L2 motivation that help to highlight the selected L2 motivational variables for this study. It also provides a brief but chronological account of the main theoretical developments and key empirical studies in L2 motivation research to date. Moreover, it critically highlights L2-learning motivational orientations and their various types, which have emerged in studies conducted in different countries. This chapter also provides detailed account of learner’s attitudes towards English as a world language. This includes definitions of L2 attitudes, a discussion of the global spread of English, and a critical analysis of the studies conducted that investigated learners' attitudes towards English in various contexts, including Pakistan. The theoretical background, as well as key studies exploring individual differences, with special emphasis placed on the effect of learners' gender on students’ motivational orientations and attitudes are explored critically. The chapter ends by defining L2 de-motivation and describing those studies that have identified various de-motivational factors that emerged in different L2 learning contexts.

3.2 What is L2 motivation?

There is no consensus on the exact definition of L2 motivation. Dörnyei (1990, 1994a, 2001a, and 2005) has lamented throughout his career that providing an exact definition of L2 motivation has turned out to be a challenge to researchers in the field of SLA. This may be due to a number of reasons. First, L2 motivation is an abstract and dynamic construct (Dörnyei 1998 and Dörnyei et al., 2015). For example, Dörnyei and Otto (1998:64-65) claimed second-language learning motivation is “the dynamically changing cumulative arousal in a learner that initiates and evaluates the cognitive processes whereby initial wishes are selected and acted out” when learning an L2. Second, L2 motivation is a complex and multifaceted construct, as its many key concepts such as the recent identified learner's Ideal L2 self and intrinsic motivational orientations are inspired from the fields of general, industrial, educational, and motivational psychology (Dörnyei and Ushioda, 2011). Third, L2 motivation is conceptualised from various theories, such as behaviourist, mentalist, and constructivist frameworks. For example, in the line of the behaviouristic framework, Pintrich and Schunk (2002:5) defined motivation in education which may apply on L2 motivation as "the process whereby goal directed activity is instigated and sustained". Brown (2007) conceptualised L2 motivation from cognitive perspectives i.e., learning L2 due to the learner's own choices and his feelings about learning. Fourth, as Islam (2013:20) noted, L2 motivation is
influenced by various and varied socio-cultural, situational, and socio-historical context, and it is especially related to the recent changing and broader global concerns, such as the global status of English and globalisation. Last, there also exists a plethora of general words and phrases to explain L2 motivation such as action, passion, motion, and impetus, fuel for action, energizer, persistence, and catalyst.

However, I shall focus on those key definitions of L2 motivation that can help capture those L2 motivational variables targeted in the present study. Gardner (1960:18), in his fundamental study, claimed that L2 motivation is the learner's "favourable evaluation of the other language group, an interest in meeting with and understanding more about members of that group, a desire or goal to learn their language". This definition broadly conceptualised second language learning motivation as the learner's socio-cultural curiosity about the second language and its native-English speaking countries, which contain various variables. Among those important variables are the learner's attitudes towards a given second language and his/her learning goals i.e., orientations. The importance of these L2 motivational variables when learning L2 becomes crucial, especially for ESL learners. The main reason for this might be that unlike more traditional concepts, L2 not only provides numerous reasons for learning in an ever-changing and equally as broad global community; L2 may also allow individuals to present their local identities in non-native English-speaking countries, such as in Pakistan, due to its global status. These specific implications for the learners' motivational orientations and their attitudes towards English as a world language are targeted in the present study.

However, Dörnyei (2005) argues that Gardner's conceptualisation restricts second language learning motivation at the language level only. So, it can be argued L2 motivation also contains more important variables. Dörnyei (2001a:8) asserts that L2 motivation is focused on "why people decide to learn a language, how long they are willing to sustain the activity and how hard they are going to pursue it". This definition, apart from the learner's motivational orientations, tends to indicate that L2 motivation in the form of a learner’s efforts also features an actual learning component. This actual effort may be taking place in either the learner’s socio-cultural context or, most importantly, in the case of ESL and EFL countries, in the classroom environment, where these learners have greater exposure to English and its learning in their classes. Dörnyei (2001b) further argues that classroom-specific motives, among other variables and their influences, also include such elements as the teacher and syllabus, which may impede the learners’ motivation to learn English. This aspect of L2 motivation can thus be argued to have special implications for teachers and practitioners. The main reason is that by examining and understanding classroom-related de-motivational factors, the findings can considerably enable teachers to adjust their teaching styles and techniques in their classrooms. These various impeding influences are known as L2 de-motivational factors (Dörnyei, 1998). The L2 de-motivational factors are conceptualised in the
present study as the learners’ perceptions about those factors they believe can enhance their L2 motivation in their classrooms. The main idea behind this concept is that L2 de-motivational factors, if known and addressed, can serve to vitalise L2 learners' motivations in their classrooms. In short, it can be argued that L2 motivation features L2 learners' motivational orientations, their attitudes towards L2, and their perceptions about enhancing their L2 motivation in their classrooms, which are the main targets of this study. The detailed account of these important L2 motivation variables shall be provided, after exploring the importance of L2 motivation and a brief overview of key chronological theoretical and empirical developments in the field of L2 motivation.

3.3 Why L2 Motivation?

L2 motivation occupies a distinctive position among other various individual variables, such as aptitudes, gender, and age in learning English. Gardner (1985, 2001), Skehan (1989), Dörnyei (1990, 2003, 2005), Crookes and Schmidt (1991), and Ushioda (2001) claimed that L2 motivation is a key affective factor that contributes considerably to the variability of success or failure in learning L2. This important stance of motivation in learning L2 may be due to a number of reasons. First, learning L2, unlike other subjects such as history and geography, is different as it involves adopting the linguistic features and cultural values of the native speakers (Gardner and Lambert, 1972). In other words, learning L2 requires changes in the learner's behaviour, which is possible through L2 motivation. Dörnyei and Ushioda (2011) argued that L2 motivation is basically concerned with measuring the variances in the direction of a learner's behaviour when learning L2.

The importance of L2 motivation becomes more crucial, as learning English now incorporates many linguistic features and cultural values of various nationalities, particularly in the form of inter-cultural communication, which occurs against the backdrop of the global status of English. I believe that English motivation in the context of Pakistan becomes highly important, keeping in view the history underlying British imperialism, the collective, Islamic and multilingual nature of its society, as well as the recent attention especially in world media on Pakistan and its culture in a time of war of terrorism. All these interesting factors may have contributed to the recent change in and perhaps emergence of the new concept of L2 motivations, as observed by the level of 'L2 national interests' (Islam et al., 2013). Furthermore, as Dörnyei (2003, 2005) pointed out, learning L2 is a long, complicated, and ever-changing process when compared to other social science subjects, which can be learned and sustained through motivation.

Last, but perhaps most important, one of the key merits of understanding L2 motivation is that teachers can properly manage their lessons by adjusting their teaching practices in the classroom accordingly, once they are aware of their learners' motivation (Islam, 2013). Moreover, I also believe that understanding learners' motivation can also facilitate teachers’ own understandings,
and thus maintenance of, their teaching, professional, and practical experiences. The main logic behind adopting such an extended scope is that motivation in any form is fundamentally meant to facilitate success in a selected task. It is perhaps due these reasons that L2 motivation, in comparison to other individual factors such as aptitudes (as noted recently by Boo et al., 2015) has been the main focus of studies in the field of second-language acquisition (SLA) for more than five decades.

3.4 Chronological Overview of the Main Theoretical Developments and Empirical Studies in L2 Motivation

The major theoretical and empirical developments in L2 motivation from the last five decades can be divided, according to Dörnyei and Ushioda (2011:39), into the following four distinctive phases.

3.4.1 The Fundamental Social–Psychological phase, Extending from 1959 to 1990.

3.4.2 The Cognitive-Situated phase (in the beginning of the 1990s).

3.4.3 The Process-Oriented Approach phase (at the turn of the twenty-first century).

3.4.4 From the Process-Oriented towards the Socio-Dynamic phase (in recent years since 2005).

3.4.1 The Fundamental Social-Psychological Period (1959–1990)

The history of L2 motivation started with the introduction of the fundamental social psychological approach led by Gardner and Lambert's work (1972) entitled, "Attitudes and Motivation in Second Language Learning". This was seminal work, which remains dominant, particularly for the first three decades in the history of L2 motivation theory and experimental studies. According to this approach, the learner's socio-psychological tendencies can serve as a strong motivational source for the successful L2 learning. Among these tendencies are such factors as the learner's interest in understanding L2 and his or her positive attitudes towards, as well as his or her desire and effort in, integrating with the target L2 language’s community. The proponents of this approach are Canadian, where there are two rare Anglophonic and Franchophonic communities; it is believed that L2 motivation can serve as a bridge to keep these communities together (Dörnyei, 2005 and Cheng and Dörnyei, 2007). Thus, it can be argued that socio-cultural or macro-perspectives play a fundamental role in understanding L2 motivation using this approach, which seems to be separate from the concept of learning other social sciences subjects, as mentioned earlier. In short, this approach claimed for the first time that L2 learners' affective factors, such as their attitudes, motivations, like aptitudes, can also greatly contribute to the successful learning of L2.
3.4.1.1 Gardner's Socio–Educational Model of Second-Language Acquisition

Drawing on the socio–psychological approach, Gardner and his associates developed what is known as the socio–educational model of SLA. They also developed the well-tested L2 motivation multi-component instrument known as the Attitudes Motivation Test Battery (AMTB) to test/validate their model. This instrument is meant to measure L2 motivation and its various associated variables, such as instrumental, integrative orientation, parents, and anxiety affecting English motivation. The socio–educational model (Gardner and Smythe, 1975 and Gardner, 1985) is the fundamental framework/model that is used to learn L2, and it plays a key role in motivating students to successfully learn L2. This model is fundamentally divided into four main groups of variables. These are the antecedent factors (biological and experiential), the individual difference variables (attitudes, motivation and aptitudes), language contexts (formal and informal), and outcomes (performance and mastery), (Gardner, 1985). One of the key tenets of this model is the argument that the L2 learner's attitudes and motivation can play a role not only in both formal and informal contexts, but also in the final learning outcomes, as claimed consistently by Gardner (1979, 1985, 2001, 2005, 2007 and 2010) and his associates such as MacIntyre (1993).

This model inspired many studies in different contexts. For example, in India, Lukmani (1972) investigated school L2 learners' various motivational orientations and these orientations’ effect on students’ language efficiency. Similarly, Clément and Kruidenier (1983) in Canada, and Dörnyei et al. (2006) in Hungary investigated the different variables of this model, especially the learners' attitudes towards L2, anxiety, and orientations. This model also inspired some other L2-learning models to recognise the value of motivations. Among these are Schumann's (1978) acculturation model of SLA, Clément et al.'s (1994) concept of linguistics self-confidence, and Maclyntre et al.'s (1998) willingness to communicate in L2.

However, Gardner's model, unlike its name (socio–educational), provides limited guidance on L2 motivation in the educational infrastructure (Dörnyei, 2005). The educational infrastructure may be considered more important in the ESL and EFL countries, as the learners get more exposure to L2 in their classrooms in these countries (Dörnyei, 1990, 2005). The main reason can be that this model was developed while keeping in view the specific and perhaps unique, socio-cultural and political environmental realities of Canada alone (Islam, 2013). As such, it may be argued that this model cannot capture many additional and influential L2 motivational variables as those that emerged in other countries; this instrument may not account for broader global-level factors such as globalisation and the global status of English as a lingua franca. For example, the Hungarian EFL learners valued the instrumental orientation, which is unlike Gardner's (2001) claim of how the L2 integrative orientation and the emergence of L2 anxiety are more important factors (Dörnyei, 1990). In response, Gardner and his associates revised this model, after it was criticised over the
last two decades for not including other key L2 motivation variables (e.g., Gardner, 1985, 2010 and Masgoret and Gardner, 2003). Among them were such variables as L2 integrative motivation and its different explanations, attitudes towards the course and teacher, the value of learning L2, and L2 anxiety, which were pointed out by various researchers such as Au (1988), Oxford (1994), Spolsky (2000), Dörnyei and Csizér (2002) and Dörnyei (2003).

3.4.2 The Cognitive-Situated Phase (in the beginnings of the 1990s)

The cognitive-situated phase can be said to serve a purpose of, as Crookes and Schmidt (1991:469) highlighted, "opening a new agenda" in view of what Dörnyei (1998:124) appropriately termed as an 'educational shift' in L2 motivation. This educational shift arose due to criticisms of the earlier socio–psychological approach, in that it did not highlight classroom-based L2 motivation features (Dörnyei, 1990, 1994b, 1998, Oxford, 1994, and Oxford and Shearin, 1994). Additionally, during this period, many researchers such as Oxford and Shearin (1994) pointed out that L2 motivational variables related to the learner's mental process, personal beliefs, feelings, and expectations about L2 and its learning experiences in the classroom can contribute significantly to understanding L2 motivation. It can be argued that this period is influenced by cognitive theories in educational psychology. Therefore, many cognitive-based theoretical frameworks, such as the following as highlighted by Dörnyei (2001b, 2005) and Dörnyei and Ushioda (2011:50-51), were incorporated to understand and investigate L2 motivation as a construct.

a. Need theories,

b. Expectancy-value theories,

c. Social cognition theories,

d. Goal theories,

e. Piaget's cognitive development theory, and

f. Vygotsky's socio-cultural theory.

Although researchers such as Crookes and Schmidt (1991), Oxford and Shearin (1994), and Gardner and Tremblay (1995) pointed out various L2 motivational variables related to the learner, classroom, and socio-cultural factors, none of these variables were presented in a well-organised L2 motivation framework.

It was Dörnyei (1994a:280) who responded to these challenges; he blended these various lines, especially those related to the educational infrastructure and broader social- and psychological-based motivational variables in his L2 motivation framework/taxonomy, which is designed especially for learning L2 in non-native English speaking contexts. The L2 motivation framework
has three main elements: the language, learner, and learning situation levels. The L2 motivational variables associated with the socio-cultural dimension of the earlier socio–psychological approach of L2 motivation are included in the language level. Among those L2 motivational variables were those such as the culture that the L2 language represents, the community in which it is spoken, the learner's attitudes towards the native community, and the instrumental and integrative benefits associated with learning L2. The learner-level basically represents the learner's personal dimension of L2 motivation. This includes self-confidence, past attributions, expectations, and language-use anxiety, which the learner brings to the classroom. The learning situation level, or the educational dimension, of L2 motivation is mainly associated with three key elements: the syllabus, teachers, and group-specific L2 motivational components (Dörnyei, 2005). These three basic levels of L2 motivation, as Dörnyei (1994a, 1998) claimed, hold a special role in affecting learners' motivation, which also provides guidelines about understanding and investigating L2 motivation, especially in the non-native English speaking countries.

Deci and Ryan's (1985) influential cognitive motivational theory known as Self-Determination Theory (SDT) was also applied in the L2 learning context in this period. The SDT is fundamentally concerned about the individuals' choice in starting their own actions and then regulating these in their own ways (Shahbaz, 2012). Vallerand (1997), and especially Noels and her associates such as Clément (2000, 2003, 2009), championed the implications of the two well-known intrinsic and extrinsic motivational constructs of this theory in the L2 learning context. According to Noels et al. (2000a), the L2 intrinsic motivational construct is about the learner's interest in learning L2 for his/her own pleasure and satisfaction, while the L2 extrinsic motivational construct is the learner's desire to learn L2 due to some external factors, such as for examination purposes or parental pressures. Both the extrinsic and intrinsic L2 motivational constructs fall along the continuum of realising self-determination in the L2 learning process. However, Noels et al. (2000b) divided these two into three subcategories to suit the educational environment i.e., applying them to motivate L2 learners.

3.4.3 The Process Oriented-Approach Phase (At the Turn of the Twenty-First Century)

In the earlier socio–psychological and cognitive-situated phases, L2 motivation was conceptualised in a one-directional manner, i.e., cause or effect, and thus in a static manner. This also means that L2 motivation remains the same at a specific level at a particular moment in time. However, as Dörnyei (1998, 2001b) pointed out, L2 motivation is constantly changing; he thus presented L2 motivation as a process that can pass through different stages at different moments in time. The changing nature of L2 motivation and its various factors causes variances that can be of crucial value due to the long, tedious, and complicated nature of the L2 learning process.
William and Burden (1997:121) also realised the changing nature of the L2 motivation process, as they argued that it is not only about initiating L2 learning, but also about maintaining and protecting till achieving proficiency in it. The authors divided L2 motivation, which fell under the broader categories of internal and external motivational factors, into three phases in their model. These are as follows: 1) reasons for doing something, 2) deciding to do something, and 3) maintaining the effort in order to achieve set goals. The first two basically represent the 'initiating' phase, while the third is about the 'sustaining' phase of L2 motivation (William and Burden, 1997).

Although this model categorises L2 motivational processes into phases, it can serve as a general guideline for researchers, as well as teachers, to teach efficiently; however, it cannot yet encompass the elaborate L2 motivational processes involved, particularly at the socio-cultural level, in learning L2.

It was Dörnyei and Otto's (1998) process model that not only presented a detailed analysis of the sequence of three phases of learner's motivational actions, but also numerous motivational influences on each of these actions. Dörnyei and Otto (1998:48) termed these three phases pre-actional, actional, and post-actional in their process model of L2 motivation. The pre-actional phase corresponds to 'choice motivation', when the learner's initial wishes are changed into goals. The important motivational influences involved in the first phase include goal relevancy, values associated with learning L2, and expectancy of success. The follow-up actional phase is associated with 'executive motivation' when the learner makes a practical effort to achieving set goals. The key motivational influences include the influences of learning experience, learners' sense of having choice in classroom, and the effect of the teachers' teaching. The last post-actional phase is concerned with the learner's evaluation of the completed learning actions. The main motivational influences may include those as the learner's past attributional factors and the teacher's feedback.

The temporal nature of L2 motivation also inspired researchers such as Ushioda (2001) and Shoaib and Dörnyei (2005) to initiate longitudinal investigations during this period. Similarly, during this period, Ushioda (1994, 2001) criticised that the quantitative approach inherited from the socio-psychological period needs to be complemented with the qualitative approach, which can also contribute greatly to understanding the dynamic, evolving, and socio-cultural nature of L2 motivation.

3.4.4 From a Process-Oriented Approach to the Socio-Dynamic Perspectives of L2 Motivation (The Current Trend Since 2005)

The current socio-dynamic period is shaped by some key developments in L2 motivation and also in the field of SLA, as pointed out by Dörnyei and Ushoida (2011). First, there is a growing realisation among L2 motivation researchers that the earlier unidirectional L2 motivation theories, such as the SLA theories and frameworks, cannot adequately capture the multifaceted, dynamic,
and integrated nature of L2 motivation and its variables. For example, Dörnyei (2005) and Dörnyei et al. (2015) accepted that the earlier process model of L2 motivation, especially at the actional stage, does not include socio-cultural variables and their interaction with classroom dynamics. Second, there are changing concepts associated with the learners' identities, L2 as a global language, and their relationship with influencing and shaping learners’ L2 motivation, as noted by Norton and Kamal (2003) and Dörnyei et al. (2006). To incorporate the aforementioned main developments, some researchers recently attempted to add the following three key theoretical frameworks in understanding and investigating L2 motivation, as pointed out by Dörnyei and Ushioda (2011:74):

a. The L2 motivational selves system.

b. The personal in-context relational view of L2 motivation.

c. The L2 motivation dynamic systems theories.

3.4.4.1 Dörnyei’s (2005) L2 motivational selves system

In 2005, Dörnyei re-conceptualised L2 motivation within the framework of what is now known as the L2 motivational selves system. This framework of L2 motivation has grown out of the explicit application of the psychological theories of self, i.e. Markus and Nurius's (1986) theory of possible selves and Higgins's (1987) theory of self-discrepancy. Additionally, dissatisfaction and identification with the underlying value of the learner's self, and not his physical integration with the target language community, (as per Gardner's notion of L2 integrative motive) was also incorporated in this system (Dörnyei and Csizér, 2002, Dörnyei, 2005, 2009). In fact, Dörnyei's L2 motivation self-system has three main components.

1. The ideal L2 self is the learner's are idealised expectations such as future advancement in academic and professional life. Dörnyei (2009) claims that the ideal L2 self helps motivate one to learn L2. The main reason can be as it shows the learner's desire to "reduce the discrepancy between the actual and ideal selves" as highlighted by Dornyei (2009:29). He further adds that the ideal L2 self has a promotion focus, as it is concerned with the learner's hopes, aspirations, advancement, growth, and accomplishment (i.e., those factors involved in approaching a desired future state). These features, which are associated with the traditional integrative, intrinsic, and internalised instrumental motives, bring these motives closer to the ideal L2 self (Dornyei, 2009).

2. The L2 ought-to self represents the attributes that the learner believes he or she ought to have in order to meet different expectations and to avoid possible negative outcomes by learning L2 (Dörnyei and Ushida, 2011: 80). Such dimensions of the L2 ought-to self, which focus on external
factors such as exam and family pressure, as well as friends’ and society’s expectations bring it close to the extrinsic and preventive types of L2 orientations as highlighted by Dörnyei (2005).

3. The L2 learning experience is concerned about the L2 learning process and experiences at the educational and socio-cultural level. However, L2 possible selves can be motivating for certain reasons, such as if the learner has clearly developed his/her future plans and also believes that they are attainable (Dörnyei and Ushioda, 2011:83-84).

3.4.4.2 Ushioda's (2009) Personal In-context Relational View of L2 Motivation

The main idea behind this recent perspective is that the learner is an active organism. In other words, his/her construction of meanings in the evolutionary process of L2 motivation, as well as the experiences gained from an integrated interplay with context, can explain how to understand and investigate L2 motivation (Ushioda 2009, 2015). It can be said that this perspective does not follow earlier linear L2 motivational frameworks, which considered L2 learners as an imagined organism i.e., L2 learners’ characteristics only such as their motivational orientations. In other words, this perspective emphasises that the learners, the context, and the mutual interplay between these two, through the learner's introspection, can facilitate a deeper understanding of L2 motivation. However, there exist some theoretical issues in this framework, such as the need to define the context, which may be include educational, classroom, socio-cultural, or global-level contexts, or all of these combined.

3.4.4.3 L2 Motivation Complex Dynamic Systems Theories

Quite recently, L2 motivation is conceptualised from the complex dynamic systems theoretical framework. Dörnyei et al. (2015) argue that L2 motivation, like any complex dynamic system, is composed of more than two interlinked and changing variables. The main idea behind complex dynamic system theories on L2 motivation are that there is complex and dynamic inter- and intra-relations among the various L2 motivational variables. Furthermore, any variance in one variable in a specific moment of time can result in non-directional and unpredictable changes in the learners' linguistics behaviour. Thus, it can be argued that unlike the traditional frameworks, L2 motivation is conceptualised in complex dynamic system theories, with the key feature that it is an open system. This means that L2 motivation is inherently evolving, fluctuating from one state to another, with frequent interferences from other variables; thus it is a non-linear, interlinked, emergent, or unpredictable construct (Dörnyei et al., 2015). Deci and Ryan's (1985) earlier model also features this dynamic nature of motivation.

There are certain key advantages of the complex dynamic systems framework for L2 motivation. Among them are that it can help capture the multi-faceted complexity of the L2 motivational learning process in a particular moment of time. Moreover, it also integrates the learner’s internal
and external socio-cultural motivational factors (Dörnyei et al., 2015:10). However, there are a number of challenges. For example, as Dörnyei et al. (2015:426) emphasize, the knowledge and application of new methodological approaches, such as Q methodology, are challenging. This becomes critical, especially for new researchers, when investigating L2 motivation from the complex dynamic systems perspective. Summing up the main key developments, it can be said that the concept of L2 motivation has become broader, and recent concepts such as the Ideal L2 self (Dörnyei et al., 2015), national interests (Islam et al., 2013), and international posture (Yashima et al., 2004) have emerged. However, in the remainder of this chapter, I shall describe the selected L2 motivation variables i.e., learners' motivational orientations, their attitudes towards English as a world language as well as the key de-motivating factors in detail.

3.5 Theoretical Background of L2 Learners' Motivational Orientations

Many words such as desire, openness, goals, and purposes for the learner's orientation are used in L2 motivation. Moreover, sometimes they are confused with the learner's attitudes and motivation towards L2. However, in simple terms, L2 orientations refer to the learner's reasons for learning L2 within the context of L2 motivation. Highlighting the importance of L2 motivational orientations, Ali et al. (2015:77) recently argued that "any insights gained might then inform key decisions in educational provision, such as the teaching methodologies employed or the educational materials designed" in a particular context, including Pakistan and its universities, as targeted in the present study.

3.5.1 Studies on the L2 Learners' Motivational Orientations

Given that the higher-level orientations of second-language learners impact their motivation to learn, they are of consequent interest to researchers. When Gardner and Lambert (1959: 271), working in a Canadian context, identified the roles of integrative and instrumental orientations in shaping L2 learning, their work had a considerable impact on fellow researchers. They initially suggested that the integrative orientation, which refers to "willingness to be like valued members of the language community", had a greater role in influencing successful L2 learning experiences than the instrumental orientation, which relates to "the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary" (Dörnyei and Ushioda, 2011:41).

However, as Dörnyei (1990) points out, given the context in which this research was conducted, with English-speaking Canadians learning French, the country's second official language, through immersion, a variety of unique sociolinguistic factors may have shaped the results. In his own study of 134 Hungarians learning English as a foreign language, Dörnyei (1990) found that highly instrumentally-motivated learners were more likely to achieve L2 success at an intermediate level, although, to achieve greater proficiency, L2 integrative motivation was also required. While
utilizing Gardner and Lambert’s (1959) terms, Dörnyei (1990: 70) described these orientations as “broad tendencies comprising context-specific clusters of loosely related components”. In recent years, the conceptualization and explanatory power of the integrative/instrumental dichotomy in a changing world has increasingly been questioned.

As early as 1977 (e.g., Oiler and Perkins, 1978, cited in Clément et al., 1994:420), it was already clear that there was ambiguity as to how certain orientations such as travelling abroad and learning more about English art, literature, and culture were to be clustered. It was recognised that whether they were to be labelled integrative or instrumental might depend on “the intent and understanding of the respondent” (Clément and Kruidenier, 1983: 274). Similar challenges in interpretation have been highlighted more recently by Lamb (2004) in a mixed methods study of 219 secondary school students in Indonesia. Lamb concluded that, though traditionally distinct in the work of Gardner (1985, 2001), integrative and instrumental orientations were almost indistinguishable in his data, leading him to question the relevance of the traditional conceptualization of the ‘integrative’ orientation in a globalizing world in which English is losing its association with particular Anglophone countries. Writing in a South African context in which English is learned for purposes other than integration with a dominant English-speaking group, Coetzee-Van Rooy (2006) similarly suggests that the traditional notion of the ‘integrative’ orientation has very little explanatory power in the contemporary globalising world.

How, then, are L2 orientations for learning English currently conceptualized? One suggestion from Lamb’s (2004:3) study is that “individuals may aspire towards a ‘bicultural’ identity which incorporates an English-speaking globally-involved version of themselves in addition to their local L1-speaking self”. This insight draws on research into identification processes (e.g., Ushioda and Dörnyei, 2009), and realization of the ideal and/or ought-to selves as mentioned earlier. As Lamb (2004) recognises in his Indonesian context, this identity fulfilment might be shaped by the role-models available in a globalizing world in which the role of English is changing. With aspirations such as understanding pop songs, using computers and studying or travelling abroad, which might all be linked and related to English, the learners in Lamb’s study might be looking for role models to middle-class Indonesians from urban areas that are already in possession of the global identity they aspire to.

L2 orientations for English identified by other researchers include, in a Japanese context, ‘international posture’ (Yashima, 2002:57), a term designed to indicate “interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners and a non-ethnocentric attitude toward different cultures”. Yashima (2009) indicates this orientation might be particularly relevant to contexts such as Japan, where English has never been an official language but nevertheless, as a world language, offers international
connections to numerous countries, e.g., in Asia and Africa, where it is used as a lingua franca. Yashima suggests that many Japanese learners may wish to interact with native speakers of English without necessarily being interested in identifying with them.

Another L2 orientation that has recently emerged is ‘national interest’ (Islam et al., 2013:240). This appeared in a Pakistani context, where it contributed more, in Islam et al.’s regression analysis, to learners’ ‘ideal L2 selves’ than did ‘international posture’. Explaining this finding, these authors suggest the Pakistani respondents’ “image of themselves as future English-users is associated with a desire for the socio-economic development, internal harmony and the international reputation of their country”, which in turn might reflect suffering from recent political and economic turmoil. However, while arguing that this finding (in a study which made use of descriptive and correlation as well as regression analyses) is noteworthy, Islam et al. acknowledge the need to refine the construct to strengthen its reliability. Similarly, recently Dörnyei (2009) and You and Dörnyei (2014) proposed the extended nature of instrumental orientation in shape of instrumentality (promotion and prevention). The instrumental promotion incorporates various pragmatic based future desire such as finding a job, work, and career advancement. The instrumental prevention, which is basically extrinsic in nature, reflects the learners' dreams of learning to earn an education, admission, and to continue higher studies, as noted recently by Islam et al. (2013), in the context of Pakistan.

Previous studies employing factor analysis techniques to investigate L2 issues have identified a range of L2 orientations for the English language. Clément et al. (1994), for example, identified five orientations in a sample of 301 secondary school students in Hungary; they labelled these ‘xenophilic’ (which relates to making friends with foreigners and also travelling), ‘identification’ (with British and Americans, in terms of thoughts and behaviour), ‘socio-cultural’, ‘instrumental – knowledge’, and ‘English media’. In a study of 168 young adults (undergraduate) in Indonesia, Bradford (2007) identified eleven orientations, some of these similar to those of Clément et al. (1994) e.g., ‘media’ and ‘identification’ and also ‘friendship-travel’, which relates to the ‘xenophilic’ and ‘socio-cultural’, though without the interest in foreign lifestyles. Bradford (2007) also has an orientation labelled ‘education’, which overlaps with but differs in certain respects from Clément et al.’s (1994) ‘knowledge’; Bradford’s (2007) ‘education’ is focused on personal development, while Clément et al.’s (1994) ‘knowledge’ loaded in combination with the instrumental orientation, which suggests pragmatic goals related to study and work. Other L2 orientations that emerged in Bradford’s (2007:310) research include ‘further and international study’, ‘employment’, ‘societal advancement’, ‘success’, ‘English as a lingua franca’ and ‘prestige’; the last of these orientations suggests “that the respondents want to learn English in order to become respected members of society”, at home and among Western foreigners.
Interestingly, the factors described in these studies include those that are ‘binary’, like ‘friendship–travel’; I use the term ‘binary’ here to indicate the loading of (at least) two orientations together on one factor. Another example of binary factor is Kimura et al.’s (2001) ‘Instrumental–Intrinsic–Integrative’. It shows that L2 learners may have intrinsic and extrinsic orientations as noted earlier.

Summarising the aforementioned studies, it can be argued that learners unlike what was noted in Gardner's earlier traditional two instrumental and integrative not only have many L2 motivational orientations, but they were also conceptualised in different, yet loosely connected manners, especially in non-native English speaking contexts. The learners' motivational orientations may be more in flux, as pointed out recently by Ali et al. (2015), as it keeps in mind the changing status of English in a particular social context, especially in Asia (Saraceni, 2010), and it also takes into account the global status of English. As described in Chapters one and two, Pakistan is evolving rapidly; its young and growing population is generally quite positive about learning English, as it is “the language for development”, according to Shamim (2011:2), and it is frequently conceptualised as a gateway to success and advancement. While it has also been indigenised as Pakistani English to reflect Islamic values and South Asian Islamic sensitivities (Mahboob, 2009), English remains a prestigious language in Pakistan (Rahman, 2002; Mansoor, 2005), more powerful than Urdu. In this context, ‘international posture’ (Shahbaz and Liu, 2012) and new ‘national interest’ (Islam et al., 2013) have emerged as L2 orientations in studies based on a descriptive analysis of the survey data in the main cities of the Punjab and Sindh provinces in Pakistan.

However, most of the studies (e.g., Mansoor, 2005, Akram, 2007, and Shahriar et al., 2011) merely targeted the traditional L2 integrative and instrumental orientations in Pakistani learners. Additionally, factor analysis does not seem to have been previously employed by researchers when investigating L2 motivational orientations in Pakistan. Factor analysis can be helpful in combining the various loosely connected L2 orientations items into well-defined L2 motivational orientation constructs (Dörnyei, 2007). Last, but perhaps most significant, as noted above, most of the studies in the field of L2 motivation in general, and in Pakistan in particular, targeted the urban undergraduate- and college-level learners, and not the urban–rural postgraduate learners' motivational orientations, which are targeted in the present study. These learners may reveal interesting L2 orientations due to their age, their thoughts about starting a future career, and their exposure to English. Moreover, due to the unique socio-cultural and historical background of the context of the present study, and as was mentioned in Chapters one and two, unlike the earlier studies conducted in Pakistan, this investigation may unearth some different, and perhaps interesting, L2 motivational orientation results among the learners. Dörnyei (2001b) and Ali et al. (2015) emphasised that L2 contextual factors such as culture, linguistic, and learner-related factors may contribute considerably in shaping the learners’ L2 motivational orientations. Finally, due
these reasons, as well as to the global status of English, the findings may have an interesting influence on learners’ attitudes towards EWL, which are also targeted in the present study.

3.6 Theoretical Background of Attitudes towards English as a World Language

The attitudes towards English as a world language (EWL) contain two fundamental constructs, which are English/L2 attitudes and EWL. As such, it becomes necessary to provide the fundamental theoretical detail about these two constructs first, which will be followed by the relevant studies conducted on learners' attitudes towards EWL.

3.6.1 Brief Overview of Learners' Attitudes towards L2

Learners’ attitudes towards L2, like their motivations, are conceptualised in various ways. Ajzen (1985, 2005) and Wesely (2012) noted that the complex, unobservable, and changing nature of learners’ attitudes has made it difficult to conceptualise them. Additionally, various interchangeable terminologies have also affected the agreed upon conceptualisation of learners' attitudes towards learning L2. Such terminologies include opinions, views, approaches, perceptions, motives, values and beliefs, thoughts, and ideologies, which show the broader nature of language attitudes (McKenzie, 2006). Baker (1992:29) also agrees with this thought, and suggested that many studies are conducted on L2 attitudes and thus many studies can be placed under the umbrella term "L2 attitudes", which can be further as follows:

1. Attitudes to language variation, dialect, and speech style;
2. Attitudes to a specific minority language;
3. Attitudes to language groups, communities, and minorities;
4. Attitudes to learning a new language;
5. Attitudes to language lessons;
6. Attitudes to language preferences;
7. Attitudes to the uses of a specific language; and
8. Attitudes of parents to language learning.

The current study, which was based on Pakistani postgraduate learners' attitudes towards EWL, focused on many key aspects (e.g. 1,3, 4, 6, 7 and 8 ) of L2 attitudes. Thus, it can be argued that the current study has an extended scope and may have key implications for L2 language planning and teaching practices in Pakistan.
Stated simply, the concept of the learners' attitudes refers to their disposition to respond favourably (like) or unfavourably (dislike) to L2 and its learning (Zhang, 2009, Galloway, 2013). The learner's attitudes are also conceptualised as 'a summary evaluation of an object (English here) of thought' (Bohner and Wanke, 2002:5). The best example of such conceptualisation of the learner's attitudes towards L2 can be observed in two widely used measurement techniques known as Matched Guise Techniques (MGT) and Verbal Guise Technique (NGT) of L2 learners' attitudes. In both these techniques, the learners respond to assess the speakers' personality after hearing them read the same passage in two or more selected L2 varieties (McKenzie, 2008). The parameters associated with determining the personality of these speakers are usually divided into the broader and popularly used categories of 'status' and 'solidarity' (Galloway, 2013). The personality status qualities include, e.g., intelligent, confident, correct, and prestigious. There are many other qualities; however, solidarity includes such traits as friendly, honest, and familiar. It must be noted that the learner's evaluation of L2 may produce three kinds of responses, which are the affective, cognitive, and behavioural, and these three are also targeted in the present study (Baker, 1992 and Sonda, 2011). For example, the affective component refers to the learner's feelings such as the fact that they like English, its learning, and also its other varieties. The cognitive factors are the learner's beliefs or knowledge, such as English being a global language, and the existence and value of non-native varieties in the world. The behavioural component is represented by the intended actions of the learner towards L2, which may include such actions as using English with many people and setting learning goals.

3.6.2 Importance of Learners' Attitudes towards EWL

Explaining the importance of attitudes, Garrett et al. (2003) and Garrett (2010) argue almost all manners of sociolinguistic and social psychological phenomena stems from that the learners' attitudes to the target language. Additionally, many early researchers e.g., Gardner and Lambert (1972), Gardner (1985), and McKenzie (2008b) emphasised how English attitudes have the potential to influence learners' linguistic behaviour. Similarly, as Holliday (2005) argued that learners' attitudes are like unwritten L2 policies, which can thus provide a sound base for the future effective planning, learning, and teaching of EWL in some particular context, including the current study. Additionally, the learners - the main players and especially their attitudes can be an important factor in the spread, use, and structure of the English language around in the world (Kumiko and Jenkins, 2009, Graddol, 2010 and Sonda, 2011). The current changing status of English as a global language and the ongoing world debate about terror, religion, and Western values also have implications for the learners' attitudes towards EWL in Muslim countries in general, and particularly for Pakistani learners. This country is, on the one hand, an ally of Western countries, but it is also critically debated by those same Western countries based on the perspectives of terrorism and religion, and on Pakistan's attitudes towards Western values and
cultures. This is why the learners' attitudes towards L2 have been explored recently in different countries in the world. These studies mainly include those by Flaitz (1993) in France, McKenzie (2008a, 2010) in Japan, and Bermaisch (2012) and Bermaisch and Koch (2015) in Sri Lanka. However, there is a downside to this story. Saraceni (2010) pointed out that while many scholars such as Jenkins (2003) and Sharifian (2009) celebrate the emerged status of EWL, many learners seem to be very critical of the emergent status of EWL especially in terms of learning and using the varieties beyond the Inner Circle. This highlights the need to conduct more studies on understanding the learners' attitudes towards EWL; the current study may be one such study to respond to that need.

3.6.3 Detailed Overview of EWL

EWL, in simple terms, refers to the spread and use of English around the world, which has been captured in numerous recent studies (e.g., Crystal, 1997, Graddol, 2006, Jenkins, 2003, and Saraceni, 2015). Highlighting the global spread of English, Crystal (2003) pointed out those non-native English speakers outnumbered native English speakers by a ratio of 3:1. Additionally, English is used in science, economics, information technology, business, art and fashion, media, law, government, research, education, and many other fields around the world (Crystal, 1997, 2004, and Graddol, 2006, 2010). However, understanding and defining EWL is not as easy as it seems. There are many reasons underlying this complexity. Interestingly, these key reasons also contribute to understanding and explaining EWL and its various features, which is the main goal of this chapter as well.

Among these reasons is the fact that there are some terms used to describe the spread of English around the world. For instance, Kachru (2005) and Bolton (2003) refer to the spread of English as World Englishes (WE); Saraceni (2010) as English in the world (EIW); and Widdowson (1994), McKay (2002), and Matsuda and Friedrich (2011) call it English as an international language (EIL). Similarly, Cogo (2008), Seidlhofer (2005, 2009), and Jenkins (2015) used English as a lingua franca (ELF), and Crystal (2004), Graddol (2010), and McKenzie (2010) referred to it as English as a global language (EGL). These various terms seem to present different views about EWL. For instance, the term “World Englishes” in EWL focuses on the emergence of many local varieties (native, but mostly non-native) of English in different countries around the world. The term “World Englishes” also focuses on exploring various linguistic and cultural features and, perhaps most importantly, the role of its varieties in successful inter- and intra-cultural communications around the world (Kachru, 1992, 2005, Schneider, 2007, 2011, Saraceni, 2010, 2015, Seargeant, 2012). ELF focuses on communication in English, mostly among either non-native English speakers, or from native to non-native English speakers, who do not share the same mother tongue (Jenkins, 2015, and Mauranen, 2012). Similarly, EGL pertains to use of Standard
English, but mostly within Anglophonic countries, in various fields such as education, law, media, information technology, business, and administration around the world (Crystal, 2003). So, it can be argued that these various terms place a focus on the various aspects of the uses, forms, roles, etcetera of English around the world. However, for this study, I shall use EWL, which means that English and its use are not limited to its native speakers, or to their linguistic and cultural norms; rather, it has become part of many individuals’ linguistics repertoire across the globe, as it enables them to communicate worldwide.

Secondly, EWL is an overloaded construct, as it features an enormous influx of new and critical issues especially in the field of English-language education. For example, among many are such Jenkins (2006) on changing phonemes, Kachru (2005) on spread, acquisition and variation, Kirkpatrick (2007), Pennycook (1994), McKay (2012) on learning and teaching various cultures and English varieties. Interestingly, and quite significantly, in the current study, the investigation between the learners' attitudes towards EWL and other relevant issues, such as the link between learners’ age, exposure, and behaviour, also emerged over the last two decades (Flaitz, 1993, Matsuda, 2002, McKenzie, 2010, and Galloway, 2013); these findings were also observed in the present study. It is presumably due to these and other newly emerged issues that EWL has branched off into a separate field in ELT (Sharifian, 2009).

The third key reason why EWL is a complex construct is that there are various models that have attempted to describe the spread, use, growth, and categorisation of users of English around the world. These models include McArthur's (1987) wheel model of world English, Strevens's (1992) model of the world map of English, and Modiano's (1999) model of English as an international language. Additionally, there are some recent studies, such as Schneider's (2007) dynamic model of the evolution of postcolonial English nativisation, and Mahboob's (2015) recent English-language variation framework, that have emerged around the globe. These various models provide some useful insights into the spread and various related features of EWL. For example, Schneider's model of the process of nativisation of postcolonial English sheds significant light on the five stages and growth of postcolonial world Englishes worldwide.

However, Kachru's (1992) model of the three concentric circles of world Englishes is perhaps the most referenced for describing, learning, teaching, and also researching English, especially in the outer and expanding circles (Bruthiaux 2003, McKenzie, 2006 and Galloway and Rose, 2015). Kachru's model has special implications for this study as well. First, it is necessary to provide a fundamental idea about the global spread and use of English, as this model (like the other aforementioned models) addresses it. Second, and perhaps more central here, is that this model can help understand and explain the two main attitudinal approaches towards using, learning, and explaining EWL. The main reason is that as both of these approaches towards EWL are deeply
rooted in understanding and learning many of its aspects, such as ownership and the static
dichotomy between native and non-native forms of the language, as targeted in this study. The first
cost can be labelled as a monolithic/conservative/native attitudinal approach towards EWL,
which believes that English, as well as its learning and use, are limited to its native cultural values
and linguistics features alone. The second approach, labelled as the plucentric/liberal attitudinal
approach, believes that EWLs are owned by every user, and thus allowing individuals to express
their cultural values and linguistics behaviour by using and learning of English worldwide; this
concept has been championed by world English scholars (McKay, 2002, and Saraceni, 2015).

3.6.4 Kachru's Three Concentric Circles Model of World Engishes

Kachru started working on World Engishes in 1970's. Though his fundamental work titled, *The
Alchemy of English* (1986) 30 years ago, may be considered as inspiration for his subsequent works
(such as Kachru, 1992, 1997), the idea of the "circles" to describe English originated in his papers,
which were published in the late 1970s. Kachru’s model of World Englishes (WE) is divided into
three concentric circles. These are, according to this model, the inner circle, the outer circle, and
the expanding circle.

However, before explaining these three circles briefly, I believe it is critical to provide some details
about the inner circle, because this circle not only holds an important position in Kachru's model of
English attitudes, but it also indicates that the spread and diversification of English took place
initially within this circle prior to the spread of English in other countries in the world. This also
indicates how the spread of the English language can be described in two phases, which are
referred to as the 'first diaspora' and the 'second diaspora' around the world (Schneider, 2011). The
first diaspora of the spread came out as the result of migration of the people from the UK to today
the rest of what are called native countries (America, Australia, New Zealand) and also South
Africa. With the passage of time, their own English dialects became what are known today as
American, Australian, Canadian, and West Indian Englishes (Schneider, 2011). The second
diaspora of the spread of English was the result of the expansion of the British Empire during the
colonial period in Asia and Africa. In the second diaspora, again with passage of time, other local
Englishes in these contexts emerged as documented by studies such as those by Galloway and Rose
(2015), Saraceni (2015), and so on. In contrast to the first diaspora, English in the second diaspora
served as a gateway to the scientific and the Western culture in the colonies. Additionally, the
USA, which had taken the lead, especially in economic, information technology, military, and
political power in the late twentieth century, still greatly contributes to the global expansion of
English across the world in the second diaspora (McKay, 2002). Among these were not only the
previous British colonies e.g., Pakistan and Afghanistan but also many other regions such as
South-East Asia and the Middle East. Highlighting the differences in the dissemination of English,
Schneider (2011) pointed out that American, Australian, and Canadian English grew out of the needs of native English speakers, were migrants from the UK in the first diaspora, while many local Englishes developed out of non-native users’ local needs and appropriation in the second diaspora.

As per Kachru’s model, the inner circle includes the UK, the USA, Canada, Australia, and New Zealand. These are generally referred to as the native-English speaking countries, as the status of English in these is the first (mother) language, which is known as English as a native language (ENL) in this model. Additionally, speakers of ENL in the Inner Circle are often referred to as native speakers; Englishes such as the UK and American English are referred to as standard Englishes, although there are many dialects that exist within this circle (Mahboob, 2015). The UK and the USA are considered the most powerful countries in the world, and their Englishes serve as the standard and ideal types of the language among non-native English speakers (Jenkins, 2003, 2006, and Bernaisch, 2012). The Inner Circle countries are considered to be 'norm providing' or 'endonormative'. This means that norms and models of correctness and appropriateness associated with English and its use existed within the Inner Circle countries alone, which were then propagated and exported to the outer and expanding circles in the fields of SLA and ELT. The inner circle is thus followed by the Outer Circle.

According to this model, countries such as Pakistan, India, Singapore, and many others are included in the outer circle. These are generally referred to as the non-native English speaking countries, as English is a second language in the outer circle. This means that English is the main official language and it is used extensively in various domains such state administration, education, commerce, and also among elite educated people in these countries, per this model. It is commonly termed “English as a second language” (ESL). The countries included in this circle are considered to be 'norm developing' or 'exonormative' in the fields of SLA and ELT. Most of the countries in this circle have remained colonies of the British Empire (Schneider, 2011). Speakers of English in the outer circle are called non-native speakers, and their Englishes are non-native and non-standard. The outer circle is followed by the expanding circle.

According to this model, the expanding circle includes randomly chosen countries such as China, Japan, Korea, Saudi Arabia, and many others. The countries in the outer circle are also generally referred to as non-native English speaking countries. The status of English in this circle is a foreign language. It means that English is considered to be learnt and used mainly to interact with speakers in various fields. These fields mostly include business and trade, and tourism and diplomacy, for example. This is commonly known as English as a foreign language (EFL). These countries have not remained colonies of the British Empire. Speakers of English in the expanding circle, as is the case in the outer circle, are called non-native English speakers, and their Englishes are also non-
native and non-standard. According to this model, the countries in this circle are considered to be 'norm dependent' or 'exonormative', as based on the inner circle norms in the fields of SLA and ELT. On the basis of the aforementioned explanation, it can be said that Kachru's model seems to be based on the status, use, and pattern of acquisition of English in these three circles.

In short, Kachru's model argues that English is used three circles i.e the inner, the outer and expanding circles which, in fact, indicates how English is now a global source of communication. However, this model has come under criticism recently, and researchers such as, Yano (2001, 2009), Bruthiaux (2003), Rajadurai (2005), Pennycook (2003, 2006, 2010), Jenkins (2003, 2007, 2015), and Saraceni (2010, 2015) questioned the validity of this model on various grounds. First as Bruthiaux (2003), Jenkins (2007), and Saraceni (2015) argued, this model categories one nation and one form of English alone in the inner circle. It may be that this model considers the inner circle to be monolithic with one standard type of English. Additionally, when referring to standard native Englishes, Kachru was referring only to prestigious English accents, commonly known as the Queen’s English, BBC, or Received Pronunciation (RP) in the UK; it is known as General American in the USA. However, there exist many other native Englishes, which are regional dialects within the inner circle, and which have different norms of use when compared to the native standard Englishes (Zhang, 2010). For example, in the case of the UK, dialects such as
Birmingham, Glasgow, Yorkshire, and many others, such as African–American in the USA, are some of a few different dialects spoken among the populations in these countries.

Second, the strict separation of the three circles per this model on the basis of the native (inner circle) and non-native speakers (outer and expanding circles) is becoming increasingly problematic (Saraceni, 2015). For example, speakers in countries such as Singapore, India, and Pakistan, which are labelled as non-native per this model, are now using English as a first or powerful additional language, not only at home, but also as a routine tool of communication like their L1 or other L2 in the various domains of their societies. This is evidenced in the emergence of native varieties such as Indian, Singapore, and Pakistani English, which serve the purpose of expressing individuals’ identities in the same way that the native Englishes do for native speakers in the inner circle (Joseph, 2004, Kachru, 2005 and Mahboob, 2009). The local varieties in the expanding circle (e.g., China and Hong Kong Englishes) are also now representing the local identities of English speakers in China and Hong Kong (Bolton, 2003 and He and Li, 2009). In short, as Kachru (1996) stated, there is an ongoing shift among these three circles, which may be interpreted as the expanding circle merging with the outer circle; moreover, the outer circle is also extending to the native inner circle.

Third, and perhaps most relevant, as Pennycook (2003:519) criticised, this model has a disadvantage of "the privileging of ENL over ESL over EFL" in the use and learning of English. The main reason for this might be, as Kachru termed, that the inner circle serves as a 'norm provider', while the outer and expanding circles as 'norm developing' and 'norm dependent' in the learning and teaching of English according to this model. Such demarcation unwittingly promotes the idea that the native-English speakers, and their Englishes, are superior over those of the non-native speakers and their local Englishes. The supremacy of native-English speakers over the non-native speakers has a significant association with the traditional native attitudinal approach in understanding and learning the main features of EWL.

Therefore, I shall explain some important features of EWL as targeted in this study, particularly from the lenses of the chosen WE attitudinal approach.

3.6.5 World Englishes

One other important feature of EWL is the emergence of new and different non-native local varieties commonly known as WE in both the outer and expanding circles. Among these many varieties are those such as Pakistani English, Indian English, Singapore English, and China English (Baumgardner, 1995, Kachru and Nelson, 2006, and Bolton, 2002). The non-native local Englishes are used for intra-national communication among English speakers inside the relevant countries. As the name suggests, non-native local Englishes serve the purpose of expressing, and thus
representing, the local cultural and linguistic norms and functions of the non-native local users of the relevant countries. Therefore, it can be assumed that such non-native local Englishes are valid and legitimate. However, non-native Englishes are criticised. Some critics such as Quirk (1990) and Prator (1968) argued for very conservative/monolithic view that real and correct English belongs to the native countries as compared to the non-native local Englishes. This kind of ideology still exists in the minds of non-native speakers, as lamented by Matsuda (2002, 2003). Additionally, these critics consider that the creation of such non-native local Englishes is dependent on the linguistic and cultural norms of the native Englishes, and thus local Englishes are considered to be deficient and incorrect.

The fact is, nevertheless, that Englishes of the inner circle countries alone cannot serve the purpose of effective communication, as most of the communication across the globe is now taking place between or among non-native users who appropriate English to the different local and global needs and situations, as noted by Holliday (2005), Bolton (2002), and Pennycook (2010). So, it can be argued that Englishes of the outer and expanding circles, unlike the inner circle, can also help both native and non-native speakers to effectively communicate in the current diverse global context, which has varying socio–linguistic needs and situations. This use of English across the globe has led to the emergence of various non-native Englishes which, in fact, highlights McArthur (2001) and Saraceni’s (2015) point, that English is a club of equals, where each form of English (both native and non-native Englishes) is legitimate in its own way in today’s world. In such a liberal/plucentric view, non-native local Englishes not only exist, but they are also just as valid as the native Englishes.

3.6.6 Intercultural Communication

Intercultural or cross-cultural communication (ICC) is also a key feature of EWL. Intercultural communication involves the varied intervaritional norms and uses of English of both native and non-native speakers with the aim of enabling mutually intelligible communication. Thus, it can be argued that with respect to the inter-cultural communication component of EWL, traditional native speakers’ English norms and uses alone does not serve the sole purpose of being a fundamental source of successful communication (McKay, 2002, Alptekin, 2002). The ICC is much broader, as it entails many additional variables such as intelligibility and appropriateness, rejection of one’s own ethnocentrism, and cognitive and behavioural flexibility among the users (Gnutzmann, 1999).

The intercultural awareness in intercultural communication is the learners’ knowledge and recognition of both native and non-native interlocutors and their use of Englishes, which is now clear due to the very nature of English as a multilingual or intervariential language in the world. This intercultural awareness can be considered important in successful intercultural communication, as it may inspire other behaviours such as empathy, respect, tolerance, and flexibility towards the other
native and non-native speakers (Honna, 2005, 2008). The accent i.e., the pitch, tone, speed, and articulation of words among the native speakers rooted in the monolithic view, may create problems for non-native speakers and it may inhibit the latter group from engaging in proper communication (Liu, 2007 and Lee, 2005). The learners' perceived low-spoken proficiency, as well as their command of the proper vocabulary and their weak grammar, can also impede successful intercultural communication, especially when speaking in English with native speakers. Moreover, the use of slang and colloquial words by the native-English speakers can create trouble among the non-native learners, and this may also affect their ability to engage in effective inter-cultural communication.

3.6.7 EWL and the Supremacy of Native Speakers

There exist some key reasons as to why the native attitudinal approach in learning EWL is so important. First, the monolithic view upheld by very few (Quirk, 1990 and Abbott, 1991) that the Inner Circle speakers, especially those in the UK and USA, use well-codified English, which is thus considered perfect in the world, especially in comparison to non-native local Englishes. Second, the Inner Circle speakers, especially those in the UK and the USA, tend to promoting their Englishes to Expanding and Outer Circles countries through state agencies, such as the British council, as well as through teaching and learning materials are reviewed critically by Holliday (1994) and Phillipson, (2009). Third, many Expanding and Outer Circles countries, including Pakistan, are not only using native English in state machinery but also adopted them in the ELT and SLA policies, materials and practices for the learners which is not based on pragmatic decision as lamented by Mansoor (2003, 2005) and McKay (2002). Fourth, the Inner Circle especially the UK and the USA Englishes are quite popular, dominant role in the socioeconomic, cultural, academic, information technology, and world media circles (Crystal, 2003 and Graddol, 2010). Fifth, and perhaps most important, the learners themselves consider that Inner Circle speakers inherit the “real and perfect” Englishes, and hence these learners look for a point of reference where they can learn and use English in the world; this was observed in studies by Cook (1999), Matsuda (2003), and Saraceni (2010). Finally, the WE attitudinal approach also considers how native speakers and their Englishes are equal to non-native speakers and their local Englishes.

3.6.8 Overview of Studies Conducted on Learners' Attitudes towards English

This section is divided into two main subsections. First, key studies relating to the native speakers’ attitudes towards various native English varieties (mostly in the UK and USA) are briefly provided. This is followed by the non-native learner's attitudes towards native and non-native English varieties.
3.6.8.1 Studies on Native Learners' Attitudes towards Standard and Non-standard Varieties of English in the UK and USA

These are the earlier studies that were conducted on native learners’ attitudes towards standard and non-standard native varieties of English in the inner circle (mostly in the UK and the USA). Many of these studies were conducted in a number of countries such as, for example, the USA (Tucker and Lambert, 1969 and Labov, 1966), the UK (Giles, 1970, Hiraga, 2005), New Zealand (Bayard et al., 2001), and Australia (Bradley and Bradley, 2001). In the context of the USA, Tucker and Lambert (1969) used Matched Guise Technique-collected data from 150 college learners; they assessed the evaluations of six recorded dialects. These dialects included Network dialects, also known as Standard North American English (Bayard et al., 2001), Educated White Southern, Educated Negro Southern, Mississippi Peer, Howard University, and New York Alumni of American English. The results revealed that the learners preferred Network English the highest status-wise, while the Mississippi Peer dialect was highest solidarity-wise. Interpreting their results, the researchers argued that dialects from the north are valued as more correct and were idealised as linked with higher education, while the southern-based dialects are thought to be incorrect and associated with lower or uneducated speakers. Later studies, such as those by Preston (1999) and Lippi-Green (1997) also highlighted that the north-based varieties such the Englishes used in the states of Mississippi, Louisiana, Arkansas, and Alabama are believed to be correct, while southern dialects such as those spoken in Ohio, Indiana, Kansas, and South Dakota are regarded as incorrect.

Expanding upon earlier studies conducted in the UK, such as those by Giles (1970) and Giles and Coupland (1991), Hiraga (2005) collected data from 32 British learners on their evaluations of the six varieties of UK and USA English accents based on 17 traits related to status and solidarity. The Englishes included two standard RP and Network American accents, two urban New York and Birmingham accents, and two rural Alabama and Yorkshire English accents. However, unlike the earlier UK-based studies, these 17 traits were grouped into status and solidarity by applying factor analysis. The status-wise results revealed that the learners ranked RP as the highest, followed by the Network American. The learners preferred Yorkshire as the highest followed by Birmingham; New York was ranked lowest solidarity-wise. Interestingly, the learners ranked the New York accent higher than the RP solidarity-wise, which indicates that these learners may not have the sympathetic feelings towards all their own British varieties of Englishes (Hiraga, 2005). In short, it can be said that the UK- and the USA-based attitudes studies lay the foundations for further studies in the world. However, these studies remain limited, as they only investigated native speakers' attitudes towards native English.
3.6.8.2 Studies on the Non-native Learners' Attitudes towards the Native and Non-native English Varieties in the Expanding and Outer Circles

An overview of the key studies conducted within the expanding circle will be provided first, which shall be followed by studies related to the outer circle. Some recent studies on learners’ attitudes towards English have been conducted in the different countries of the expanding circle, such as Japan (Matsuura et al., 1994, Chiba et al., 1995, Matsuda, 2003, McKenzie, 2004, 2008a and Galloway, 2013), China (Kirkpatrick and Xu, 2002, Jin, 2005, Young, 2006, He and Li, 2009 and Evans, 2010), Hong Kong (Forde, 1995, Zhang, 2013), Taiwan (Chien, 2014), and Iran (Aliakbari and Monfared, 2014). Although the results of these studies on learners' attitudes towards English are ambivalent, some of the main common findings of these studies are worth noting. In these studies, which selected undergraduate or school and college EFL participants provided responses that indicated they demonstrated positive attitudes overall towards English and its learning. Most of the studies adopted the Matched Guise Technique (MGT) and Verbal Guise Techniques (VGT). Moreover, the learners also believed that English has achieved a global status of communication, and these individuals desired to be part of the English-speaking global community. For example, by collecting questionnaire-oriented data from 100 undergraduate and postgraduate learners in Iran, Aliakbari, and Monfared (2014:202) it was found that 98% of learners believe English is the current dominant global language.

However, in most of these studies, the learners have more favourable attitudes towards learning USA English, as it is regarded as the type of English with the highest status, while they wished to learn UK English to lesser extent as part of their learning goals (Galloway, 2013). The main reasons the learners indicated they preferred to learn USA English were that it was deemed more fashionable and modern, and it reflected the vitality of the USA culture across the world (Evans, 2010, Evans and Imai, 2011). The EFL learners also think that there exist many varieties of English in the world (Zhang, 2009 and McKenzie, 2013). However, the participants in most of the studies (e.g., Matsuura et al., 1994, Chiba et al., 1995, Kirkpatrick and Xu, 2002, Matsuda, 2003, Young, 2006, Galloway, 2013, and Chien, 2014) demonstrated a degree of awareness about the local Japanese, Chinese, and Taiwanese Englishes, and the participants rated these versions as friendly and honest on the solidarity traits, yet they showed negative attitudes towards the sounds of these local languages. It was believed these local English varieties are incorrect and not prestigious, which indicates that EFL learners do not appear to claim ownership of their own emerging varieties of English.

On the contrary, in few studies such as those by Jin (2005) and He and Li (2009) in China, 75% of participants preferred the UK and USA model of English learning, yet at the same time, 60.5% showed a willingness to incorporate Chinese English-oriented materials when learning English in
their classrooms. Similarly, Zhang (2010, 2013) in Hong Kong concluded that the learners recognised and also favoured the use of their Hong Kong English, especially among those who were educated, although USA English was ranked as the most preferred variety, followed by UK English, as model of learning English.

In the context of Europe, some key studies on EFL learners' attitudes toward English were also conducted, such as in France (Flaitz, 1993), Austria (Dalton-Puffer et al., 1997), Holland (Van Dar Haagan, 1998), Finland (Hykstård and Kalaja, 1998), Denmark (Ladegaard and Sachdev, 2006), and Poland (Kasztalska, 2014). Most of the studies have applied the MGT, VGT, and a number of questionnaires, while a few such as those by Flaitz (1993) and Guerra (2005) also used interviews. All of these studies recruited either university undergraduate learners, or school and college learners. One common finding of these studies is that the learners understand how English holds a global status of communication in the world. However, a few studies, such as those by Hykstård and Kalaja (1998) and Kasztalska (2014), demonstrated findings contrary to those of the Asian-based studies. These authors concluded that EFL learners have ambivalent attitudes towards learning UK and USA English, and their respective cultures, as some learners considered these Englishes threatening, while others regarded them as an asset (such as in Poland and Finland).

Overall, the EFL learners in most of the Europe-based studies demonstrated positive attitudes towards both the UK and the USA English, yet they preferred UK English, which is unlike the findings of the expanding circle-based studies conducted in a European context. For example, in Dalton-Puffers et al. (1997:120), 89% of learners showed a preference for learning UK English, while 36% preferred to learn USA English. Other studies (e.g., Flaitz, 1993, Van Dar Haagan, 1998, Guerra, 2005, and Ladegaard and Sachdev, 2006) also indicated that learners preferred UK English despite understanding the cultural vitality of the USA and it's English. One possible explanation for this might be that UK English is historical, geographical, and familiar, and its norms of learning especially in the classroom may have contributed to this preference in the European context. Interestingly, the EFL European learners showed a degree of unawareness about the local Englishes (Friedrich, 2000), as well as negative attitudes towards the local Austrian accent (Dalton-Puffer et al., 1997). The primary reason for this finding may be that European-based countries are unable to develop their well-defined local varieties. This is why most of the European-based studies, such as those by Flaitz (1993), Friedrich (2000), Guerra (2005), and Ladegaard and Sachdev (2006), remain limited in examining EFL learners’ attitudes either towards English in general, or towards the UK or USA English and having to learn their cultures alone.

Studies conducted in the outer circle are interesting from the learners' perspective, as local Englishes have now emerged (e.g., Singapore English, Indian English and Pakistani English), as documented by Kachru and Nelson (2006), Cavallaro and Chin (2009), and Saraceni (2015). In
India, an earlier study by Kachru (1976), a large survey study was performed, which collected data from 700 ESL undergraduate and postgraduate students, 196 teachers, and 29 heads of departments in various universities to assess their preferences in using and learning USA, UK, and Indian English. While the learners preferred to speak and their own Indian English variety (55.64%) when compared to British English (29.11%), they favoured British English (76.6%) as the model for learning English (Kachru, 1976:230). Interestingly, USA English was the least regarded in both its use (2.58%) and learning (5.17%); therefore, only Indian English and British English were used and learned. This study highlights that there exists not only a level of awareness but also a preference, in using Indian English among learners, although these same participants also considered that British English was the preferred model to learn English. Additionally, this study indicated that Indian ESL learners consider their own Indian English to be at par with the UK and the USA English.

Shaw (1983) collected data from final-year undergraduate ESL learners in India, Singapore, and Thailand on a structured questionnaire. The Singapore and Indian learners considered that English was used as an interstate language, and they also believed that English would become an international language. Conversely, all the Indian (50.6%), Singapore (42.3%), and Thai (40.3%) learners reported that they believed they speak their own variety, which is much higher in their responses of speaking native English such as the UK English (27.4%) especially in case of the Indian learners. Additionally, Indian learners stated that they wished to learn both Indian English (47.4%) and Singapore English (38.9%) over other native versions, such UK English (28.3%) and USA English (12%). Recently, Padwick (2009) investigated Indian learners’ attitudes and concluded that UK English is the most aspired variety (40%), while Indian English (34%) is the second most preferred, and US English (12%) is third. Interestingly, there is a rise in the preference toward learning and using USA English in the studies by Shaw (1983) and Padwick (2009), which is 12% in comparison to the early study of Kachru (1976), which was only 5.17%. This increase in the use and learning of English can be associated with the key role played by America, especially in global economics, culture, and politics, in recent times, as was pointed out by Graddol (2010).

In the context of multicultural Singapore, earlier studies (e.g., Chia and Brown, 2002) aimed to examine the use of Estuary English, which is like Cockney London English, as a model of learning; it was found that ESL learners were significantly more likely to rate UK standard English as more refined, and thus more preferred, than the Estuary and Singapore Englishes. Bokhorst-Heng et al. (2007) also confirmed that Malay learners in Singapore rely on native English norms when discussing and recording their decisions using the English sentences featured on the Acceptability Judgement Task (AJK). However, recently Rubdy et al. (2008) compared the results of Malay, Chinese, and Indian learners’ orientations towards the use of native English norms; it was concluded that Indian and Singapore learners demonstrated their ability to rely on their own
intuitions while using and understanding English in their own ways, which they claimed as the learners’ projection of the real owner of English. This study emphasises the need to examine the learner’s attitudes towards local Englishes and their use, and not to compare native and non-native Englishes, as was argued in the studies conducted in China and Japan, and which was addressed in the current study. Recently, Cavallaro and Chin (2009) used the MGT and factor analysis to cluster the many collected traits pertaining to the dimensions of status and solidarity on the Singapore Colloquial English (SCE) and Singapore Educated English (SSE) questionnaires, unlike the traditional studies that have investigated the native and non-native English dichotomy. The researchers found that learners rated SSE higher in terms of status, while SCE was rated higher for solidarity. These results indicated that ESL learners in Singapore seem to be more concerned with bilingual local Englishes and their values, and not with UK and USA Englishes, which may present the projections of their ownership of English in the real sense.

The Malaysian learners in earlier studies, such as those by Soo (1990) and Crismore et al. (1996), as well as more recent studies by McGee (2009), Saraceni (2010), and Pilus (2013), found that learners preferred UK, USA and Australian Standard English as models for learning, and not their local Malaysian English. The main reasons why students preferred to learn standard native Englishes were that they featured international comprehensibility, quality (correct), and diffusion across the world (Saraceni, 2010:118). However, while the Malaysian learners in these studies recognised and accepted the use of Malaysian English in their society, they considered it 'wrong' English (Crismore et al., 1996:319), which means, as Saraceni (2010:117) stated, that “their thinking about the validity and quality of their own variety is low (27.8%)”. Therefore, it can be said that unlike India, proper English in Malaysia is believed to be associated with the inner circle, as they do not believe in the legitimacy of their own version of English.

There are some studies that have been conducted on the learners’ attitudes toward English in Pakistan, such as those by Mansoor (1993, 2003, and 2005), Islam et al. (2013), Pathan et al. (2010), and Shahzad and Liu (2012), who collected data on structured questionnaires using simple descriptive analyses on the undergraduate, school, and college learners in the Punjab and Singh provinces of Pakistan. However, these studies targeted the learners’ attitudes towards English only, and thus it can be argued that the findings remained limited in their scope. For example, Islam et al. (2013) examined the learners’ attitudes towards liking and disliking English and its learning. The learners in these studies showed positive attitudes towards the English language and learning it. Additionally, the recent study by Parveen and Mehmoood (2013) used simple descriptive analysis in Punjab to investigate the university learners’ attitudes towards Pakistani English. This study noted how learners have positive attitudes towards their local variety, but they preferred to learn UK and USA English.
Summarising these aforementioned studies, the results of learners' attitudes towards English are ambivalent in various contexts. However, the one key finding in this body of literature is that the UK and the USA standard varieties are overwhelmingly preferred than their counterparts (non-standard and non-native varieties), especially when considering that all learners in all circles are learning English. Additionally, in most of the studies conducted on the outer circle which is unlike what was found for the expanding circle there is a growing tendency among the learners to not only recognise, but also identify with and use their own local Englishes. However, most of the studies in both the outer and expanding circles focused on investigating the learners' attitudes as they pertained to the dichotomy of native and non-native Englishes alone. Thus, it can be argued that this particular dichotomy cannot adequately grasp the learners' attitudes towards other important variables, such as the notions of ICC, ownership, and regarding English as a source of global communication.

To the best of my knowledge, in the context of Pakistan, no studies have been conducted thus far to assess the many scattered variables of EWL, and also to apply factor analysis for the purposes of understanding learners' attitudes towards the various variables associated with EWL. Finally, most of the studies on English attitudes, including Pakistan, targeted undergraduates and college learners, while very few investigated the postgraduate learners’ attitudes towards English. Postgraduate learners may produce some interesting results when compared to other learners, particularly because of their age, exposure, and experience, and also for their future English-learning orientations, which may affect the learners' attitudes towards EWL. The next section would cover the theoretical background of the gender difference with respect to L2 motivation.

3.7 Theoretical Background of the Difference between Learners' Individual Differences and their L2 Motivation

Mori and Gobel (2006:198) highlighted that the influence of socio-contextual and individual differences on learners' education and performance have long been investigated in mainstream educational psychology. This also seems to be true in the case of fields such as SLA and L2 motivation. I selected learners' gender as the main variable that affects the learners' attitudes towards EWL. The issue of the learners' gender, especially with respect to females in education, is under-discussion, especially in developing countries like Pakistan. The issue of gender becomes more crucial in the KP province, as females (due to an underdeveloped and conservative context, as well as a male-dominant Pashtun society) have fewer opportunities to earn an education, as mentioned in Chapter two. As such, the prevailing situation in this province further highlights the need to investigate both male and female learners, as they may reveal interesting attitudes towards EWL in this study.
3.7.1 Overview of Studies Conducted to Examine the Effect of Learners' Gender on their L2 Motivation

The issue of examining the association and effect of gender with regard to learners' L2 learning motivation has remained popular in the field of SLA and L2 motivation. Many earlier studies investigating the gender difference in L2 motivation were inspired by the fundamental work of Gardner and Lambert (1972), who found that female learners show more motivation than male learners in a Canadian context. Subsequent studies included those by Muchnik and Wolfe (1982), Bacon and Finnemann (1992), and Sung and Padilla (1998). However, these studies remain limited to examining the gender difference on Gardner and Lambert's (1972) traditional two motivational orientations i.e. instrumental and integrative motivational orientations alone (Dörnyei, 2001a). Interestingly, the findings of most of the studies revealed that males show less L2 motivation and thus show lower level of performance accordingly when learning L2, while female L2 learners show the opposite trend. For example, studies such as Williams et al. (2002), Allen (2004), and Dörnyei et al. (2006) found that male L2 learners were either less motivated in showing commitment, or they no longer opted to learn L2 when compared to female L2 learners.

In the context of Hungarian school learners, Dörnyei and Clément (2001), Dörnyei and Csizér (2005), and Dörnyei et al. (2006) found that females scored significantly higher than their male counterparts on a total of seven L2 motivational dimensions. Among those seven motivational dimensions were cultural interest, instrumental, integrative motivations, direct contact with the L2 community, and vitality of the L2 community. These results also support the idea that in contrast to earlier studies, Dörnyei’s studies expanded the scope by examining the gender difference in L2 motivation. However, Dörnyei’s study results were same as those of the earlier studies.

Using a questionnaire survey administered in UK schools, Coleman et al. (2007) also endorsed that female L2 learners demonstrated more effort and hard work in contrast to their male counterparts. Additionally, this study also found that there was a decline in L2 motivation among males, as they progressed in their grades, from seventh to ninth grades, while female learners’ motivation towards learning L2 increased as they progressed in their grades. These findings of Coleman et al. (2007) indicate that specific and higher grades, such as the postgraduate level, which is examined in the current study, may also have an interesting relationship with students’ L2 learning motivations.

By adopting the mixed methods approach (questionnaire survey and interviews) when assessing 900 French learners in Canada, Kissau (2006) found that males were generally less motivated to learn French, while females were more motivated to learn the same language. Female learners showed various key motivational orientations such as integrative, intrinsic, and instrumental purposes. Moreover, this study also attempted to understand the causes underlying male’s reduced motivation towards learning French. Two important factors arose: i.e., learners’ personal issues,
such as feeling low levels of self-efficacy, as well as social reasons, such as low encouragement from their parents. However, this study remains limited to school-level French learners. In this case, if the data were collected from English learners, as well as from other contexts, such as from college- and university-level learners, the findings may have yielded different results about the effect of gender on learners’ learning motivation.

There are some key studies that have been conducted in Asia. Two such studies were conducted in Japan (e.g., Kimura et al., 2001 and Mori and Gobel, 2006), and both adopted questionnaires to examine learners' various motivations using factor analysis, and by assessing gender differences in Japanese school learners' motivation. Kimura et al. (2001) concluded that there was no significant difference in gender on the various labelled motivational dimensions. Among those were such as intrinsic–instrumental–integrative motivational orientation, and fear of using language. Similarly, Mori and Gobel (2006) reported that females scored higher on integrative motivation alone, while there were no significant gender differences in the other emerged L2 motivations (intrinsic value, negative value, and attainment value). The preference of L2 integrative motivations by the learners is congruent with the findings of Dörnyei's studies, as reported earlier, though his L2 integrative motivation has additional dimensions. In the context of Korea, Kim (2009) and Kim and Kim (2011) also concluded that females are more interested in learning L2 for Ideal L2 self, as compared to the males who preferred learning L2 for ought-to self-purposes. A recent unpublished study by Amedi (2013) in Sweden, which examined upper secondary school learners aged 16–20 years, found that there were no big gender differences in the overall L2 learners' motivation. However, Amedi found some gender differences when it came to the various dimensions of L2 motivation. For example, females were more interested in reading in English, and they also attaching more instrumental values than the male learners in this study. That there were no explicit gender differences and motivation differences in Amedi's study may be important. The main reason is that this is a recent study, and it does not appear to support the findings from earlier studies.

In the context of Pakistan, Rahman et al. (2010) used a questionnaire on school L2 learners; contrary to what was found in the aforementioned studies, the researchers noted that males were more motivated to learn L2 than their female counterparts. However, the authors did not explain the reason for these interesting findings. Similarly, other recent studies by Pathan (2012), Shahbaz (2012), and Islam (2013) also focused on examining the relationship between gender and learner motivation. These studies found that females are more motivated than males. However, as was previously mentioned, these studies targeted different L2 learners (i.e., college and undergraduate L2 learners) in the provinces of Sindh and Punjab, while the present study targeted postgraduate learners in the KP province. Additionally, as mentioned in Chapter one, these Pakistani-based studies, as well as the other studies conducted in different regions in the world, could not find the local integrative orientation in their studies, especially in the quantitative data analysis. It was also
unlikely that these studies assessed L2 learners' attitudes towards various aspects of EWL, so they could not examine gender differences with respect to the learners' attitudes towards EWL. As was mentioned earlier, and as was also noted in Chapter one, this study was conducted within a unique socio-cultural background, as this region is characterised by its conservative nature, the ongoing war on terrorism, and the establishment of new universities. This province also encourages its students especially females to contribute; therefore, this context may reveal interesting results about how learners' gender affects the learners' motivation and their attitudes toward EWL.

Finally, as was observed in most of the studies mentioned in this chapter, there were three limited perspectives regarding gender differences and L2 learners' motivation. First, most of the studies, such as those by Dörnyei and Clément (2001), Dörnyei et al. (2006), and Mori and Gobel (2006), only used questionnaires. Secondly, there is a dearth of studies that have focused on the postgraduate L2 learners' gender differences on their L2 attitudes, such as those studies by Gardner and Lambert (1972) and Kimura et al. (2001). Moreover, all of the aforementioned studies conducted in Pakistan remained limited to school and college English learners. Third, most L2 learners' motivation studies are based within urban and well-developed cities in their respective countries. This study is different, I believe, as it adopted not only a mixed methods approach, but it also explored a group of rarely investigated learners: postgraduate L2 learners from the urban–rural areas of an underdeveloped city and province in Pakistan (as described in Chapters one and two).

### 3.8 Theoretical Background of L2 Motivation in the Classroom

A motivated learner as discussed above can also feel distracted in the long and complicated L2 learning process Dörnyei (2001a). So, it can be argued that there is a down or 'dark' side of L2 motivation, known as L2 de-motivation. Like L2 motivation, there is also no agreed upon definition of L2 de-motivation (Li and Zhou, 2013). Dörnyei and Ushioda (2011:139) assert that L2 de-motivation "concerns specific external forces that reduce or diminish the motivational basis of a behavioural intention". However, as Sakai and Kikuchi (2009) argued, L2 de-motivation also refers to a learner's internal forces, such as low self-confidence and anxiety, during L2 learning motivational processes. The external and internal triggering factors involve both the micro- and macro-levels (classroom and broader socio-cultural factors) in L2 learning process, as highlighted by Dörnyei and Ushioda (2011) and Zhou (2012).

Classroom-related L2 motivation factors are targeted in this study, as understanding these factors will help me as a teacher to synthesise my teaching methods and practices accordingly. Moreover, it was not possible to investigate both the macro- and micro-levels due to the limited scope of the study. Finally, as described in Chapters one and three, de-motivational factors if addressed can help motivate learners. In this vein, de-motivational factors have been conceptualised in the present study; they involve the learners' perceptions about those factors they consider important in
enhancing their motivation in the classroom to successfully learn English. Therefore, all L2 de-motivational studies and their results in the field of L2 motivation shall also be presented in the same manner.

3.8.1 Overview of Studies Conducted on English Motivation-Enhancing Factors

The factors related to enhancing L2 learners' motivation are many, as noted in a number of studies (e.g., in Chambers, 1993, 1999, Sakai and Kikuchi, 2009, and Li and Zhou, 2013). For example, Dörnyei (1998:20) used structured interviews among Hungarian school learners; the researcher noted the following nine de-motivational factors that the learners believed, if addressed, could enhance their L2 motivation:

a. The teacher (personality, commitment, competence, and teaching methods);

b. Inadequate school facilities (the group is so big or not at the right level, or frequent changes of teachers);

c. Reduced self-confidence (experiences of failure or a lack of success);

d. Negative attitudes towards English;

e. Compulsory nature of English study;

f. Interference of another foreign language being studied;

g. Negative attitudes towards the English community;

h. Attitudes among group members; and

i. Course book.

However, in the L2 motivation literature, there are some frequently noted factors that learners believe can considerably facilitate their efforts to learning L2 successfully. Perhaps the most prominent L2 motivation-enhancing factors are associated with the teacher. For example, the earliest studies by Chambers (1993, 1999) were conducted on 191 British thirteen-year-old children in four schools; these children were learning German, and seven teachers in Leeds, UK, concluded that more than half of the learners believed that their teachers can motivate them. The learners expressed their desire that using new teaching methods and being involved in teaching practices and the learning process, instead of delivering a nonstop lecture, can help motivate them in their classrooms (Chambers, 1993:23). Subsequent L2 motivation studies also revealed how the teacher is an important motivating factor (e.g., Dörnyei, 1994b, Oxford, 1998) in European, American, and Asian contexts (e.g., Li and Zhou, 2013, and Rahman et al., 2010). For example, the biggest motivational category emerged in Dörnyei's (1998:20) study on Hungarian school learners; this
category is directly related to the teacher with 40% variance which he categorised as “the teacher (personality, commitment, competence, teaching methods)”. The teacher-related L2 motivational enhancing factor became more crucial in non-native-English speaking contexts, as most of the learners depend on their teachers. However, the L2 education system promotes the supremacy of teachers, especially in underdeveloped non-native-English speaking contexts. This is further aggravated by teachers’ own incompetency and lack of understanding, and their ability to apply new teaching methods, such as communicative language teaching, in their classrooms.

The second English motivation-enhancing factor, unlike what was found in the earlier studies by Chambers (1993) and Oxford (1998, 2001), is related to the learners themselves in the classroom, as pointed out by Li and Zhou (2013). For example, most of the learners especially those in non-native-English speaking contexts (Samad, 2015) emphasised that they needed to address their issues of anxiety, particularly as it related to speaking. Other learner-related factors included, for example, minimising their lack of self-confidence and feeling more relaxed when making mistakes in L2; this was noted by Dörnyei (1998) in Hungary, Zhou (2012), Zhou and Wang (2012) in China, Falout et al. (2009) in Japan, and recently Aliakbari and Hemmatizad (2015) in Iran. Similarly, as Chambers (1993) and Li (2011) in China noted, learners tend to exhibit low self-esteem. Learner-associated factors will be quite interesting to investigate within a population of mature and autonomous postgraduate learners, as selected in this study.

The third main English motivation-enhancing factor is related to providing opportunities for learners to communicate in their classrooms, especially in non-native-English speaking contexts. For example, in Iran, Aliakbari and Hemmatizad (2015) recently noted how learners’ motivation can be enhanced if they are provided with speaking opportunities in their classroom. However, such factors, to the best of my knowledge, did not emerge explicitly in the field of L2 motivation. The main reason for this might be that learners pointed towards implicitly to this factor by relating it to other factors such teachers’ use of traditional teaching methods, memorisation of grammar rules and focus on reading and writing skills only as noted by Kikuchi (2009) and Mahmood et al. (2015). The communication aspect of enhancing L2 motivation may hold special significance to mature students, who may have a clear idea about the use of English as a global lingua franca when compared to lower-level learners.

The classroom environment can also keep learners motivated. For example, by providing adequate facilities (e.g., modern audio–visual materials, multimedia, and charts) can increase learner motivation. The provision of better facilities was also revealed in the studies of Dörnyei (1998), Falout et al. (2009), and Farmand and Rokni (2014). Similarly, interactions such as group discussions, which can facilitate L2 use among the learners and with the teacher, can motivate the learners to successfully learn L2 in the classroom. Finally, in a multilingual non-native-English
speaking context like Pakistan, the use of a mother, or national, or regional language, instead of the use of English by the learners and teacher, may serve as an impeding factor, especially for mature postgraduate students, who may be highly motivated towards learning and using English.

It seems that only a few studies, to the best of my knowledge, have focused on identifying L2 motivation-enhancing in Pakistan. Rahman et al. (2010), using a questionnaire and interviews, investigated 100 public higher secondary school learners' motivation and de-motivation factors and related them with the learners' achievements. Rahman et al. (2010: 210) concluded that the L2 learners desire to address the issues of "complicated English grammar rules, difficulty in understanding listened English, spelling and reading mistakes, difficult textbook, large memory load, low self-esteem and anxiety" can contribute to enhancing their motivation. It can be argued that most external and a few internal de-motivating factors emerged. Recently, Mahmood et al. (2015), using a questionnaire that was administered to 80 learners from technical colleges in Punjab, suggested some motivation-enhancing factors. Among those were introducing and following communication-oriented methods instead of adopting a traditional grammar translation method, updating and offering a communication-oriented syllabus, providing modern IT facilities (such as audio-visual aids), and providing a friendly classroom and learning environment, with the absence of rote and grammar-based learning.

Summarising the above studies, it can be said that there are many L2 motivation-enhancing factors that are not well-defined, and are thus loosely correlated. For example, learners may associate anxiety with their teacher and the syllabus, while at the same time; they may also associate the teacher with certain behaviours, which would again be associated with anxiety. This is why different L2 motivation-enhancing factors emerged in different contexts. The complex nature of L2 motivation-enhancing factors also suggests that instruments such as open-ended questionnaires and interviews should be adopted in the present study. However, L2 motivation-enhancing factors can be broadly categorised as external and internal. To the best of my knowledge, none of the earlier studies targeted postgraduate learners in general, nor have they investigated this population in Pakistan.

On the basis of the discussion presented in this chapter as well as the critical analysis provided of the literature on learners' motivation orientations, their attitudes towards EWL, and their L2 motivation-enhancing factors, the main research questions of this study are as follows:

1. What are the L2 orientations of Pakistani postgraduate students learning English as second language?

2. What are these students' attitudes towards English as a world language?
3. Is there a positive correlation between these students' motivational orientations and their attitudes towards EWL? If yes, do their motivation orientations also predict variances in their attitudes towards EWL?

4. Does these students' gender affect their preference for attitudes towards EWL?

5. What are these students' perceptions about L2 motivation-enhancing factors in the classroom setting?
Chapter 4 -- Research Methodology

4.1 Introduction

This chapter focuses on describing the mixed methods research design adopted in this study. First, the aims and main research questions of the study will be introduced. Next, the conceptual details and various issues involved in the quantitative and qualitative methods will be outlined. This will be followed by the details of the main features and rationale behind the use of the mixed methods design in this study. Additionally, the research context will be discussed, and the population and sampling of the participants in this mixed methods study will be highlighted. This chapter will provide a comprehensive overview of the selected questionnaire and semi-structured interview instruments, as well as the issues involved in the data collection and its analysis. The ethical issues and limitations of the study shall be outlined at the end of this chapter.

4.2 Main Aims and Objectives of the Study

This study aims to investigate a Pakistani university’s i.e., Kohat University of Science and Technology (KUST) postgraduate learners’ motivational orientations, their attitudes towards English as a world language (EWL), and their perceptions about the factors that can enhance their motivation in the classroom. Since L2 motivation can play a key role in the success of the foreign-language learning process, it is important to gain an understanding of learners’ motivations. Additionally, due to the global power of EWL and the unique recent global geopolitical conditions of Pakistan, which falls against a backdrop of the war on terrorism, it becomes increasingly more crucial to determine Pakistani university postgraduate students’ orientations and their attitudes towards EWL, while also assessing the link between their orientations and attitudes. In order to achieve these aims, this study seeks to answer the following research questions.

4.3 Research Questions

1. What are the L2 orientations of Pakistani postgraduate students learning English as second language?

2. What are these students’ attitudes towards English as a world Language (EWL)?

3. Is there any positive correlation between these students' motivational orientations and their attitudes towards EWL? If yes, do their motivational orientations also predict any variances in their attitudes towards EWL?

4. Does these students' gender affect their attitudes towards EWL?

5. What are these students' perceptions about English motivation-enhancing factors in their classroom settings?
To investigate these research questions, I adopted a relatively new and potentially useful mixed methods research design as compared to the qualitative/quantitative for the current study.

4.4 Mixed Methods Research Design

The mixed methods research design, in its simplest terms, refers to the integration of both a quantitative and qualitative research dataset in a single study for the purpose of obtaining enriched results (Creswell, 2014). While applying this key rationale in my decision to adopt a mixed methods design for the present study, I elected to use a developed quantitative survey on a large sample of 500 rural–urban postgraduate students from KUST, Pakistan. This questionnaire was administered to examine the students’ English learning motivational orientations and attitudes, and the relationships between these two variables, in order to quickly obtain data while also hoping the use of the findings for other social groups (e.g., under-graduates) with the help of inferential statistical instruments, such as factor and regression analyses and t-tests. Additionally, I conducted semi-structured interviews to collect qualitative data; 26 participants were interviewed individually to obtain information and to explore these targeted issues. In this way, I was not only able to contrast the quantitative data results, but I was also able to acquire un-expected insights into the target issues through the qualitative methods in the study. Prior to providing a comprehensive overview of the mixed methods research design, I will provide a brief critical account of the quantitative and qualitative research methods, as both methods serve as the fundamental constituents of mixed methods research; they have also remained in practice in research within the fields of education, the social sciences, and applied linguistics for decades.

4.4.1 Critical Overview of the Quantitative and Qualitative Research Methods

Quantitative research emerged in the nineteenth century to meet the purposes of natural sciences research, which believes "that all knowledge can be reduced to laws" (Sayer, 2010:7). This kind of research is frequently performed with instruments, such as a survey questionnaire, that essentially aims to quantify the data and then analyse it by following strict statistical/numerical procedures (Robson, 2002). Conversely, qualitative research emerged in response to cover the demerits of quantitative research, especially in the field of the social sciences, in the late 1970s. Qualitative research, which uses tools such as interviews and observation, primarily focuses on non-numerical data (i.e., words and open-ended answers) (Silverman, 2005). Instead of following strict statistical procedures, the data are analysed and interpreted by the researcher (Dornyei, 2007), who codes and analyses the themes drawn from the participants' construction of meanings of a given reality as the targeted issues of the present study through their own words.

Both quantitative and qualitative researches have their own merits. For example, quantitative research is objective, deductive, and pre-determined in nature. On the other side, qualitative
Research is subjective, inductive, and emerging in nature (Dörnyei, 2007). These different features from both research methods have originated from different philosophical assumptions/paradigms. These paradigms constitute the "basic set of beliefs about a reality that guides" (Guba, 1990:17) the quantitative and qualitative research. In other words, it can be argued that each paradigm underlying the different research methods plays a key role, as reflected in the design of research studies, the application of instruments, and the analysis and interpretations of the results. For example, quantitative research believes in observing a reality “out there” (external to participants’ minds), while qualitative research views reality as “inside” (i.e., within the participants’ minds) (Robson, 2011). As such, it can be argued that both these research methods are based on different philosophical assumptions, which have unfortunately resulted in the well-known and equally controversial “paradigm war” between these two methods, as lamented by Dörnyei (2007) and Cohen et al. (2011). For example, quantitative researchers are labelled as positivists, while the others are regarded as interpretivists.

However, instead of delving into this philosophical war, I shall focus on the strengths and weaknesses of both methods, as it is fundamentally a combination of their respective strengths and weaknesses that is valued in mixed methods research, as argued by Morgan (1998), Greene (2007), and Bryman and Bell (2015). For example, the quantitative research is considered to be well organised, targeted and pragmatic while having at the same time certain limitation such as not representing the subjective views of the participants (Dörnyei, 2007:34). In contrast, the qualitative method provides the opportunities of expressing their personal opinions which is not only flexible, but also facilitates the researcher in investigating a complicated and emerging topic, such as a socio-cultural issue. However, the qualitative approach has its own weaknesses, including its inability to generalise and its less systematic methodological nature, and it is also time consuming, expensive, and labour intensive, as criticised by Morgan (2007) and Dörnyei (2007, 2001b). In short, it can be argued that none of these research methods is considered perfect, as both have their own inherited merits and demerits. Mixed methods research draws upon the merits and demerits of both approaches, and it combines these two types of data in a single study, as in the present study, by following the fundamental rationale commonly referred to as triangulation for the purpose of obtaining better results regarding a selected issue.

In the field of L2 motivation research, it is both the quantitative and qualitative research methods that have remained in practice for decades. Quantitative research methods such as surveys, as well as factor, correlational, and regression analyses, and structural equation modelling studies, in addition to various tests such as t-tests, ANOVA, and MANOVA analyses, dominated L2 motivation research during the fundamental socio-psychological period (1959–1990) (Dörnyei, 2007, Dörnyei and Ushioda, 2011). The application of quantitative research can be observed in some key L2 motivation research studies, such as those by Gardner (1960, 2001), Lukmani (1972),
Clément and Kruidenier (1983), Dörnyei (1990), Dörnyei et al. (2006), and Ali et al. (2015). Additionally, as was observed in the previous chapter, during the situated cognitive period in the 1990s, many L2 motivation researchers such as Williams (1994) and also recently Lamb (2004) criticised that quantitative research cannot adequately grasp the complex and changing nature of situation-based L2 motivational variables. For example, Ushioda (1994:83) argued in favour of following the qualitative research approach in L2 motivation studies; the author emphasised that "a more introspective approach to the perceived dynamic interplay between learning experience and individual motivational thought processes may offer a better understanding of how these high levels of motivation might be effectively promoted and sustained". Consequently, studies such as those by Dörnyei (1998), and Lamb (2013) adopted qualitative methods in L2 motivation research as well.

However, there has been increasing emphasis on adopting the mixed methods research design in L2 motivation studies for over a decade. Dörnyei (2001b, 2007) pointed out that either of these two research methods alone cannot provide a complete picture of the increasingly complex and dynamic nature of L2 motivation against the backdrop of globalisation and EWL. Accordingly, some recent studies, such as those by Lamb (2004) and Islam (2013), adopted the mixed methods research design to investigate L2 motivation. However, overall, there seems to be a dearth of mixed methods research, as reported by Dörnyei and Ushioda (2011), which highlight the need to conduct additional mixed methods studies in the exploration of L2 motivation. The current mixed methods-based study may be a response to such general increased demand to adopt this type of research design in L2 motivation studies.

### 4.4.2 Detailed Account of the Mixed Methods Research Methodology

As mentioned above, the mixed methods design is a relatively new research methodology. Therefore, I believe that some details about the mixed methods research origin, as well as its evolution and issues/challenges, are necessary. Many researchers contributed to this kind of methodology which began to emerge around the late 1980s (Creswell, 2014). Of these, key works included those by Tashakkori and Teddlie (1998), Morse (1991), Morgan (1998), Bryman (2006), and Greene (2007), who worked in various fields such as evaluation, education and management sciences, and so on. The mixed methods design has passed into several phases of its development over the last two decades. These phases according to Creswell (2014) include the early in-making formative, expanding the discussion on the theoretical aspects, addressing some key critical issues and discussion about expanding this method into other fields such as applied linguistics (Dörnyei, 2007), as well as in education and the social sciences (Cohen et al., 2011). Additionally, there are a few recent journals such as the *Journal of Mixed Methods Research* and, more specifically, discussions in conferences that emphasise its potential use in many fields. For example, the
recently held International Conference of L2 motivational dynamics at Nottingham University, UK in 2014, discussed the benefits of applying such methodology in L2 motivation research. In short, it can be argued this method is becoming increasingly more popular. Some researchers, e.g., Dörnyei (2007) and Bryman and Bell (2015), are optimistic about the ability of a mixed methods research design to potentially become a 'third alternative research methodology' to the earlier quantitative and qualitative research methodologies across various disciplines, including the social sciences and applied linguistics.

However, there are still certain issues surrounding the mixed methods research methodology that seem to have contributed to making it more complex. First, this methodology is not well established (Creswell, 2014). This seems true not only in terms of its ideology, integration, and priorities in integration, but also from a design procedure perspective. Such issues can be observed in the emergence and description of numerous mixed methods research designs and in the different sets of procedures involved in the data collection, analysis, and integration of a study’s results. Second, many terms are used to describe the mixed methods approach, such as methodological triangulation, synthesis, mixed methods research, multitrait–multimethod research, integrating/combining the quantitative and qualitative approaches/research, and multi-strategy (Bryman, 2006, Dörnyei, 2007). I adopted the recent term, “mixed methods research” for the sake of simplicity and to avoid confusion, as used by Dörnyei (2007). Finally, this method presents some challenges for the researcher, which are associated with his/her knowledge about these methods, his/her ability to justify the choice of study, and his/her potential to face other issues such as those associated with resources and time (Bryman and Bell, 2015), which I also kept in mind and adopted in the present study.

4.4.3 Reasons for Selecting the Mixed Methods Research Approach

There are certain key reasons underlying the decision to adopt the mixed methods research approach for this study. At a general level, as noted earlier in Chapter three, L2 motivation has been recognised not only as an abstract and multi-dimensional construct, but it is also a changing one. Researchers such as Dörnyei (2007), Creswell and Clark (2007) and Teddlie and Tashakkori (2009) further suggest that a researcher can better target a complex construct such as L2 motivation by adopting the mixed methods research approach. The use of a mixed methods design has become more critical, especially given that the recent conceptualisation of L2 motivation from the abstract identification processes and complex dynamic theories perspectives (Dörnyei et al., 2015) further highlight that a single research method may not be adequate to provide a deeper understanding of L2 motivation. Therefore, I also believe that a single research method does not appear suitable for L2 motivation in general, and for my study in particular. The selected research questions developed for this study are not only complex, but they are influenced by the unique socio-cultural and recent
geopolitical situation, as well as by the selected learners’ ages and exposure to English in Pakistan. For example, as observed in Chapter three, the items associated with learners’ L2 motivational orientations and L2 attitudes towards EWL are not only numerous, but they are also loosely connected, which is influenced by diverse global and local socio-cultural factors associated with where the data are collected.

There is a pragmatic reason also highlighted by Morgan (2007) as to why I adopted the mixed methods research approach for this study. I believe that any research method that can work to better provide a detailed picture of the aims and research questions of this study is acceptable and preferable. Moreover, as Greene et al. (1989) and Bryman and Bell (2015) argued, the mixed methods research approach can strengthen the results of a study, as it attempts to minimise the demerits of a single research approach, which I also targeted and expected to achieve in this study. Another key reason why I adopted this research design is related to my position as an English lecturer. I was keen on the idea that establishing knowledge in, and a detailed picture of, the selected learners' motivations by adopting the mixed methods research approach would also contribute considerably to adjusting my teaching methods accordingly in my sponsor university. Finally, but importantly, within the context of research, this study may be potentially read, and it might also be used as a point of reference for future studies in L2 motivation, especially among my sponsor university's faculty members and learners, as well as by other faculty members and learners in other universities across Pakistan. Dörnyei (2007) and Creswell (2003) further argued how mixed methods research can help substantially increase the validity of the results of a study.

4.4.4 Mixed Methods Design for the Study

Research design, which is basically related to a set of inquiry procedures, is an important element in a mixed methods research-oriented study (Creswell, 2014), such as the current one. Numerous mixed methods research designs are presented by many researchers such as Morse (1991), Morgan (1998), Tashakkori and Teddlie (2003) and Creswell (2014). For example, among the studies mentioned, Tashakkori and Taddie (2010) had forty-one, while Creswell (2014) had six well-known, but different, types of mixed methods designs, of which I selected one for this study. These six mixed methods designs are referred to as concurrent triangulation, also known as a convergent parallel, concurrent transformative, concurrent nested, sequential exploratory, sequential explanatory, and sequential transformative research design. It is worth mentioning that Creswell rationalised these six mixed methods designs on the basis of some key principles. Among these are the focus, execution and integration of the data. While these six mixed methods research designs are particularly relevant in a mixed methods study, they are different, mainly due to considerations based on the four aforementioned fundamental principles.
4.4.5 Reasons for Selecting the Convergent Parallel Mixed Methods Research Design

I adopted Creswell's (2014:219) 'convergent parallel' as the basic mixed methods research design for this study. In this design, both qualitative and quantitative datasets are collected and analysed separately, and the results of each dataset are then triangulated i.e., compared with the purpose of confirming or corroborating the findings during the interpretation/discussion phase of a study (Bryman and Bell, 2015). This design holds special significance for this study. First, this kind of mixed methods design has been successfully adopted in the context of Pakistan, as in Shabaz's (2012) and Islam’s (2013) studies, which were conducted to investigate L2 College and undergraduate learners' motivations. This indicates that such research designs, which I also applied, can work well, but contrary to these studies those investigating L2 postgraduate learners' motivations. Second, and perhaps more important, it facilitates the simultaneous collection of both qualitative and quantitative data, which I really needed for this investigation. The main reasons for this included the limited time available, the volatile situations that arose due to the war on terrorism within the research context, and the fact that the learners were about to complete their studies as they were in their final semester. Last, this design provided me with the opportunity to assign equal status to both the quantitative and qualitative data, as the variables of the selected questions are so complex that prioritizing either research method could not capture a detailed picture of the aims and objectives of the present study.

However, I was partially inclined more towards the use of quantitative data, as I was not only confirming the recent L2 motivation constructs (such as Dörnyei’s Ideal L2 self or Islam et al.'s (2013) national interest) through factor analysis, but I was also expecting the emergence of local orientation, which Pathan (2012) and Islam (2013) claimed they unearthed in their qualitative data. The same was the case for learners' attitudes, as I was initially interested in uncovering the well-defined constructs of learners' attitudes towards the various but scattered features of EWL. I further investigated learners' motivational orientations and attitudes, and their mutual correlation, as well as the effect of learners' gender on their preferences and attitudes towards EWL. The main reason behind my inclination was that I investigated all such targeted issues through well-tested and reliable inferential statistical tests (Tabachnick and Fidell, 2007), such as factor, correlation and regression analyses and t-tests.

Finally, and perhaps most importantly, this type of design can really help to cross-validate, confirm, and corroborate the results of a single study, such as the current one. Therefore, it can be argued that this research design can overcome the demerits of one research method by combining the strengths of the other (Creswell, 2003, Dörnyei, 2007, Bryman and Bell, 2015). The convergent parallel mixed methods design adopted in this study is presented visually, as follows, which

\[
\text{Quan} + \quad \text{Qual (data collection and analysis, separately)}
\]

_Both Quan and Qual data results are compared in the discussion_

As is the case for every research design, I also collected data from a specific context and from particular participants for this study.

### 4.4.6 Selecting the Context for the Study

For reasons of convenience, I selected the Kohat University of Science and Technology (KUST) as the context in which this study was conducted. It is a public university located in the province of Khyber Pakhtunkhwa (KP) in Pakistan. There are three main faculties at this university: the physical, social, and biological sciences, and there are also institutes such religious studies, information technology, and education and management sciences. There were a total of 13 teaching departments at KUST at the time of the data collection. These included the departments of physics, chemistry, mathematics, English, economics, journalism and mass communication, management and computer sciences and sociology, bio-technology, microbiology, botany, zoology, and pharmacy. English is taught as a compulsory subject in the first three semesters at both the undergraduate and postgraduate levels. Additionally, all syllabi, except for those of Islamic studies and Pakistan studies, are taught in English, and the examinations are conducted in English as well. Further details about the status of English in Pakistan and its educational system especially in its universities have been explored in depth in Chapter two.

The selection of this university holds special significance for this study. First, it represents general universities in Pakistan, which accounts for more than half of the total universities. Shamim and Tribble (2005) divided Pakistani universities into two broad categories: general and professional (e.g., engineering, medical, and agriculture) universities. Secondly, this university like other general universities offers admissions in many disciplines, such as the humanities, as well as the social, physical, and biological sciences; there are many students who study at these general universities in Pakistan. Third, the targeted L2 postgraduate learners were available in such general
areas, which is unlike the situation in professional universities in Pakistan as these universities offer only limited programmes of studies.

Fourth, this study targeted a newly established, general, urban–rural-based university among general universities in a remote, less developed area; the KP province in Pakistan also represents the province that is the most adversely affected by terrorism. In this way, it can be argued that this study has targeted not only a less explored and different province, but it also targets a university that may produce interesting results about learners’ motivations. Earlier studies in the context of Pakistan, as by Pathan (2012) and Islam (2013) selected old, well-established, and urban-based general universities in the advanced provinces of Punjab and Sindh in Pakistan. This university also represents many new general universities that have been established in the last few decades in the rural–urban cities of KP, in which the total number of students is greater than that of only a few metropolitan and old general universities in this province. Additionally, (as mentioned in Chapter two), this university, unlike other general universities in KP, Pakistan, is adjacent to four FATA areas known as Kurram, Wazirestan, Malakand, and Orakazai Many learners from these areas also study at this university. Lastly, as a lecturer and my connections at this university, I thought that accessing and collecting data from KUST would be easy. However, it is worth mentioning that my position has had no association or effect on the selected participants, as they were enrolled when I left the university to pursue my PhD in the UK. As such, it can be said that I ensured that my status did not influence the research context or the participants, nor did it affect the data collection and analysis process in the study, as recommended by Creswell (2014).

4.4.7 Selecting the Population and Sampling Procedure for the Quantitative Part of the Study

Highlighting the importance of population and sampling in a research design, Creswell (2003) argued that their relevance can help a researcher collect more reliable data. For this purpose, I selected the 500 postgraduate learners of KUST as participants for the study, which was important for several reasons. First, as Lamb (2012) noted, young schoolchildren may not conceptualise Dörnyei’s (2009) Ideal L2 self very well. Therefore, Islam (2013) selected university undergraduate learners in his study to investigate their L2 Ideal selves. However, as noted in Chapter one, studies that investigated postgraduate L2 learners are rare in the field of L2 motivation, especially within the context of Pakistan. Apart from Islam et al. (2013), other researchers such as Pathan (2012) and Shahbaz and Liu (2012) have limited their scope to college and undergraduate L2 learners in Pakistan, as pointed out in Chapter one. Thus, I was keen on the idea that investigating L2 postgraduate learners may reveal interesting findings about L2 motivations and attitudes due to these students’ mature ages, and also given that they have greater exposure based on the fact that they have passed through various phases such as schooling, as well as college and university
teaching, and also based on their previous learning experiences. Moreover, such L2 learners, as well as investigations of their L2 motivations, become more important as they may contribute to the development of Pakistan. This is particularly relevant since these students were at the point of finishing their studies, and they may be thinking about starting their professional careers. Last, most L2 postgraduate learners in this study come from rural areas, which is unlike the populations used in Pathan's (2012), Shahbaz's (2012), and Islam et al.'s (2013) studies, which used urban-based participants; this makes the participants of the present study perhaps interesting, as Lamb (2013) indicated how most of the studies targeted urban-based L2 learners in L2 motivation.

The selection of a representative sample of participants from this university holds special significance, especially for the quantitative part of this study. The main reason that I chose this sample was because I intended to apply sophisticated inferential statistical tools (factor and regression analyses) to investigate the selected L2 learners’ motivational orientations and their attitudes towards EWL. I also sought to measure the effect of gender on learners’ preferences for their attitudes towards EWL. Researchers such as Pallant (2007) and Leech et al. (2005) also suggested that selecting a representative sample through a method like stratified random sampling can contribute considerably to increasing the validity of the results of a given study. Therefore, I selected the probability-based stratified random sampling procedure for this study, which can provide more relevant and representative samples in comparison to other methods, such as the simple random and systematic probability sampling techniques. By using this sampling procedure, I was not only able to randomly select the required participants, but I was also able to select them from different strata – i.e., from the 13 departments (major subject of studies) at the university, all from the final semester, as shown below in the pie chart.
However, the number of selected participants in each group was not equal, as the number of students admitted to a program is decided on the availability of the faculty and the physical facilities at this growing university as well as preference of students. As such, it can be said that I selected a disproportionate stratified random sample, which provided an opportunity for the participants to properly represent each department of the university. It is also worth mentioning that the initial sample was comprised of 540 students, as I had to discard 40 questionnaires given that the participants did not provide proper information, or their responses on almost all items in the questionnaire were the same.

A sample of 500 participants from a total of 700 admitted postgraduate L2 learners at this university appears to be quite good, as this sample amounts to more than 70% of the total population at the university. In the selected sample of 500 students, 69% of participants were male and 31% were female. Although there were fewer females included in this study when compared to the other studies performed by Pathan (2012), Shahbaz (2012), and Islam (2013), it is important to
keep in mind the conservative and rural background of the KP province, as pointed out in Chapters one and two; as such, obtaining a sample of participants with such strength is encouraging. This may indicate how females in the KP province are now receiving more education and they may be interested in learning L2, which was also observed in their desire to meet and talk to me, and their willingness to be interviewed. All of the participants were aged 24–29 years; they were studying L2 (English) as a compulsory subsidiary subject, and they were in their final year of study. Moreover, these 500 participants were selected from a total of 13 different departments of the university, as mentioned earlier. There were certain reasons why I selected a sample of 500 participants in the present study.

First, I was able to manage and collect the data from this sample in short amount of time from the selected departments of the university. Secondly, and perhaps most important here, a sample of 500 is generally regarded as sufficiently large for factor analysis (Pallant, 2007, Field, 2013, Tabachnick and Fidell, 2013), which I intended to use to investigate L2 learners’ motivational orientations and attitudes towards EWL. For example, a sample of 500 provided a participant ratio of 9:1 across 55 selected items that were related to the reasons for learning L2 i.e., motivational orientations on the second part of the questionnaire. This ratio of participants almost doubled when examining their responses on those questionnaire items that related to their attitudes towards EWL. These ratios are considered 'good' (Stevens, 2009). Additionally, researchers such as Dörnyei (2001b, 2007) and Cohen et al. (2011) asserted that well-defined constructs gained through the application of factors (i.e., L2 learners' orientations and attitudes towards EWL) on a proper sample of 500 can be further exploited for further investigation, which I was looking to achieve in this study. I performed correlation and regression analyses to examine whether any correlations existed, and also to determine if variances in the learners' orientations are explained by these students’ attitudes towards EWL. Moreover, I also investigated the effect of the learners' gender on their preferences for attitudes towards EWL.

4.4.8 Selecting the Data Collection Instruments for the Study

As is the case for every research design, the convergent parallel design used in this study also includes quantitative instruments for the collection of data. For collecting the quantitative data structured questionnaire while for the qualitative data semi-structured interviews were opted for this study, so as to achieve the targeted aims and objectives of this investigation.

4.4.8.1 Selection of the Survey Method

I used the survey which, in the present study, will present L2 learners’ opinions about their motivational orientations towards L2 and their attitudes towards EWL. Creswell (2014:155) describes that the "survey method serves the purpose of providing the quantitative or numeric
description of the trends, attitudes and opinions of a population by study a sample of that population”. Moreover, I was looking to provide an in depth and detailed account of my context, participants and design so that my findings could be useful for other researchers interested in other similar contexts. Dörnyei (2001b) and Tabachnick and Fidell (2013) suggest that with the help of a survey, a researcher can draw inferences from the selected sample’s results to a larger population. The selection of the survey becomes more critical in the case of the current study. The main reason is that I was looking to apply more sophisticated inferential analysis methods, such as factor analysis, to findings from well-defined L2 learners’ orientations and their attitudes towards EWL, which is unlike what occurs with simple descriptive analysis, in which simple trends such as frequencies are targeted. Similarly, I also applied the regression analysis to further understand the correlation between and variances in the two factors, and I employed t-tests to assess the effect of gender differences on the learners’ motivational orientations and attitudes towards EWL, as mentioned earlier. The nature of the survey I adopted in this study was cross-sectional instead of longitudinal, as I needed to collect data at one particular point due to many reasons, as mentioned in Section 4.3.5 of this chapter.

4.4.8.2 Reasons for Selecting the Structured Questionnaire Instrument

I preferred the use of a structured questionnaire in this study, based on a lack of time and limited resources; however, I only needed a quick and reliable data collection method that could also be used to draw information from such a large sample. Many researchers such as Muijs (2004), Robson (2011), and Dörnyei with Taguchi (2010) asserted that questionnaires offer diverse strengths, such as flexibility and efficiency (i.e., they save a researcher's time, resources, and efforts) when conducting research. Another, and perhaps more beneficial, strength of the current study is that it features much needed anonymity, especially in the case of female participants, due to the conservative nature of the context; such anonymity was made possible through the use of a questionnaire, as argued by Dörnyei (2003), which may have also enhanced the participants’ willingness to take part in the interviews. Finally, the questionnaires and further key such statistical tests such as the targeted factor and regression analyses in the present study are frequently used in L2 motivation research in well-known studies such as those by Gardner (1960), Dörnyei (1990), Lamb (2004), Ryan (2008), Islam et al. (2013) and, more recently, Ali et al. (2015). As such, the strong impact of the use of questionnaires and their further exploitation for various key statistical tests in the field of L2 motivation research also inspired me to use them in the present study.

4.4.8.3 Procedures to Develop/Design the Questionnaire

The questionnaire that was employed in this study was developed with three main parts (See Appendix I). The questionnaire focuses on obtaining some background/general information about the participants, such as their year of study, age, gender, and departments. I intended that these, and
perhaps other, personal factors may have some influence on students’ attitudes towards EWL. The first part of the questionnaire was concerned with different items that were related to the learners' motivational orientations. This part of the developed questionnaire was based on instruments pioneered by Clément and Kruidenier (1983), Gardner (1985), Dörnyei (1990), Clément et al. (1994), Noels et al. (2000a), Yashima (2000), Bradford (2007), and Dörnyei and Taguchi (2010). These well-tested items were supplemented by other items related to the indigenous use of English in Pakistan. Prompted by studies such as those by Mahboob (2009), Shahriar et al. (2011), Shamim (2011), Islam (2013), and Islam et al. (2013), questionnaire items were developed that related to the use of English in the media and in social interactions, including to maintaining contact with the educated community, and understanding and representing Pakistani culture through English. The main idea behind including these important items was to examine the possibility of the emergence of local integrative interest and, recently, Islam et al.’s (2013) L2 national interest orientations in explicit form with the help of the application of factor analysis in this study. Therefore, it can be argued that unlike the other earlier studies, such as those by Pathan (2010), Shahbaz and Liu (2012), and Islam et al. (2013), no specific definitions of the learners' motivational orientations were provided to the learners, which is why all 55 items remain scattered in the first part of the questionnaire. As mentioned earlier, such large numbers of L2 motivational orientations have emerged from the aforementioned primary studies in L2 motivation, which also indicates that L2 learners conceptualise L2 orientations in different ways.

The second part of the questionnaire aimed to identify the learners' attitudes towards EWL. I designed this part of the 16-item questionnaire particularly for this study, to the best of my knowledge; to date, there are no questionnaires available that include the various features of EWL. The items of this part of the questionnaire were based on key studies in the field of world Englishes. Among the included studies are Crystal (2003, 2007), Saraceni (2010), McKay (2002), and Jenkins (2007). Mario Saraceni, who fortunately was my first supervisor, also provided significant guidance about the construction and further refinement of this part of the questionnaire. However, all of the items that were related to various features of EWL were included in a scattered manner, such as in the second part, as mentioned in the previous chapter; these items are loosely connected with one another. This is why no clear definitions of EWL, and well-defined related features of EWL, were provided in the second part of questionnaire.

The third and final part of the questionnaire aimed to identify those factors that the learners considered important to enhancing their L2 learning motivation in the classroom. This was an open-ended question that was used in the study for two reasons. First, the two parts of the questionnaire related to the learners’ orientations and attitudes were lengthy, so measuring this part on a quantifiable scale would bore the participants. Second, I was interested in understanding the broader primary factors that I intended to target further in the semi-structured interviews. Many
researchers such as Dörnyei (2007) and Cohen et al. (2011) assert that a complex issue can be best explained with the help of an open-ended question in a questionnaire.

I was initially interested in investigating L2 learners’ de-motivational factors in the classroom. However, I soon realised that L2 learners would not want to show disrespect to the university administration in general and to their teachers in particular while attempting to reveal their feelings about L2 de-motivational factors, especially those related to teachers and university administration in their classroom. Researchers such as Islam (2013), Hassan (2015) and Samad (2015) also reported that teachers have dominant position and learners cannot raise voice against their teaching methodologies and behaviours in Pakistani universities. The dominant position of teachers seems to have become more crucial in the light of recently introduced semester system in all universities of Pakistan. Now the teachers are not only the paper setters but also the evaluators of learners. It was in this light that a question related to the L2 de-motivation in the questionnaire was restructured as to elicit their views about L2 motivation enhancing factors instead of L2 de-motivational factors.

4.4.8.4 Pilot Testing of the Questionnaire

I completed the pilot testing of the questionnaire in two phases at different locations. In the first phase, I checked the questionnaire responses of six Pakistani postgraduate students who were fortunately studying at Portsmouth University. I found that their responses on the selected 7-point Likert scale were confusing, as they also personally asked me to explain these scales for them. As such, I selected the intermediate 5-point Likert scale for the questionnaire, as recommended by Dörnyei (2007) and Dörnyei with Taguchi (2010). However, the initial piloting of the questionnaire was limited to the UK, and the participants were also not from the KP province (the context of the present study). Therefore, in the second and perhaps most helpful and relevant phase of the initial piloting initiative, I distributed the questionnaire within the selected university among the undergraduate students in Pakistan to obtain responses from at least 65 individuals (i.e., 5 participants from each of the 13 departments at the university). As a result, I made a small number of modifications to the questionnaire, such as replacing ‘I learn’ with ‘I want to learn’. Some difficult words and terms that were used e.g., English-speaking countries, native countries, and English varieties were translated in Urdu in the first and second parts of the questionnaire, with the aim of clarifying the meanings of the items for the participants. Similarly, in the last part of the questionnaire, I completely translated the third research question into Urdu so that the participants could understand it properly. Dörnyei (2007) also recommends that translation can contribute to maximising the participants’ responses to the questionnaire, especially in a foreign-language learning context. The translation was checked not only with the participants, but also with one colleague who was a native Urdu speaker at the university. The learners’ responses on a few items such as 'learning English to fit in with the native people' and 'for making friendship' from the
female participants (which I also noticed in initial pilot of interviews, as the concept of having boyfriends and girlfriends is very rare in Pakistan) were not encouraging. However, the importance of these items included in the questionnaire was kept in mind. Therefore, I did not exclude any items related to the learners’ motivational orientations and their attitudes towards EWL. I believe that it would be interesting to see the role of these items while loading them on well-constructed motivational orientations in the factor analysis, as adopted in the present study.

The resulting 55 items and 16 items of parts first and two of the questionnaire, respectively, were assessed by a 5-point Likert scale, with response options ranging from strongly disagree (1) to strongly agree (5), following the methods of Dörnyei with Taguchi (2010). The reliability of both the second and fourth parts of the questionnaire was assessed using Cronbach’s alpha after the modifications were made and the initial piloting was performed. The resulting scores of the first and second parts of the questionnaire were (.67) and (.65), which are considered acceptable in the social sciences (Pallant, 2007 and Dörnyei, 2007).

4.4.8.5 Final Questionnaire with the Main Variables

After performing the basic procedures such as content development, item development, and initial piloting, as mentioned, the final version of the questionnaire was formatted on two pages. Dörnyei with Taguchi (2010) emphasises how the final questionnaire layout, including its blurred font, font size, and many pages, can considerably affect the participants’ responses. The final questionnaire contains the following main motivational variables and additional relevant details as shown in Table 2. However, it is worth mentioning that question numbers 3 and 4 were examined after finding the well-defined L2 motivational orientations and attitudes towards EWL. Therefore, these questions and their related variables cannot be observed as clearly as in questions 1 and 2. Questions for demographic data were presented at the beginning of the questionnaire as mentioned earlier.

Table 2: Summary of the main variables and the analytical tools applied

<table>
<thead>
<tr>
<th>Questions</th>
<th>Main Variables</th>
<th>Items</th>
<th>Statistical Analysis Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.1</td>
<td>L2 motivational orientation items</td>
<td>1–55</td>
<td>Factor Analysis</td>
</tr>
<tr>
<td>Q.2</td>
<td>L2 Attitudes items</td>
<td>1–16</td>
<td>Factor Analysis</td>
</tr>
<tr>
<td>Q.3</td>
<td>11 emerged motivational orientations and 4 attitudes towards EWL Factors</td>
<td>Combined 11 emerged motivational orientations and 4 attitudes towards EWL factors</td>
<td>Correlation and multiple regression analysis (11 emerged L2 orientation factors served as independent variables, while one aspect of L2 attitudes served as the dependent variable out of a total of four emerged factors)</td>
</tr>
<tr>
<td>Q.4</td>
<td>11 L2 orientations, 4 attitude towards EWL constructs</td>
<td>Combined 11 L2 orientations, one key aspect of L2 attitudes towards EWL</td>
<td>T-test to assess the learners' gender effect on the differences in their attitudes towards EWL</td>
</tr>
<tr>
<td>Q.5</td>
<td>Open-ended question with the target of identifying English motivation-enhancing factors in the learners' classroom setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.4.8.6 Procedures for the Quantitative Data Collection

Following the ethical approval letter from the University of Portsmouth as attached as Appendix A, I personally visited the selected university from September until November 2012 to collect data from the participants; given that many participants were taking classes at that time, I expected that their availability would increase their participation. Robson (2011) emphasised that a self-administered questionnaire can increase the chances of getting clear, quick, and greater responses from the participants. I had no problem accessing the university, as I spent time there as lecturer. The heads of selected departments and my colleagues in the Department of English were very helpful in providing me with access to the selected participants at the university. Prior to administering the questionnaire, I distributed first the invitation letter as Appendix B, with participants' information sheets 1 and 2 about the questionnaire and interviews (See Appendixes E and F) and relevant consent forms-Appendixes D and C (which were placed in the provided envelopes) among the participants. I further provided clear instructions on the information sheets pertaining to the researcher and the nature of the research study, and I also informed the participants about how confidentiality and anonymity were ensured, as emphasised by Cohen et al. (2011). A total 540 participants from 13 various departments provided their consent by returning the completed forms in the enclosed envelopes.

When administering the questionnaire, I was helped by a lecturer from each department at the university; these individuals offered their assistance by not only collecting the consent forms, but also by determining a suitable day, time, and an available classroom to collect the data from the participants. First of all, I once again highlighted what I wrote on their information sheet. I briefed the participants about maintaining their confidentiality; their identities would remain anonymous, as no one would know their responses except the researcher, and the respondents could leave at any time without consequence prior to distributing the questionnaire among them. I also explained to the participants the importance and details of the research. After ensuring that the participants had a clear understanding of the project and questionnaire, the participants completed the questionnaire within 30–35 minutes. I also remained quite active and engaging in addressing any queries while administering the questionnaire, which I also observed helped to keep the participants motivated and relaxed during this process. I thanked the participants for their participation and gave my email address in the event that they needed more information about me and my research.

4.4.8.7 Procedures for Quantitative Data Entry and Analysis

I entered all of the collected quantitative data into SPSS version 20. I discarded 40 questionnaires, as the participants did not provide enough responses or information, and there were also instances
in which there were set patterns in their responses; as if the participants have used a pattern to answer the items instead of individually understanding the items before responding. I assigned values to different labels such as the “strongly agree” response, age, and the participants’ study subjects in the data so that these could be quantified and easily interpreted for further targeted analysis. I checked the datasheet with the help of my younger brother who was completing his M.Phil study in management sciences at a university in Pakistan, as he was able to point out some mistakes. These included erroneous labelling of a few subjects (such as botany and zoology) and identifying outliers, which I corrected accordingly. I verified the overall consistency of the questionnaire, which was above .60, as is accepted in the social sciences (Pallant, 2007). Further, descriptive statistics, such as means and standard deviations, were used to examine the strengths of the items in the questionnaire in relation to the sample. Similarly, and most importantly, the selected inferential factor analysis was applied. The main purpose was to find the well-defined L2 orientations and L2 attitudes towards EWL, as conceptualised by the participants in the sample using factor analysis.

4.4.8.8 Rationale for using factor analysis

Many instruments can be used for measuring L2 Learners' motivation. For example, an adopted questionnaire and analysis such as descriptive analysis in this study. However, I preferred the use of the factor analytic techniques as the main quantitative research instrument keeping in view some key considerations. First as Dornyei (2007) recommended the fitness of the factor analysis especially for the under-researched contexts that also includes the context of Pakistan of this study. This may be because factor analysis unlike the descriptive analysis applies highly sophisticated validity tests such as Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity (Cohen et al. 2011). These tests and other fundamental techniques for instance 'rotation' specific to factor analysis ultimately produce well-defined L2 motivational orientations and L2 attitudes, which can be, exploited in future studies in under-researched contexts. Similarly, factor analysis can provide an excellent opportunity to a researcher to develop and also validate constructs e.g. L2 motivational orientations and L2 attitudes questionnaire (Cid et al. 2009) which I believe can be used in Pakistani universities for onward studies on L2 motivation.

Second, theoretically the concept of L2 motivational orientation seems to be conceptualised in different ways as its composition depends upon various factors such as the intention, understanding and context of L2 learners (Clement and Kruidenier, 1983 and Ali et al. 2015). What factor analysis does, unlike simple descriptive analysis and simple questionnaire, is the clustering of variously scattered motivational orientations items in the manner as conceptualised by the selected L2 learners. This becomes more crucial as the L2 motivational orientations and L2 attitudes items have not been only multiplied but also become inter-related in the backdrop of the global status of
English. Third, as suggested by Dornyei and Ushioda (2011) well defined factors of the factor analysis can be exploited for further analysis in a study. I also intended to exploit the L2 motivational orientations and L2 attitudes factors of the factor analysis in examining the correlation and regression analyses. Fourth, Gardner (1960) in his pioneering study was able to identify the well researched L2 instrumental and integrative motivational orientations and also the subsequent well referenced studies such as Clement and Kruidenier (1983), Dornyei (1990) and Bradford (2007) through the factor analysis. Therefore, I was keen to find potentially local L2 integrative motivational orientation and also confirm other key L2 motivational orientations including Islam's et al.’s (2013) recent concept of L2 national interests for which factor analysis unlike the descriptive analysis was the suitable choice. Fifth, factor analytic techniques are rarely applied in the context of Pakistan as most of the L2 studies conducted in Pakistan on L2 motivation (e.g. Mansoor, 2003, Pathan, 2012, Shahbaz, 2012 and Islam, 2013) followed simple descriptive analysis for measuring L2 learners' motivation. Finally, I was intrinsically motivated to apply sophisticated instrument of factor analysis unlike simple descriptive analysis for the sophisticated L2 motivational orientations and L2 attitudes issues (Lamb, 2004 and Baker, 1992).

After establishing the L2 motivational and attitudes towards EWL constructs, I used the correlation analysis to examine the linear correlation between the various emerging constructs of L2 orientations and L2 attitudes towards EWL in the questionnaire. I performed correlation and multiple regressions to assess the relationship between and variances in the L2 learners' orientations that emerged in response to the one main construct of their attitudes towards EWL. I also applied t-tests to examine the learners' gender differences on their preference of attitudes towards EWL.

4.4.9 Selection of the Interviews Instrument for the Study

I selected interview instruments for the qualitative part of the study. Interviews seem to be the most widely used instruments in various fields (including applied linguistics) when compared with other instruments that are used to collect qualitative data (such as observation and document analysis) (Robson, 2002, Richard, 2003, and Creswell, 2014). One possible main reason for this is that since responses are generally qualitative in nature, interviews (unlike questionnaires) enable the researcher to elicit the participants' subjective ideas and opinions through their own words, which may provide more in-depth data about the targeted issue. By keeping this in mind, I also elected to conduct interviews to provide participants with the opportunity to express their feelings about learning L2, as well as to discuss their attitudes towards it and their perceptions about knowing the various factors that can increase their L2 motivation in their classroom.

Additionally, and more significantly in the case of this study, L2 motivation is inspired by the global status of L2 and the changing L2 identification processes; moreover, the recent geopolitical
and historical conditions of Pakistan, as they relate to L2, have become increasingly complex and multifaceted, which the questionnaire alone cannot investigate properly (Lamb, 2004, and Dörnyei et al., 2015). In other words, the quantitative questionnaire instrument adopted in this study has some key limitations; among them are the survey’s inability to thoroughly investigate the issue at hand, its nature of restricting participants’ responses, and not being able to obtain detailed insights about complex issues, as indicated by Silverman (2005), such as those related to the participants’ L2 motivations and their attitudes in the study. Therefore, I thought that there might be certain unknown, yet potentially significant, aspects in the selected questions that could be better explained in greater detail with the help of interviews in combination with selected questionnaire. This is perhaps due not only to the key role of the interviews, but also based on the fact that opportunities were provided to the researcher to obtain detailed information; researchers such as Cohen et al. (2011) suggested that interviews can either be used as a sole method as in O’Sullivan (2007), or with other instruments to strengthen the results of a particular study as highlighted by Creswell (2003).

### 4.4.9.1 Reasons for Selecting the Semi-Structured Interview

Among the different interview types, I selected the semi-structured interview, which is intermediate in nature i.e., it falls between structured and unstructured interviews. Both structured and unstructured interviews have their own strengths, as mentioned by Bernard (2000), Silverman (2005), and Creswell (2003). For example, the structured interviews, like the questionnaire employed in this study, are able to provide more focused and rapid data collection, while unstructured interviews help to provide more exploratory data (Robson, 2011). However, both of these kinds of interviews, I believe, were not a proper choice for the study. For example, I cannot afford the highly unfocused type of data provided by unstructured interviews due to time limitations, as mentioned earlier. At the same time, I believe that structured interviews, with their well-prepared, specific, and domain-focused questions, also restrict the participants; in fact, this type of interview exhibits almost the same limitations as those described for the questionnaire used in this study.

Therefore, I preferred the use of semi-structured interviews, which I believe can offer certain advantages for this study. As its name suggests, it is more flexible i.e., it is both conversational and less structured when compared to the other two types of interviews (Cohen et al., 2007), which I also really needed. I was a novice researcher at the time, and I was looking to provide more flexible opportunities to the participants while conducting the interviews, which is something that semi-structured interviews can offer, as suggested by Dörnyei (2007). In other words, semi-structured interviews have some positive points, especially within a non-native, English learning context (as is the case in my research), where I needed to restructure the main questions, ask more questions by
probing, and establish a good rapport with the hopes of acquiring more insightful data for the study. Similarly, the choice of using a semi-structured interview was equally important for the participants, as they needed more freedom to ask questions and to express their views freely regarding the targeted issues, which the questionnaire did not provide. So, it can be argued that the use of semi-structured interviews may help to overcome the possible weaknesses of the questionnaire in the study. Additionally, given the lack of qualitative research in education, and also given that there are general assumptions associated with interviews, in that they are typically used for face-to-face jobs and evaluations (e.g., practical viva in exams) in Pakistan, I thought that the use of semi-structured interviews would keep participants more relaxed, which will ultimately aid in collecting rich data.

4.4.9.2 Procedures to Prepare and Pilot Test the Semi-Structured Interview Guide

I prepared the semi-structured interview guide/protocol (see Appendix-G), which was informed mainly by the targeted research questions of the present study. In other words, L2 learners' possible motivational aspects especially their orientations, attitudes, and key factors that may enhance their motivation in their classroom were taken into account when developing the interview guide for the participants. Additionally, findings about the L2 orientations, attitudes, and enhancing L2 motivational factors, as analysed in the previous chapter, were considered, especially from those studies conducted in contexts similar to Pakistan. Lastly, many key L2 orientations and attitudes were derived from the different scattered, yet highly pertinent, items from the developed questionnaire in the study. Overall, the interview guide contained open-ended and it also featured some possible related probing sub-questions, with the aim of obtaining participants’ in-depth thoughts and interpretations about the targeted issues.

The interview guide was piloted in two phases at two different places, similar to what occurred with the questionnaire. The main idea behind employing a two-phase piloting method was to further refine the interview guide prior to applying it in the actual data collection process, as suggested by Dörnyei (2007). In the first phase, the interview guide was piloted by conducting interviews with two Pakistani students completing their postgraduate degrees at the University of Portsmouth. I believed that these two students were able to point out some important issues in the interview, as they were among those students who were chosen for the initial pilot test of the questionnaire. They recommended making some questions easier and shorter, which I did accordingly in the guide.

However, this first phase of piloting the interview guide has its limitations, such as the fact that the two selected students were not potential participants, and they were also based in the UK. To overcome this, I conducted the interviews with the two undergraduate students from the selected university in Pakistan. The main purpose was to ensure that the questions were understood by the
targeted participants, and to verify other key issues such as the smooth flow of conversation and to
determine whether the prompts in the interview guides were understandable, as recommended by
Cohen et al. (2011). The final piloting phase of the interview highlighted issues such as needing to
translate a few difficult words such as 'native', 'mixing up' as did in the questionnaire, resorting to
code switching, showing keen interest in the participants’ body language, and listening carefully to
really encourage the participants to express their views on the selected issues. I also added a key
question about Islam, Muslims, terrorism, and learning English; I wrote the words interaction,
international, kinds with friendship, global, and varieties, respectively, in the guide. Following the
feedback from the pilot testing, the final semi-structured guide was developed; it was not only
understandable, but also well presented. Additionally, with the pilot testing, I learnt the required
skills necessary to successfully conduct the interviews with the chosen participants, as
recommended by Marshall and Rossman (2010).

4.4.9.3 Procedures for the Qualitative Data Collection

A total of 60 postgraduate participants from 13 departments showed their willingness to complete
the interviews on the consent form, which was provided to them while completing the
questionnaire. However, keeping in view the available resources, time, and the status of the
interview as an independent source of information, 26 participants was chosen for the qualitative
part of this study. In order to encourage equal representation, two participants (one male and one
female) were selected randomly from each of the 13 departments at KUST. Moreover, with the aim
of obtaining in-depth thoughts, all of the interview participants were chosen from the pool of
participants who responded to the study questionnaire, as recommended by Dörnyei (2007). The
additional reasons behind the selection of this university and the participants in this study have
been described in the earlier section of this chapter.

In order to collect data through face-to-face semi-structured interviews, I visited the university
from September to November 2012. I followed various prerequisite protocols, such as seeking
access to the research site and the participants, conducting and recording their interviews, and
many others, as highlighted by researchers such as Creswell (2003), Tabachnick and Fidell (2003),
Silverman (2005), and Dörnyei (2007). I was hoping to recruit the participants during these
months, as the university remained opened, and also while the students were taking their classes.
While I had chalked out when and where I would conduct the interviews, I could not strictly follow
that plan as I had to contact and arrange a suitable place to interview the participants; I also had
cases where females needed to wait to receive their parents’ verbal permission to participate in the
interviews. However, being a lecturer at the university and with the help of the heads of
departments and fellow lecturers in the English Department of the university, I managed to gain
access to the university and to the participants, and I was further able to reschedule the interviews
with them. The rescheduling did not create trouble for me, as I fortunately lived very close to the university, which made it easier for me to schedule interviews with the participants. I also remained informed about and was in contact with the potential participants, mostly through their cell numbers, as the participants could not check their emails due to frequent power failures at this rural-based university. I coordinated with the participants, through the help of fellow lecturers, about finalising the available classroom and laboratory, and determining a manageable time, day, and date, with the ultimate purpose of keeping the participants comfortable and relaxed during the interviews. All of these initiatives on my part not only contributed to establishing a good rapport with the participants initially, but it also helped them feel comfortable during the interviews, as emphasised by Dörnyei (2007).

In order to address the issue of participants’ possible reactivity towards my presence as a researcher, I adopted certain strategies. These strategies included, for example, a reasonably prolonged engagement with participants, and reflexivity (Creswell, 2003 and Holliday, 2007). Also, while making every possible effort to establish a good rapport with the participants such as sharing my experience at this university and my personal and educational background, I also preferred to communicate with them in their local vernacular after realizing they might be feeling uncomfortable in responding in English. This realization, as part of my reflexivity, had come to me after some initial encounter with the participants in English.

Once again before conducting interviews, I explained the research details and reassured them that their confidentiality would be maintained, and they were informed that their data would be used specifically for the current study purposes. In order to gain their confidence, I explained that their participation was not compulsory, so they could withdraw at any time; they also reserved the right not to answer any questions, if they chose not to. Keeping in mind the basic assumptions of establishing rapport during an interview, I invited the participants to ask any questions or to share their personal experiences about L2 and learning L2. I also told them about the need to audio-record, transcribe, and analyse the data for the purposes of this research. Participants provided their permission to have the interviews audio-recorded and transcribed. Keeping in mind the conservative nature of this area, I told the female participants in advance that they could keep their faces covered or remain in their hijabs (veil) while completing the interviews. This strategy really helped me, as most of the female participants were wearing their cover/hijab during this process, so they were able to express their thoughts more comfortably throughout the interviews.

I gave all the participants complete freedom to express their words in their mother, national, and English language, and indicated that they could also freely switch their code (using other language words) in their interviews. Interestingly, 16 participants provided their interviews in English, which shows not only their motivation towards L2, but it also made subsequent transcribing easier from
the audio-recordings. The remaining 10 interviews were given in Urdu. During the interview, I followed various probes, such as non-verbal cues (like nodding of the head), verbal cues (such as hmmm or acha, an Urdu word), and I also echoed prompts (e.g., repeated their key and last words, as recommended by Dörnyei, 2007), which helped the participants to express and explain their ideas more easily and frequently.

I also wrote down the participants’ key words, which not only helped me to obtain additional information in subsequent analyses, but I was also able to explore the participants’ in-depth views on these topics. I provided the participants with enough time and opportunities to not only express their thoughts as much as they wanted, but to also record them properly using the audio-recorder. I attempted to complete the interview by primarily summarising the participants’ overall views and also asking for additional comments, if they wished to share their thoughts about L2. I also checked the interview recordings through the audio-recorder after finishing the interviews. All of the interviews were conducted smoothly, and they took an average of 35–55 minutes to complete, depending on whether enough data were provided, and also on the participants’ capabilities to take part in the interviews. However, there were two instances in which I was slightly distracted by other students in the available laboratories, but I managed these situations successfully. The main reason for these interruptions was that empty laboratories are often kept locked in the university. I communicated thanks to the participants and provided my contact details in case they wanted more information about me and the research after conducting the interviews. I also noted the participants’ contact information in case I might need to reach them again.

4.4.9.4 Procedures for the Qualitative Data Transcription and Analysis

There a number of procedures that can be used to organize and analyse qualitative data, as highlighted by researchers such as Dörnyei (2007) and Merriam (2009). I adopted the thematic analysis method, which is concerned with the determining themes/concepts such as those related to the participants’ L2 orientations, their attitudes, and the key factors that may enhance their motivation in the classroom learning process. I manually, and very carefully, transcribed the large amount of scattered interview data from the 26 participants, with the purpose of organizing and preparing the transcripts for analysis. I also translated 10 interviews completed in Urdu into English, and these translations were checked with the help of one colleague lecturer at the university, and also with the assistance of another colleague who was completing his PhD at a university in the UK. This fundamental process of transcribing, as recommended by Denzin and Lincoln (2000), enabled me to read and re-read the data very carefully, line by line, highlighting the transcripts as a whole, which I did a number of times to get a general sense of the participants’ views. As suggested by Creswell (2003), I also started to write notes about any initial ideas along
the margins of the transcribed data, which helped to not only save my time, but it also facilitated the coding process.

I completed the coding process, which involves labelling or attaching names to key relevant chunks of data in the study. These included the key words, phrases, sentences, and paragraphs that represented the participants' views about the different features of L2 orientations, attitudes, and the main factors that they considered important in enhancing their L2 motivation in the classroom. I considered a few key points while electing to code relevant chunks of data from the dataset, as recommended by Creswell (2014). Among those, I considered the repetition of selected coded chunks by the participant in several places, as well as some unexpected chunks, points that the participants themselves had highlighted and, last but not least, I further sought guidance from the existing literature about the targeted issues. Interestingly, the participants' translated code-switching of words and sentences, and the overall socio-cultural context and status of L2 in Pakistan, helped me considerably when codifying some key chunks from the data regarding the selected issues in the study. Additionally, I also kept verifying the notes that were taken on a regular basis, and I considered them while coding the chunks of data. In short, it can be said that the process of coding facilitated me in further reducing and organizing the data. Resultantly, I came up with numerous codes from the dataset.

In the next step, and as recommended by many researchers such as Richards (2003), Richards and Morse (2007) and Robson (2011), I was able to create primary categories, also called themes, which I achieved by bringing together at least two or more important, but related, codes. Throughout this process of creating specific themes, I followed certain key steps. Specifically, I went through the previously created codes, reread them, and spotted the similarities and dissimilarities very carefully, as suggested by Dörnyei (2007). While creating the themes, I also kept in mind the emerged and well-defined constructs that were established quantitatively during this study, which included the participants' L2 orientations, attitudes towards L2, and their perceptions about the factors that they regarded as important for enhancing their L2 motivation in the classroom. Finally, I also considered similar themes and concepts, as suggested by Creswell (2014), in the relevant existing literature of L2 motivation during the thematic coding process of the data, especially the labelled factors of the quantitative data. After creating the themes, I also analysed patterns to assess the potential importance of a given theme, and to determine its relation with other themes, regarding the targeted issues, which further helped to create a diagram of the overall findings of the study.
4.4.9.5 Procedure for Addressing the Issues of Validity and Reliability in the Qualitative Data Transcription

I followed certain key procedures to analyse both the validity and reliability of the qualitative data. Qualitative validity is concerned with checking the accuracy of the findings by a researcher; this is accomplished by employing certain procedures such as triangulation of different data sources, using a rich and thick context description, clarifying personal biases, presenting negative information, using peer de-briefing, and many more (Creswell, 2014:203). I adopted the first three methods to determine the qualitative validity of the study. I performed data triangulation of the L2 learners' orientations, their attitudes, and the correlations between these two factors, as I compared the themes not only from the many transcribed participant interviews, but also from the already well-defined themes that had emerged from the statistical factor analysis. Additionally, the data were supported from the existing literature on L2 motivation. I also attempted to clarify the possible personal bias in the findings by providing a rich background on Pakistan, the KP province, and also the university. This included a detailed historical and recent account of L2, the socioeconomic and recent geopolitical context, and also the ideological position of Pakistan.

Finally, I tried to ensure the reliability of the qualitative data as well, which is related to a researcher's ability to consistently follow other key researchers' recommended procedures in a given study. I followed, at my level, the best recommended procedures. Among those were selecting the qualitative research instrument, developing the piloting phase, as well as when conducting the interviews, transcribing the data, and creating themes, as recommended by key researchers such as Dörnyei (2007), Creswell (2014), and Bryman and Bell (2015).

4.5 Ethical Considerations of the Study

Since this study focused on L2 learners, I was well aware of the emerging challenges, while considering the ethical issues associated with this topic. I constructed both the questionnaire and the semi-structured interview instruments very carefully. I used rather simple and acceptable words, not only in English but also in Urdu. I verified both of these instruments with the assistance of my colleagues at the Department of English prior to administering the final version to the participants. As mentioned earlier, I collected data via open-ended questions, which pertained to those factors the participants believed would enhance their L2 motivation in the classroom. The main reason for this is that participants may not specify teacher-related factors, based on respect or other reasons, as was agreed upon by my colleagues at the university. Moreover, I translated this question completely in Urdu, so that the participants did not feel confused and embarrassed while responding to this question. Prior to seeking their formal consent, I explained to the participants that their participation in this study is not at all compulsory and that they can withdraw any time. Moreover, I adopted various measures to ensure their anonymity and confidentiality during and
after the research. For example, I provided an envelope in which the participants could place the completed questionnaire, and I communicated both written (consent form) and verbally that only the researcher had access to the data; I also indicated that the data would not be disclosed to anyone, and that the participants’ teachers, departments, and KUST would not know their responses. As mentioned earlier, while keeping in mind the conservative nature of the research site, the female participants were free to remain in their hijabs during their interviews.

I purchased the audio-recorder, as I realised that borrowed recorder may not feel safe for the participants. I also created fictitious names for the participants when I transcribed, entered, and analysed their data, as recommended by Dörnyei (2007). Last, but not least, this study, as well as details about the topic in question, participants’ details, and information about the research context, were obtained following approval of the University of Portsmouth Ethics Research Committee (see Appendix-A).

4.6 Limitations of the Study

This study has certain limitations. First, and perhaps a key limitation of this study is that it did not focus on investigating the criterion measure (e.g. intended effort or achievement) of the L2 learners as investigated frequently by many researchers such as Gardner et al. (2004), Ryan (2008) and Islam et al. (2013) and so on in the field of L2 motivation. The main reason behind this main limitation was that I was initially interested in measuring the well defined L2 motivational orientations and L2 attitudes towards EWL factors through the application of well recommended but equally sophisticated factor analytical techniques. Moreover, another target then was of further examining the correlation and the variance in the L2 attitudes towards (criterion measure) EWL factors by the emerged L2 motivational orientations factors. Such interest grew out of my curiosity to examine the variance in the four emerged EWL factors especially in one of the rarely noted but a key factor ( i.e. Factor 2, labelled as L2 learners’ belief in English as main source of communication) of the L2 attitudes towards EWL by the emerged eleven (11) L2 motivational orientations. As such, it can be said that focus on these key issues restricted my ability to focus on the L2 learners' intended efforts as the criterion measure in this study.

Secondly, I already added a total of 71 items related to the L2 learners motivational (55 items), L2 attitudes towards EWL (16) and also one main open ended question related to complex issue of L2 motivational enhancing factors in their classroom. It was not possible to include more items related to the intended efforts or achievement as the criterion measure. The main reason was that in informal chats, L2 learners complained about the lengthy nature of the questionnaire. I also noticed that the students were already facing many challenges such as non-availability of proper classrooms due to the continuing construction of this university. However, it will be really interesting to examine the possibility of examining variance on the criterion measure such as the L2
learners intended efforts or their L2 achievement by these well defined L2 motivational orientations (especially the rarely noted, L2 National-Islamic, L2 Local Integrative, Family and Females interests) and L2 attitudes towards EWL of this study.

Second, this study is limited to KUST in KP, Pakistan. However, as mentioned in Chapter two, this university is representative of many other universities in Pakistan. Moreover, this university, like many universities, is under-researched. Therefore, the limited data obtained from this university can be useful in providing guidance about conducting future studies in other universities in general, especially in under-researched and, perhaps, also professional universities in Pakistan. I also believe that the data collected from more general and new universities in remote and volatile KP, and also in Pakistan, would have created more interesting and reliable results. Third, keeping in view my resources and time, I selected mature 500 rural–urban postgraduate participants, as they are rarely studied, to further contribute to the findings in the field of L2 motivation, notably in the context of Pakistan. There is a need to recruit a larger sample, as well as to recruit individuals from various universities, to produce more reliable results.

Fourth, this study did not examine the difference in the major subjects being studied; moreover, this study did not explore Urdu and English media or socio-cultural differences. However, the much needed, important, and debated gender difference was investigated in this study. Fifth, although this study remained focused on investigating the learners’ motivation, it also highlighted teachers as the main source of enhancing students’ motivation to learn English. Therefore, there is a need to conduct more studies on L2 teachers’ motivation. Lastly, this study did not adopt the observation method, which may be applied in subsequent L2 motivation studies in Pakistan. This method would really help to reveal the actual motivational behaviours and issues involved in the L2 learning and teaching processes of L2-motivated learners, as noted in this study.
Chapter 5 - Presentation and Analysis of the Quantitative Data Findings

5.1 Introduction
This chapter presents the findings of the quantitative data, which pertain to the learners' motivational orientations towards learning English, their attitudes towards English as a world language (EWL), and the predictions of variances in their attitudes towards EWL due to their L2 motivational orientations. Moreover, it presents and analyses the effect of the learners' gender on their attitudes towards EWL. First, there will be a brief description of the number of participants who responded to the questionnaire. This will be followed by a detailed description of the factor and regression analyses, as well as their results, and how they relate to the learners' motivational orientations, attitudes towards EWL, and predictions of variances in their attitudes towards EWL due to their various emerged orientations. This will be followed by a presentation of the results of the t-tests, which were conducted to examine the learners' gender effect on their attitudes towards EWL. The chapter will end by presenting the open-ended data of the questionnaire, which aimed to investigate the learners’ perceptions about L2 motivation-enhancing factors in their classrooms.

5.2 Main Research Questions
This study aimed to investigate the L2 postgraduate learners' motivations and attitudes towards learning English of Kohat University of Science and Technology in the Khyber Pakhtunkhwa, Pakistan. The research questions as discussed in chapter four are formulated as;

1. What are the L2 orientations of Pakistani postgraduate students learning English as second language?
2. What are these students' attitudes towards English as a world language?
3. Is there a positive correlation between these students' motivational orientations and their attitudes towards EWL? If yes, do their motivational orientations also predict any variances in their attitudes towards EWL?
4. Do these students' gender affect their attitudes towards EWL?
5. What are these students' perceptions about the main factors that they think might enhance their L2 learning motivation in the classroom?

5.3 Checking for Personal Bias, Reliability Analysis, and Presenting the Participants’ Responses on the Final Questionnaire
As mentioned in Chapter four, 40 out of the 540 questionnaires were discarded during data cleaning. Additionally, 23 participants left a number of key items unanswered and these were
contacted personally through heads of departments to respond to those items in the questionnaire. In total 500 individuals responded, which is considered as very good for factor analysis (Pallant, 2007). The overall reliabilities of the 55 L2 motivational orientations and 16 L2 attitude items were calculated, which were .67 and .65, respectively. These values are considered to be acceptable in the social sciences (Dörnyei, 2007) and in the context of the present study; these indicated that learners responded consistently on items related to their orientations and attitudes towards English. Factor analysis techniques were therefore used on the data obtained from the questionnaire.

5.4 Results and Application of Factor Analysis When Examining the Learners' Motivational Orientations towards Learning English

Factor analysis is a statistical technique that is used to determine the underlying latent factors in a large dataset (Dörnyei, 2007). As described in Chapter four, a total of 71 (55 and 16) variously scattered items were included in the questionnaire, which were associated with the learners' motivational orientations towards learning English and their attitudes towards EWL, respectively. The learners' L2 motivational orientations and attitudes towards EWL have become more complex and broader constructs due to the global status of English, and also to the specific socio-cultural status of L2 in various contexts, including Pakistan, as described in Chapters two and three. The fundamental analytical steps in examining the learners' L2 motivational orientations and attitudes towards EWL were recommended by key experts in the field of factor analysis (e.g., Leech et al., 2005, Dörnyei, 2007, Pallant, 2007, Field, 2013, and Tabachnick and Fidell 2013). I first present these applied steps in connection to determining the well-constructed factors of learners' L2 motivational orientations in the selected under-researched context, which will be followed by the learners' attitudes towards EWL.

5.4.1 Factor Analytical Procedures and their Results

First, the factorability of the data was checked by employing the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity (Cohen et al., 2011). The KMO and Bartlett's test of sphericity values were .853 and .000, respectively, indicating that the data were appropriate for factor analysis. The KMO values fall between (+1, 0, −1), and a value close to 1 is considered to provide more reliable information during the factor analysis. Similarly, Bartlett's test of sphericity is in fact a p-value, which was p< .001 in the sample study. This indicated that there was a good chance that correlations would be found among the selected orientation items, which is the fundamental underlying rationale of factor analysis (Leech et al., 2005). Principal component approach was applied which is a classic way of reducing a large number of items into non-correlated or well-synthesised variables, called factors. The total variance of 11 retained factors was found to be of 53.73% (see Table 2). Moreover, total 9 items were deleted as these were either loaded on irrelevant factors or were having values less than .30 as per Tabchnick and Fidell (2013).
in the final rotated component matrix. Secondly, to help identify which meaningful factors should be retained, two tests often used in L2 motivation research (e.g., by Dörnyei, 2007) Kaiser's criterion and a Scree plot were drawn upon during the extraction process of the factor analysis. Kaiser's criterion is based on the recommended eigenvalue of 1.0, indicating the amount of total variance accounted for by each factor, as can be seen in Table 3.

**Table 3** The eigenvalues and variance for each of the 11 retained factors

<table>
<thead>
<tr>
<th>Component</th>
<th>Initial Eigenvalues</th>
<th>Extraction Sums of Squared Loadings</th>
<th>Rotation Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% of Variance</td>
<td>Cumulative</td>
</tr>
<tr>
<td>1</td>
<td>8.114</td>
<td>17.64</td>
<td>17.64</td>
</tr>
<tr>
<td>3</td>
<td>2.325</td>
<td>5.054</td>
<td>28.096</td>
</tr>
<tr>
<td>4</td>
<td>1.837</td>
<td>3.993</td>
<td>32.088</td>
</tr>
<tr>
<td>5</td>
<td>1.687</td>
<td>3.667</td>
<td>35.755</td>
</tr>
<tr>
<td>7</td>
<td>1.529</td>
<td>3.323</td>
<td>42.600</td>
</tr>
<tr>
<td>8</td>
<td>1.419</td>
<td>3.084</td>
<td>45.684</td>
</tr>
<tr>
<td>9</td>
<td>1.287</td>
<td>2.799</td>
<td>48.482</td>
</tr>
<tr>
<td>10</td>
<td>1.222</td>
<td>2.657</td>
<td>51.139</td>
</tr>
<tr>
<td>11</td>
<td>1.191</td>
<td>2.59</td>
<td>53.729</td>
</tr>
</tbody>
</table>

Kaiser's criterion is used to retain any factor which has an eigenvalue >1.0. However, as Dörnyei (2007) explains, this test is frequently criticised for retaining too many factors. In order to compensate for this, I also used a Scree plot, which indicated an "inflection" after the 11 retained factors, as shown in the following figure 2, which looks like an elbow. However, there are no hard rules (Pallant, 2007) about considering the numbers of factors on the basis of the inflection, as it is not always uniform in the Scree plot. I made the decision to consider inflection at component number 11, as these showed the greatest potential for explaining many orientations, as discussed in Chapter three.

**Figure 2** Scree plot of L2 motivational orientations
As a third step, the orthogonal Varimax approach during rotation was used to rotate the initial factor matrix, following Field (2013) and Tabachnick and Fidell (2013). Rotation helps minimise the number of independent (unrelated) items that have loadings on multiple factors.

To ensure stable and robust factors, I retained items with minimum loadings of .40, although .30 is also considered acceptable (e.g., Dörnyei, 1990 and Bradford, 2007). The resulting rotated component matrix (Table 5, below) provided loadings on the desired latent components/factors which can be used to facilitate the labelling of the various L2 motivational orientations. Additionally, the successful application of factor analysis also produced the descriptive statistics as well as the Cronbach alpha scores of the 11 emerged factors as given in the table 4.

Table 4: Descriptive statistics for the 11 identified L2 motivational orientations factors and Cronbach Alpha Scores

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Factors Name</th>
<th>Number of Items</th>
<th>Mean</th>
<th>SD</th>
<th>Cronbach Alpha Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>L2 Education-Prestige</td>
<td>8</td>
<td>4.49</td>
<td>0.82</td>
<td>0.851</td>
</tr>
<tr>
<td>2</td>
<td>L2 Identification</td>
<td>6</td>
<td>4.35</td>
<td>0.84</td>
<td>0.822</td>
</tr>
<tr>
<td>3</td>
<td>Receptive L2 use for Non-Professional Purposes</td>
<td>4</td>
<td>4.25</td>
<td>0.88</td>
<td>0.801</td>
</tr>
<tr>
<td>4</td>
<td>L2 Further Study-Work Abroad</td>
<td>4</td>
<td>4.20</td>
<td>0.91</td>
<td>0.783</td>
</tr>
<tr>
<td>5</td>
<td>L2 Media-Instrument</td>
<td>5</td>
<td>4.16</td>
<td>0.94</td>
<td>0.755</td>
</tr>
<tr>
<td>6</td>
<td>L2 Travel-Friendship</td>
<td>4</td>
<td>4.10</td>
<td>0.96</td>
<td>0.742</td>
</tr>
<tr>
<td>7</td>
<td>L2 Extrinsic-Ideal L2 Self</td>
<td>4</td>
<td>4.08</td>
<td>0.97</td>
<td>0.704</td>
</tr>
<tr>
<td>8</td>
<td>L2 Business</td>
<td>3</td>
<td>4.03</td>
<td>0.99</td>
<td>0.691</td>
</tr>
<tr>
<td>9</td>
<td>L2 National Interests</td>
<td>5</td>
<td>4.00</td>
<td>1.05</td>
<td>0.674</td>
</tr>
<tr>
<td>10</td>
<td>L2 Intrinsic</td>
<td>2</td>
<td>3.99</td>
<td>1.07</td>
<td>0.663</td>
</tr>
<tr>
<td>11</td>
<td>L2 International Posture and learning L2 for Local Purposes</td>
<td>4</td>
<td>3.98</td>
<td>1.08</td>
<td>0.665</td>
</tr>
</tbody>
</table>
Table 5 Rotated Component Matrix of the Learners’ L2 Motivational Orientations

<table>
<thead>
<tr>
<th>Questionnaire items: ‘I want to learn English’…</th>
<th>Component 1</th>
<th>Component 2</th>
<th>Component 3</th>
<th>Component 4</th>
<th>Component 5</th>
<th>Component 6</th>
<th>Component 7</th>
<th>Component 8</th>
<th>Component 9</th>
<th>Component 10</th>
<th>Component 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>30—-to become an educated person.</td>
<td>0.713</td>
<td></td>
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<tr>
<td>10—-because educated people should speak English language.</td>
<td>0.630</td>
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<tr>
<td>36—-to become a dominant person in my country.</td>
<td>0.628</td>
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<td>25—-to gain respect.</td>
<td>0.585</td>
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<td>41—-because knowledge of English language will make me a better person.</td>
<td>0.559</td>
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<td>37—-because the English language course has a good reputation.</td>
<td>0.545</td>
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<td>40—-to fit in with educated Pakistani people.</td>
<td>0.500</td>
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<td>31—-future career, I imagine myself using English language.</td>
<td>0.436</td>
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<td>52—-to behave like English native people.</td>
<td>0.709</td>
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<td>44—-because I like the way English native speaking people behave.</td>
<td>0.628</td>
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<td>47—-to think like English language native speakers.</td>
<td>0.591</td>
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<td>04—-to make friendship with English native speakers.</td>
<td>0.461</td>
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<td>29—-because culture of the native speakers is very important.</td>
<td>0.447</td>
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<td>0.401</td>
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<td>08—-to read English magazines.</td>
<td>0.682</td>
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<td>07—-to understand Pakistani political talk shows.</td>
<td>0.644</td>
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<td>13—-to read English newspapers.</td>
<td>0.604</td>
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<td>06—-because of interest in English literature.</td>
<td>0.535</td>
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<td>53—-to travel to English language speaking countries for work.</td>
<td>0.642</td>
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<td>21—-to study in a foreign country.</td>
<td>0.566</td>
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<td>50—-to speak to native speakers for education.</td>
<td>0.530</td>
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<td>49—-to live in a foreign country.</td>
<td>0.529</td>
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<td>02—-to understand English movies.</td>
<td>0.667</td>
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<td>23—-to understand music in English language.</td>
<td>0.654</td>
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<td>17—-to earn money.</td>
<td>0.465</td>
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<td>39—-to watch TV channels in English language.</td>
<td>0.455</td>
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<td>03—-to get a job.</td>
<td>0.453</td>
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<td>12—-to travel in other countries.</td>
<td>0.714</td>
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<tr>
<td>11—-to know new people from other parts of the world.</td>
<td>0.636</td>
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<td>19—-to travel abroad.</td>
<td>0.493</td>
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<tr>
<td>14—-to make friendship with foreigners.</td>
<td>0.431</td>
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<td></td>
<td></td>
<td>0.441</td>
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<tr>
<td>42—-because of the university policy.</td>
<td>0.665</td>
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<tr>
<td>43—-to compete with others in the workplace.</td>
<td>0.642</td>
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<tr>
<td>51—-imagine myself who is able to speak English language.</td>
<td>0.531</td>
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<td>26—-imagine myself studying in a university where my courses are taught in English.</td>
<td>0.470</td>
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<td>24—-to be successful in business.</td>
<td>0.696</td>
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<tr>
<td>20—-to speak to English native speakers for business.</td>
<td>0.691</td>
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<tr>
<td>05—-to join international organizations.</td>
<td>0.476</td>
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<tr>
<td>32—-because English will help in making Pakistan a progressive country.</td>
<td>0.645</td>
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<tr>
<td>33—-to know about the cultures and lifestyles of English speaking countries.</td>
<td>0.610</td>
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<td></td>
</tr>
<tr>
<td>09—-to present the culture and lifestyles of Pakistan to the world.</td>
<td>0.554</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>22—-because I enjoy English language learning.</td>
<td>0.715</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>45—I enjoy the feeling when I speak in English language.</td>
<td>0.685</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35—-to travel to non-native English speaking countries for work.</td>
<td>0.658</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55—-to know about Pakistani culture.</td>
<td>0.577</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>46—-to interact with Pakistani friends.</td>
<td>0.515</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27—-to know about the cultures and lifestyles of non-English speaking countries.</td>
<td>0.404</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.424</td>
<td></td>
</tr>
</tbody>
</table>

5.4.2 Labelling and Analysis of factors

5.4.2.1 Factor 1: L2 Education-Prestige

The items that loaded on this factor (30, 10, 36, 25, 41, 37, 40 and 31) represent two distinct but related L2 orientations; the factor has accordingly been labelled ‘L2 Education-Prestige’. Firstly, items 30 (I want to learn English language to become an educated person), 10 (I want to learn English language because educated people should speak English language), 40 (I want to learn English language to fit in with educated Pakistani people), and 31 (Whenever I think of my future career, I imagine myself using English language) relate to the learners’ desire to learn the L2 for education purposes and it seems reasonable to label this orientation ‘L2 Education’. This orientation in many ways seems similar to Bradford's (2007) ‘L2 Education’, with item 30 similarly highly loaded. However, items 10 and 40 differentiate this orientation from Bradford's (2007) as well, while, in her study, another item related to L2 education loaded: continuing studies to Masters/PhD level. ‘L2 Education’ here is also similar in some ways to Clément and Kruidenier’s (1983) ‘Knowledge’, Dörnyei’s (1990) ‘Desire for knowledge and values associated with the L2’ and Islam et al.’s (2013) ‘L2 Instrumentality (Promotion)’ orientations. However, these are also broader, including items such as the learners’ desires for broadening their vision, passing exams, finding jobs, and work. Interestingly, item 31 also relates to Dörnyei’s ‘L2 Ideal Self’; however, as this item received the lowest loading (.43) on this factor, this cannot be considered as important to the underlying factor.

As items 36 (I want to learn English language to become a dominant person in my country), 25 (I want to learn English language to gain respect), 41 (I want to learn English language because knowledge of English language will make me a better person) and 37 (I want to learn English language because the English language course has a good reputation) loaded on factor 1, this indicates that L2 is learnt for the purpose of gaining prestige in Pakistan; this orientation can thus be labelled ‘L2 Prestige’. These four items also load on Bradford's (2007) ‘L2 Prestige’ and ‘Social Advancement’ orientations, respectively. However, due to the heavier loadings of items 36 and 25 in this study, ‘L2 Prestige’ seems an appropriate label. This orientation also shares some items with Al-Tamimi and Shuib’s (2009) ‘Personal Development’, Ozkut's (1991) ‘L2 Prestige-Instrumental’, Belmechri and Hummel's (1998) ‘L2 Influence’, and Clément and Krudienier’s (1983) ‘L2 Prestige’ orientations.

The emergence of these ‘L2 Education’ and ‘L2 Prestige’ orientations together as Factor 1 in this study might have some special relevance for Pakistan; they have not loaded together on the same factor in other studies (e.g., Dörnyei, 1990, Clément et al., 1994, Bradford, 2007). An explanation could be that, as Mansoor (2004) has highlighted, L2 competence in English is commonly
considered a gateway to prestige in Pakistan. However, such prestige also seems to be closely connected with being an educated person. L2 competence thus seems to signify education in Pakistan (Waseem and Jibeen, 2013).

5.4.2.2 Factor 2: L2 Identification

Factor 2 is labelled ‘L2 Identification’ because the loaded items (52, 44, 47, 04, and 29) suggest that L2 learners wish to identify with native speakers and their imagined ideals. In fact, the three most highly loaded items 52 (I want to learn English language to behave like English language native people), 44 (I want to learn English language because I like the way English language native speaking people behave), and 47 (I want to learn English language to think like an English language native speaker), all relating to thinking and behaving like native speakers, also emerged in other studies e.g., in Koul et al.’s (2009), Clément et al.’s (1994) and Bradford’s (2007) ‘L2 Identification’ orientations. The factor also shares some features with Dörnyei's (1990) ‘Desire for Knowledge and Values associated with L2’ orientations, although the items are worded differently. So, the ‘L2 Identification’ orientation may be understood as the learners' desire to identify with the “ideal” characteristics of the native speakers and their cultures which may include, as Lamb (2004 p. 11) points out, "the absence of riots, the higher standard of living, and the advanced technology as reasons for admiring the native countries". Most Factor 2 items also reflect some features of the traditional ‘L2 Integrative’ orientation of Gardner (1985).

However, the most ‘rigid’ and fundamental item in Gardner’s (2001) ‘L2 Integrative’ orientation i.e., ‘to mix with native speakers’ (an item which featured in our questionnaire) did not load on this factor. Rather irrelevently, it loaded onto another; thus, like the items for integrativeness in Islam et al.’s (2013) study, it exhibited poor inter-item correlation and was excluded. Nevertheless, a more ‘flexible’ view of the ‘L2 Integrative’ orientation is reflected in the loadings on this factor of three items 04 (I want to learn English language to make friendship with English native speakers), 14 (I want to learn English language to make friendship with foreigners, and 29 (I want to learn English language because the native speakers’ culture is very important ) which, it should be pointed out, had comparatively lower values and were also less focused on this factor (indeed, items 14 and 29 also loaded on Factors 6 and 9, respectively). These items, which relate to positive attitudes towards the culture of the native-English speakers and a willingness to make friends, relate to orientations in other studies, which are labelled as follows: Matsuoka and Evans’ (2006) and Semmar's (2006) ‘Attitudes towards native culture’, Clément and Krudieneir's (1983) ‘Friendship’, and Islam's et al.’s (2013) ‘Positive attitudes towards the L2 community’. Given that it is this more flexible view of the ‘L2 Integrative’ orientation that emerges here, loading on this factor with more heavily-weighted and focused items that relate more closely to identification processes with native
speakers’ ideals (rather than the wish to integrate into their community), serves as the reason why it seems reasonable to label Factor 2 ‘L2 Identification’.

5.4.2.3 Factor 3: Receptive L2 Use for Non-Professional Purposes

Factor 3 can be labelled ‘Receptive L2 Use for Non-Professional Purposes’, as it received loadings from items (08, 07, 13, and 06), which clearly indicate this orientation. The same items (except for 07), which relate to listening, received an appreciable loading of .64; these items also load on Dörnyei’s (1990) factor, ‘Reading for Non-Professional Purposes’.

5.4.2.4 Factor 4: L2 Further Study–Work Abroad

Factor 4, which received loadings from items (21, 50, 53, and 49), can be labelled ‘L2 Further Study–Work Abroad’; it is thus a binary factor, containing two distinct but related L2 orientations. Regarding the first of these orientations, items 21 (I want to learn English language to study in a foreign country) and 50 (I want to learn English language to speak to native speakers for education) relate to learning L2 for study abroad purposes; in the context of postgraduates, this implies aiming for higher qualifications, e.g. a PhD. Highly-loaded items in Bradford's (2007) ‘Further and International Study Abroad’ suggest a similar orientation. Interestingly, as the loading of item 21 suggests, the foreign context here might include countries where English is a non-native language. While many L2 learners may wish to study in the UK and the USA (Saraceni, 2010), no particular preference for such countries as a destination emerges here, though (as item 50 indicates) students appear to value teachers who are native speakers of English; such teachers often work outside their own countries.

The other orientation that loaded on Factor 4, ‘learning L2 for the purpose of working abroad’, covers items 53 (I want to learn English language to travel to English language speaking countries for work) and 49 (I want to learn English language to live in a foreign county). Here, the higher loading on item 53 (.64) might indicate a slight preference for countries where English is the native language; alternatively, the attraction could be working rather than just living abroad. This ‘L2 Work’ orientation shares some similarities with Bradford's (2007) ‘Employment’ and Clément et al.’s (1994) ‘Instrumental’ orientations, though the items that were included in these orientations, which related to employment and income, did not load on our factor. There are also similarities between our orientation and Lamb's (2004) ‘Career’ and Yashima's (2002, 2009) ‘International Posture’ orientations, but we have labelled it ‘Work’, rather than ‘Career’, since there is no indication the learners are looking at the long-term future.

The loading of two ‘L2 Further Study–Work Abroad’ orientations together on Factor 4 may have special significance for Pakistani L2 learners. Shahbaz and Liu (2012) have pointed out that Pakistan is becoming a supplier of skilled persons to the Middle East and other affluent regions.
Meanwhile, those Pakistani postgraduates wishing to study abroad may possibly be thinking of working part-time while they do so. Shahbaz and Liu have explained that L2 is considered an effective tool for obtaining education and employment both inside and outside Pakistan.

5.4.2.5 Factor 5: L2 Media-Instrumental

Factor 5, on which the following conceptually varied items loaded (02, 23, 17, 39, and 03) can be labelled ‘L2 Media-Instrumental’. These items 02 (I want to learn English language to understand English movies), 23 (I want to learn English language to understand music in English language), and 39 (I want to learn English language to watch TV channels in English language) include those that can be labelled as ‘L2 Media’; these relate to English-language music, movies, and television. Clément et al. (1994), McClelland (2000), and Bradford (2007) identified similar orientations in their studies, and there are also similarities with Csizér and Dörnyei’s (2005) and Islam et al.’s (2013) motivation of ‘Cultural Interest’, although this relates specifically to one’s interest in the cultural products of English-speaking countries, rather than to those simply produced in English (and, perhaps, anywhere). So, we suggest that the loading of items 23 and 39 on this factor may perhaps partly reflect the growing popularity of international cable and satellite television. English channels like Al Jazeera (based in the Arab world) are popular in Pakistan and elsewhere, as highlighted by Saraceni (2010). In addition, media channels using L2 are mushrooming within the country (Islam, 2013). Furthermore, items 17 (I want to learn English language to earn money) and 03 (I want to learn English language to get a job) were loaded on Factor 5, reflecting a utilitarian ‘instrumental’ purpose for L2 learning, also identified by Pathan et al. (2010), Waseem and Jibeen (2013), Lamb (2004), and Gonzales (2010). In Pakistan, L2 serves as an important gateway to jobs and employment (Shahbaz and Liu, 2012).

5.4.2.6 Factor 6: L2 Travel–Friendship

Factor 6, as the label ‘L2 Travel–Friendship’ suggests, has received loading from items (12, 11, 19, and 14), which can conceptually be divided into two separate themes; items 12 (I want to learn English language to travel in other countries) and 19 (I want to learn English language to travel abroad as a tourist) relate to travel, and 11 (I want to learn English language to know new people from other parts of the world) and 14 (I want to learn English language to make friendship with foreigners) correspond with friendship. Dörnyei (1990) labelled a similar factor ‘L2 Communicative Socio-Cultural Use’, although this also included items such as understanding the way of life of native speakers, which did not load here. This factor is, in some ways, similar to Shahbaz and Liu’s (2012) and Yashima’s (2000) ‘Intercultural Friendship’, Lamb’s (2004) ‘Travel’, Mori and Gobal’s (2006) ‘Integrativeness’, and Clément et al.’s (1994) ‘Xenophilic’, and it is almost similar to Clément and Kruidineir’s (1983), Bradford’s (2007), and Ozkut’s (1991) ‘Travel–Friendship’. ‘Travel’ and ‘Friendship’ may have emerged together on the same factor
since, as Dörnyei (1990) points out, travelling is associated with a greater chance of making friends. Unlike in Mori and Gobal’s (2006) ‘Integrativeness’, the friendships in this case do not seem to be with native speakers alone, although item 14 also loads loosely on Factor 2 (above), ‘L2 Identification’.

5.4.2.7 Factor 7: L2 Extrinsic–Ideal L2 Self

Factor 7 is another binary factor, labelled ‘L2 Extrinsic–Ideal L2 Self’, due to the loading of items (42, 43, 51, and 26). The first orientation here, ‘L2 Extrinsic’ items 42 (I want to learn English language because of the university policy and 43 (I want to learn English language to complete with others in the workplace), relates to university and work pressures, external agencies that offer rewards and punishment (Oakes, 2013). This L2 orientation shares similarities with Islam et al.’s (2013) ‘Instrumentality (Prevention)’ and Wang’s (2008) ‘Extrinsic’ due to item 42. Conceptually, it is also similar to Warden and Lin’s (2000) ‘Required motivation’, Carreira’s (2012) and Noels et al.’s (2000b) ‘External Regulation’, and Schmidt et al.’s (1996) ‘Extrinsic’, though with different items. A possible explanation for the loading of item 43 on this orientation, unlike in the studies noted earlier, is a contextual consideration; the L2 learners surveyed were in the final semester of their postgraduate programme and they may have been thinking about L2 use in the workplace.

Meanwhile, the two other items that load on this factor 51 (I can imagine myself who is able to speak English language and 26 (I can imagine myself studying in a university where all my courses are taught in English) clearly relate to the ‘Ideal L2 Self’. This orientation shares the same items as Islam et al.’s (2013), Dörnyei’s (2005), and Ryan’s (2008) ‘Ideal L2 Self’. This was conceptualized by Dörnyei (2005) as the psychological identification of an L2 learner with the L2 and its use. It thus differs from learners’ actual integration in a country where the L2 is spoken as a native language, as in the ‘L2 Integrative’ orientation conceived by Gardner (2005) and Gardner et al., (2004).

5.4.2.8 Factor 8: L2 Business

Factor 8, which received loading from items 24 (I want to learn English language to be successful in business) ,20 (I want to learn English language to speak to English language native speakers for business) and 05(I want to learn English language to join international organizations ), is labelled ‘L2 Business’. However, while the two higher-loaded items clearly convey the meaning of this business orientation, the third (05) is less clear cut. Interestingly, this third item is discussed in the context of cross loading by Bradford (2007); she argues it relates to "self-perceptions of success and achievement" (p. 310), while the first two are central to her ‘Success’ orientation. Our ‘L2 Business’ also shares some similarities with Belmezchri and Hummel’s (1998) ‘L2 Career (Instrumental)’ and Dörnyei’s (1990) ‘L2 Instrumental’ orientations, as one item related to business
loaded on each. The ‘L2 Business’ orientation might have particular relevance to contexts where international trade is sophisticated e.g., in China and Japan. However, in Pakistan, there is also some international trade. Furthermore, numerous international donor agencies are active in this context (Shamim, 2011). These recruit some of their staff members locally, and thus represent employment opportunities, a consideration which might further explain the loading of item 05 on this factor.

5.4.2.9 Factor 9: L2 National Interest

Factor 9 is labelled ‘L2 National Interest’, reflecting the appreciable loading of focused items 33 (I want to learn English language to know about cultures and lifestyle of English language speaking countries), 09 (I want to learn English present the cultures and lifestyles of Pakistan to the world), and 32 (I want to learn English language because English will help in making Pakistan a progressive country). Indeed, while two other items (27 and 29) also load on this factor in a lower-weighted and less focused way, to reflect a conceptualization of the L2 as a tool for learning about other cultures, as in Dörnyei (1990) and Bradford (2007), the 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) have also found this in the same national context. One possible reason could be that Pakistan is suffering from the ongoing war on terrorism, spearheaded by the USA with the support of NATO. In the minds of many Pakistanis, there are feelings that their people and culture are being misrepresented in the West (Islam et al., 2013). Secondly, as Shamim (2011) points out, residual resentment against the former colonial power may have largely subsided over time. Together, these influences may have combined to leave these L2 learners more willing to present a soft, enlightened, and humanistic image of Pakistani culture to the world, while also focusing on understanding other cultures through L2.

This ‘L2 National Interest’ orientation, developed by Islam et al. (2013) in the Pakistani context, resonates in other contexts as well. For example, a variant of this orientation in Japan was termed ‘Other Directness’ (Matsuoka and Evans, 2006), while Chen, Warden, and Chang (2005) label a similar orientation ‘the Chinese Imperative’. However, these variants are more focused on resilience to global issues. The concept of the ‘L2 National Interest’ orientation, though not yet labelled as such, was already present in Lamb’s (2004) study of Indonesian L2 learners who, he argued, expressed a desire to preserve and present their culture to the rest of the world.

5.4.2.10 Factor 10: L2 Intrinsic

Factor 10 can easily be labelled ‘L2 Intrinsic’, as the items that load here 22 (I want to learn English language because I enjoy English language learning) and 45 (I enjoy the feeling when I speak in English language) relate to learning L2 for enjoyment. This key and fundamental
orientation has been found in many studies (e.g., Schmidt et al., 1996, Noels et al., 2000a, and Wang, 2008).

5.4.2.11 Factor 11: International Posture and Learning L2 for Local Purposes

Factor 11, on which items (35, 55, 46, and 27) loaded, can be labelled ‘International Posture and Learning L2 for Local Purposes’, although an alternative label might be ‘L2 as a lingua franca’. Crystal (2003) has pointed out that, as a lingua franca, the L2 can be used for various purposes within countries, as well as between them, while Bradford (2007) has used such this label in her Indonesian context. However, the label ‘L2 as a lingua franca’ suggests that there are also additional variables that have not loaded on this factor, and therefore we have avoided this term.

Items 35 (I want to learn English language to travel to non-English language speaking countries for work and 27 (I want to learn English language to know about the cultures and lifestyle of non-English language speaking countries) carry the characteristics of what Yashima (2002) and Yashima et al. (2004) have labelled ‘L2 International Posture’. In Yashima’s studies in Japan, this orientation included learning L2 to find a job, study within the country, make friends, and build socio-cultural ties with people from the rest of the world (Yashima, 2002). However, in this study, ‘International Posture’ seems to focus mainly on countries in which the L2 is not a native language. This focus seems to serve work-related purposes and learning about socio-cultural values. Meanwhile, items 55 (I want to learn English to interact with educated people in Pakistan) and 46 (I want to learn English language to interact with Pakistani friends) reflect a desire to use L2 within Pakistan for cultural purposes and to make friends. This gives the impression of an emerging ‘L2 Indigenous Integrative’ orientation, which we can explained as follows: more than half the Pakistani population is composed of young educated learners (British Council, 2009), forming an emerging community of L2 users, in which Pakistani English is developing to reflect local cultural and religious sensibilities (Mahboob, 2009). Local elites, in terms of lawyers, media personalities, bureaucrats, military officers, and university educators, all use the L2, as highlighted by Akram (2007) and Islam (2013). However, this local use of the L2 needs to be further investigated. Does it reflect an emerging ‘L2 Indigenous Integrative’ orientation? If so, this construct needs further refining, particularly since it has not previously been described in this way in the literature.

One of the interesting findings of this study is that 06 out of 11 emerged as binary L2 motivational orientations. These binary L2 motivational orientations are ‘L2 Education-Prestige’, ‘L2 Further Study-Work Abroad’, ‘L2 Media-Instrumental’, ‘L2 Travel-Friendship’, ‘L2 Extrinsic-Ideal L2 Self’ and ‘L2 International Posture and learning L2 for Local Purposes’ (Ali et al. 2015). The binary L2 motivational orientations were also noted in other factor analytical based studies especially in the non-native countries. For example, Clement et al. (1994) found ‘L2 Instrumental-Knowledge’ in the context of Hungary. Similarly, Kimura et al. (2001) noted ‘L2 Instrumental-Intrinsic-Integrative’ in
Japan and Bradford (2007) 'Further and International Study' and 'Travel-Friendship' in Indonesia. The emergence of L2 binary motivational orientations in the non native countries not only highlight the complex nature but also conducting further especially comparative studies to understand the proper conceptualisation of L2 motivational orientations in different countries.

5.5 Results and Application of Factor Analysis When Examining Learners' Attitudes towards Learning EWL

5.5.1 Factor Analytic Procedures and their Results

I used the same factor analysis approaches and procedures when examining the learners' attitudes towards EWL, as was followed in its earlier application when examining the learners' orientations towards English. The KMO and Bartlett's test of sphericity values produced in this case were .641 and .000, respectively. Moreover, total 3 items were deleted as these were either loaded on irrelevant factors or were having values less than .30 in the final rotated component matrix. The total variance of 4 retained factors was found to be of 47.30%, as is evident after applying Kaiser's criterion test (see the output in Table 6).

<table>
<thead>
<tr>
<th>Total Variance Explained</th>
<th>Component</th>
<th>Extraction Sums of Squared Loadings</th>
<th>Rotation Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial</td>
<td>Loadings</td>
<td>Loadings</td>
</tr>
<tr>
<td></td>
<td>Eigenvalues</td>
<td>Cumulative % of Variance</td>
<td>Total % of Variance</td>
</tr>
<tr>
<td>2</td>
<td>1.578</td>
<td>12.142</td>
<td>29.053</td>
</tr>
<tr>
<td>3</td>
<td>1.242</td>
<td>9.552</td>
<td>38.605</td>
</tr>
<tr>
<td>4</td>
<td>1.095</td>
<td>8.425</td>
<td>47.030</td>
</tr>
</tbody>
</table>

I also used a Scree plot, which clearly indicated "inflection" after the 4 retained factors (Figure 3). I followed the same strategy to retain these 4 factors, as was used in the case of the Scree plot of the learners' orientations.

1 These values range from .00-.05 indicating the statistically significant p-value out of 100.
The descriptive statistics (Table 7, below) and the resulting rotated component matrix (Table 8, below) provided loadings that I exploited, as recommended by Dörnyei (2007), when labelling the various L2 attitudes towards EWL.

Table 7: Descriptive statistics for the 04 identified attitudes towards EWL factors and Cronbach Alpha Scores

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Factor Name</th>
<th>Number of Items</th>
<th>Mean</th>
<th>SD</th>
<th>Cronbach Alpha Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The L2 learners’ attitudes towards the Non-Native Varieties of English.</td>
<td>4</td>
<td>4.60</td>
<td>0.85</td>
<td>0.832</td>
</tr>
<tr>
<td>2</td>
<td>The L2 learners’ attitudes towards English as the main source of Global communication.</td>
<td>4</td>
<td>4.45</td>
<td>0.89</td>
<td>0.821</td>
</tr>
<tr>
<td>3</td>
<td>The L2 learner’s attitudes towards the use of English as a tool for intercultural communication.</td>
<td>3</td>
<td>4.20</td>
<td>0.94</td>
<td>0.754</td>
</tr>
<tr>
<td>4</td>
<td>The L2 learners’ belief in the supremacy of the Native speakers and their Englishes.</td>
<td>2</td>
<td>4.01</td>
<td>0.99</td>
<td>0.653</td>
</tr>
</tbody>
</table>
Table 8 Rotated Component Matrix of the Learners' Attitudes towards EWL

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>Component 1</th>
<th>Component 2</th>
<th>Component 3</th>
<th>Component 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>16...All varieties of English are equally valid.</td>
<td>0.699</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07...I like the Pakistani variety of English.</td>
<td>0.666</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04...Non-native speakers of English can communicate better if they use their own variety of English.</td>
<td>0.612</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02...It is good to have many varieties of English in the world.</td>
<td>0.438</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05...English is the language for global communication.</td>
<td></td>
<td>0.622</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14...My goal is using English is to be able to communicate effectively.</td>
<td></td>
<td>0.564</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03...It is important to know about other cultures in the world when learning English.</td>
<td></td>
<td></td>
<td>0.547</td>
<td></td>
</tr>
<tr>
<td>12...The English language belongs to everyone who speaks it.</td>
<td></td>
<td></td>
<td>0.535</td>
<td></td>
</tr>
<tr>
<td>09...Non-native speakers of English should use British and American English.</td>
<td></td>
<td></td>
<td></td>
<td>0.749</td>
</tr>
<tr>
<td>10...Native speakers should be tolerant of errors, different accent towards Non-native speakers of English.</td>
<td></td>
<td></td>
<td></td>
<td>0.734</td>
</tr>
<tr>
<td>06...Native Speakers should adopt the way they use English when they speak to Non-native speakers of English.</td>
<td></td>
<td></td>
<td></td>
<td>0.460</td>
</tr>
<tr>
<td>13...If I use English differently from its native speakers, it must be wrong.</td>
<td></td>
<td></td>
<td></td>
<td>0.761</td>
</tr>
<tr>
<td>15...Native speakers of English should expect Non-native speakers to speak like Native speakers when they communicate with them.</td>
<td></td>
<td></td>
<td></td>
<td>0.700</td>
</tr>
</tbody>
</table>

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.a

Rotation converged in 6 iterations.

5.6 Labelling and Analysis of Factors

5.6.1 Factor 1: The Participants' Attitudes towards Non-native Varieties of English

Factor 1 can be easily labelled as the 'L2 participants' attitudes towards non-native varieties of English', reflecting the appreciable loading from all the focused and relevant items, 16 (All varieties of English language are equally valid), 07 (I like the Pakistani variety of English language), 04 (Non-native speakers of English language can communicate better if they use their own varieties of English language), and 02 (It is good to have many varieties of English language in the world). As can be observed, all items contain the keywords 'varieties', as well as other relevant words such as 'Pakistani English', 'non-native speakers', and 'all varieties' associated with the various varieties of EWL. Such keywords are also common in World Englishes literature. The emergence of this factor, with its maximum share in variance (16%) of a total 47%, not only indicates its importance, but also its clear understanding by the participants in the study. For example, the participants not only believe that all varieties of English are as valid (maximum loading of .69) as the Inner Circle varieties, but they also prefer to use their own local Pakistani English variety (second maximum loading of .66), which is also well documented by Baumgardner (1998, 2000) and Mahboob (2009). Thus, it can be argued that context-based realities, such as the
emergence of Pakistani English and the participants' awareness of many other non-native varieties of English around the world, contributed considerably to their positive attitudes towards non-native varieties of English. Moreover, as can be observed, participants believe that the varieties beyond the Inner Circle can facilitate their effective communication with other people, as argued by Kachru and Nelson (2006) and McKay (2002, 2012). This factor is in contrast with the findings of other attitudes studies, such as those by Matsuda (2003), Saraceni (2010), and Galloway (2013) as the participants in these studies preferred the Inner Circle Englishes to local varieties.

5.6.2 Factor 2: The Participants' Attitudes towards English as a Main Source of Global Communication

Factor 2, which received loading from items 05 (English language is the language for global communication), 14 (My goal in using English language is to be able to communicate effectively), 03 (It is important to know about other cultures in the world when learning English language and 12(The English language belongs to everyone who speaks it), is labelled 'L2 Participants' attitudes towards English as a main source of global communication' in the world. While the two focused items (14 and 03) tend to point towards other associated features, such as learning goals, competency, and other cultures' values against the backdrop of EWL, these items generally reflect the participants' understanding of the global status of English. The main reason for this is that these items are loaded with other less focused, but conceptually similar, and appreciable loadings (.62 and .53) of items 05 and 12, respectively, which indicates that the participants believe or clearly recognise English’s global status. Learners’ understanding of the global status of English is also reflected in studies such as those by Matsuda (2002), He and Li (2009) and Galloway (2013). Moreover, as was mentioned earlier, the emergence of other related items (14 and 03) may indicate that the participants in this study are not only aware about the global status of English, but they are also cognisant about its implications in learning. For instance, learners may learn how to competently and effectively use English; they might not solely imitate native English. Moreover, they might value learning about the Inner Circle cultures, as was documented in many recent studies such as those by Alptekin (2002), McKay (2002), Sharifian (2009), and Jenkins (2015).

5.6.3 Factor 3: The Participants' Attitudes towards the Use of English as a Tool for Cross-cultural Communication

Factor 3, on which items 09 (Non-native speakers of English language should use British or American English language), 10 (Native speakers should be tolerant of errors, different accents towards non-native speakers of English language), and 06 (Native speakers should adopt the way they use English language when they speak to non-native speakers of English language) are loaded, can be labelled as the 'participants' attitudes towards the use of English as a tool for
cross-cultural communication' in the world. The overall content of these three loaded items implicitly highlights the key principle of accommodation between native and non-native speakers while communicating in English. This key principle, as highlighted by Alptekin (2002), Guerra (2005), Sharifian (2009), and McKay (2003), provides the main underlying reason for the emergence of the notion of inter-cultural communication, which takes place between native and non-native speakers against the backdrop of the global status of English. The highest loading of item 09 not only indicates the learners' awareness of the powerful influence of UK and the USA English as documented, as noted by Jenkins (2003) and Saraceni (2010), but it also highlights the learners’ desire to use these in their intercultural communication. However, item 09 loaded with two more focused and higher loadings of items 10 and 06 focuses on the participants’ expectations from native speakers, such as how the non-native speakers need to adopt native speakers’ natural style, and how native speakers need to accommodate non-native speakers’ accents and grammatical errors while communicating in English. Interestingly, the emergence of two focused items (10 and 06), which are related to the native speakers, also indicate that the participants in the sample study expect more changes may be such as simplifying syntax and changing pitch/loudness in the communication from the native speakers. This may be the participants' knowledge that English is used extensively by non-native speakers, as also highlighted by Crystal (2003) and Graddol (2006). Moreover, the learners may think that the native speakers can easily bring such changes when compared to the non-native speakers when using English in cross-cultural communication.

5.6.4 Factor 4: The Participants' Attitudes towards the Supremacy of Native speakers in Relation to the Use of English

There were two highly loaded and well-focused items 13 (If I use English language differently from its native speakers, it must be wrong) and 15 (Native speakers of English language should expect non-native speakers to speak like native speakers when they communicate with them) on Factor 4, which can be labelled as the 'participants' attitudes towards the supremacy of native speakers in relation to the use of English'. For both items, the participants value the Inner Circle Englishes and it speakers are superior. This factor is in line with the findings of other studies such as those by Matsuda (2002), Saraceni (2010), and Galloway (2013), in which the learners also believed that real and correct English belongs to the Inner Circle native speakers, and use of any other local Englishes was considered incorrect. Such attitudes among the participants in the present sample of the study seem to be shaped by aspects of the local context. For example, Mansoor (2005) criticised how in Pakistan, the Inner Circle (especially UK English) is promoted in education. Moreover, teaching materials are imported (Holliday, 1994) from Inner circle to the Outer and Expanding countries including Pakistan. Similarly, the popularity of Inner Circle countries (especially Britain and the USA), their cultures and their varieties of English as well as
participants' preference in learning these varieties when getting jobs, may also be the reason why the learners believe in the superiority of the Inner Circle speakers’ use of English.

However, as mentioned earlier, there are only two items on Factor 4, which represents the lowest standard for labelling a factor (Dörnyei, 2007) as compared to the rest of three factors on which at least three or more than three items loaded in the present sample study. Therefore, it can be argued that the learners may be considering this factor less important when compared to the rest of the three conceptually similar factors, which are in fact related to the various key features of EWL. The variance explained by the present sample data solution by the factor 4 is just 10 as compared to the total the rest of three factors which is 36 as can be seen above in Table 4. In short, the emergence of well-constructed factors 1, 2, and 3 indicate how L2 learners in the sample study have a clear understanding about the main features of EWL, and they do not consider English to belong exclusively to the Inner Circle countries and their speakers. The students want to learn and use English and its various varieties, such as Pakistani English, as the main source of communication. Additionally, and perhaps more importantly, the participants have broader concepts of their attitudes towards EWL in the form of four emerged factors, unlike what was found in Pakistani-based studies such as those by Mansoor (2005), Akram (2007), Pathan (2012), and Islam (2013), which are limited to investigating the learners’ attitudes towards English and its culture of the native-English speakers only, as pointed out in Chapters one and three.

5.7 Results and Analysis of the Multiple Correlation Analysis

As observed in Sections 5.4 and 5.6, the learners in the sample study have a wide range of a total of 11 motivational orientations towards learning English, and four types of attitudes towards EWL. In order to assess the possibility of a correlation between these, multiple correlation analysis was performed. Dörnyei (2007) suggests that correlation analysis can be used to examine the possibility of an existing relationship between/among the variables. The correlation can either be positive or negative, and its strength ranges between the values of (+1, 0, −1) among those variables such as the learners' 11 emerged L2 motivations, and key factor 2 (i.e., the learners' attitudes towards English as the main source of global communication, which was the target of this study). Some fundamental assumptions, such as checking for outliers, creating a scatter plot, and also determining the existence of two continuous variables, were found to be satisfactory, following the methods of Dörnyei (2007) and Tabachnick and Fidell (2013). The results of correlation analysis indicated that there exists an overall positive and statistically significant correlation (represented as Pearson’s correlation and P-values) between most (eight out of eleven) of the learners L2 motivational orientations and their attitudes towards EWL, as presented in Table 6 with * P<.05 and N=500.
Table 9 Results of correlation between L2 learners’ motivational orientations and their attitudes towards English as a main source of global communication i.e. factor 2.

<table>
<thead>
<tr>
<th>Name of L2 Motivational Orientations</th>
<th>Pearson’s correlation Value(r)</th>
<th>P-value (2-Tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2 Education-Prestige</td>
<td>0.162</td>
<td>0.000</td>
</tr>
<tr>
<td>L2 Identification</td>
<td>0.060</td>
<td>0.136</td>
</tr>
<tr>
<td>Receptive L2 Use for Non-Reading Purposes</td>
<td>0.247</td>
<td>0.000</td>
</tr>
<tr>
<td>L2 Further Study-Work Abroad</td>
<td>0.109</td>
<td>0.007</td>
</tr>
<tr>
<td>L2 Media-Instrumental</td>
<td>-0.054</td>
<td>0.186</td>
</tr>
<tr>
<td>L2 Travel-Friendship</td>
<td>0.102</td>
<td>0.012</td>
</tr>
<tr>
<td>L2 Extrinsic-Ideal L2 Self</td>
<td>0.235</td>
<td>0.000</td>
</tr>
<tr>
<td>L2 Business</td>
<td>0.052</td>
<td>0.198</td>
</tr>
<tr>
<td>L2 National Interests</td>
<td>0.089</td>
<td>0.027</td>
</tr>
<tr>
<td>L2 Intrinsic</td>
<td>0.122</td>
<td>0.003</td>
</tr>
<tr>
<td>L2 International Posture and L2 Local Use</td>
<td>0.103</td>
<td>0.000</td>
</tr>
</tbody>
</table>

However, as can be is observed in the table 9, the overall correlation between the L2 learners’ motivational orientations and their attitudes towards English as the main source of communication is weak but still statistically significant. This may be due to the main reason, whereby the concept of L2 attitudes is fundamentally meant to measure the variances in the learners’ reported or actual linguistic behaviour, as noted by Islam et al. (2013). Moreover, there is a negative correlation between the learners’ L2 media–instrumental and their attitudes towards English as the main source of communication. This, and the overall results of the correlation analysis (as recommended by Pallant, 2007), can be further exploited when examining the impact/variance especially in the correlated variables during regression analysis. For example, as noted in Table 9, a strong correlation exists between the learners’ ‘receptive L2 use for non-reading purposes’ and ‘L2 extrinsic–Ideal L2 self’ with their attitudes towards EWL, which may perhaps also produce more variance in learners’ attitudes in the multiple regression analysis.

### 5.8 Results of the Multiple Regression Analysis

In order to check for the possibility of variance in a key factor 2 (i.e., the learners’ attitudes towards considering English as a main source of global communication; dependent variable) by their 11 L2 motivational orientations (independent variables) a stepwise multiple regression analysis was performed. The fundamental assumptions of performing the regression analysis, as recommended by Pallant (2007), Field (2013), and Tabachnick and Fidell (2013), were followed. For example, the data met the assumptions of independent errors (Durbin Watson value =1.804), which was close to 2, as recommended by Field (2013). Figure 4, which features a normal P-P plot of regression standardised residuals, also showed that the data contained almost normally distributed errors. Multicollinearity was judged satisfactory, as the values of tolerance and IVF (1.000 each) for each scale in the coefficient product of SPSS were far below 5 (Field, 2005).
The multiple regression analysis was proven to be statistically significant. In other words, overall L2 motivational orientations predict variances in the learners’ attitudes towards English as a source of global communication, (F (11,488) =11.263, P< 0.001, R=.202, R adjusted square=.184 and MSE=.903). The R adjusted square values indicate that overall L2 motivational orientations explain 18.4% of the variance in the learners' attitudes towards EWL. As such, this is quite low, but still highly significant.

It may be noted that I carried out only regression analysis with EWL factor 2 in this study, which is due to keeping in mind certain main considerations. First, I believed the factor 02 is the main key factor out of the total emerged EWL factors as L2 learners' cognition about the English as a the main source of global communication may have enabled them to conceptualise the other related EWL factors. Theoretically, it also seems reasonable that other remaining three EWL factors (1, 3 and 4) have close linked with the status of English as a global source of communication. My belief was confirmed when I did the regression analysis with the rest of the three remaining EWL factors. In other words, the maximum variance (adjusted R square in the case of Factor 2 was .184) due to the 11 emerged motivational orientations factors. While the variance R adjusted square as observed in case of the factor 1, 3 and 4 were .130, .110 and .090 respectively. Second, contrary to my expectations 22 out of 26 participants, while expressing their views about L2 motivational orientations in their qualitative data, also mentioned their awareness and also liking (labelled as EWL as a motivational orientation) of the global status of English which I believe is also the confirmation of the EWL factor 2.
Table 10 shows that eight out of the selected eleven learners’ L2 motivational orientations are statistically significant predictors of learners’ attitudes towards EWL, although the overall beta (regression value) for these significant predictors’ orientations is low. In line with the findings of the correlation, ‘receptive L2 use for non-reading purposes' and 'L2 extrinsic-ideal L2 self' are strong predictors of the variance in learners’ attitudes towards EWL. This is followed by 'L2 education–prestige, 'L2 intrinsic', 'L2 further study–work abroad', 'L2 international posture and L2 local use', 'L2 travel–friendship' and 'L2 national interests' in their strength of variance in the learners’ attitudes towards EWL. The strong contribution of the 'receptive L2 use for non-reading purposes' and 'L2 extrinsic-ideal L2 self' is understandable in the context of Pakistan, and perhaps in other non-native countries, as English is equated with education, information, and knowledge, as well as with their various future desires and expectations in the shape of learners’ Ideal L2-self. This is further supported by another relevant contributor i.e. 'L2 further study–work abroad' which, as described earlier, included the learners’ desire to continue their studies and work both in native and non-native countries. Islam (2013) also noted that 'Ideal L2 self', 'L2 national interests', and 'L2 international posture' also contributed to the variance in the learners' attitudes towards learning English, although here they contributed in the form of the learners’ attitudes towards English as main source of global communication.

<table>
<thead>
<tr>
<th>Name of L2 Motivational Orientations</th>
<th>β</th>
<th>SE β</th>
<th>β</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive L2 Use for Non-Reading Purposes</td>
<td>0.130</td>
<td>0.04</td>
<td>0.110*</td>
<td>0.247</td>
</tr>
<tr>
<td>L2 Extrinsic–Ideal L2 Self</td>
<td>0.109</td>
<td>0.04</td>
<td>0.108*</td>
<td>0.235</td>
</tr>
<tr>
<td>L2 Education–Prestige</td>
<td>0.070</td>
<td>0.04</td>
<td>0.080*</td>
<td>0.162</td>
</tr>
<tr>
<td>L2 Intrinsic</td>
<td>0.061</td>
<td>0.04</td>
<td>0.071*</td>
<td>0.122</td>
</tr>
<tr>
<td>L2 Further Study–Work Abroad</td>
<td>0.058</td>
<td>0.03</td>
<td>0.063*</td>
<td>0.109</td>
</tr>
<tr>
<td>L2 International Posture and L2 Local Use</td>
<td>0.051</td>
<td>0.04</td>
<td>0.052*</td>
<td>0.103</td>
</tr>
<tr>
<td>L2 Travel–Friendship</td>
<td>0.043</td>
<td>0.02</td>
<td>0.042*</td>
<td>0.102</td>
</tr>
<tr>
<td>L2 National Interests</td>
<td>0.035</td>
<td>0.03</td>
<td>0.030*</td>
<td>0.089</td>
</tr>
</tbody>
</table>

* P<.05

Summarising the results of the correlation and regression analysis, it can be argued that there exists not only a positive statistically significant correlation overall, but it is also evident that L2 motivational orientations can predict variance in learners’ attitudes towards EWL, which is rarely investigated in the L2 attitudes research. However, such low results in the both correlation and regression analyses seem to be inspired by two main factors. First, as described in Chapter three, L2 motivation and attitudes are complex constructs. These constructs include learners' reported behaviour; distracting factors, such as anxiety and milieu, which are not only related amongst themselves, but also with the learners' orientations; and attitudes, as highlighted by Shahbaz (2012) and Islam et al. (2013). Secondly, I included only one factor of the emerged learners' attitudes
towards EWL, and the other three factors may have been correlated, and they may also be predicted by the learners' orientations.

5.9 Results of T-Test (Gender and learners’ attitudes towards EWL)

T-tests are based on the comparison of statistically significant mean differences in the dependent variables (learners’ attitudes towards EWL) with respect to the independent variables (gender) (Cohen et al., 2011). The t-test compares the mean difference between two independent groups, such as gender (males and females). The fundamental assumptions, as recommended by Leech et al. (2005), Pallant (2007), Dörnyei (2007), Field (2013), and Tabachnick and Fidell (2013), were followed while performing the t-test. For instance, I checked the significance of outliers, measured the dependent variables on continuous scales (1–5), ensured that the independent groups consisted of two levels (male and female), and assessed the homogeneity of variances between the selected groups as reflected in Levene's test.

The results of the t-test are presented in Table 11, which highlights a few important points about the effect of gender on the learners’ attitudes towards EWL. First, there is no statistically significant mean difference among the three aspects of the learners’ attitudes toward EWL (i.e., 'towards the non-native varieties of English', 'English as a main source of global communication', and the 'use of English for inter-cultural communication purposes'). This means, in simple terms, that both males and females have almost the same positive attitudes towards these three aspects of EWL. One possible explanation can be that both males and females were mature and had more exposure to the use and learning of English.

### Table 11 Mean Values and Differences Based on Gender with Respect to Attitudes towards EWL

<table>
<thead>
<tr>
<th>Scales</th>
<th>Male Mean</th>
<th>Female Mean</th>
<th>Mean Difference</th>
<th>F-Equal Variance</th>
<th>t-value</th>
<th>df</th>
<th>p-value (2-tailed)</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2 learners' attitudes towards the non-native varieties of English</td>
<td>-0.004</td>
<td>0.009</td>
<td>-0.139</td>
<td>6.789</td>
<td>-0.145</td>
<td>498</td>
<td>0.885</td>
<td>--</td>
</tr>
<tr>
<td>The learners' attitudes towards English as a main source of global communication</td>
<td>-0.019</td>
<td>0.042</td>
<td>-0.061</td>
<td>0.11</td>
<td>-0.641</td>
<td>313</td>
<td>0.74</td>
<td>--</td>
</tr>
<tr>
<td>The learners' attitudes towards the use of English as a tool of cross cultural communication</td>
<td>-0.016</td>
<td>0.035</td>
<td>-0.522</td>
<td>0.455</td>
<td>-0.556</td>
<td>327</td>
<td>0.579</td>
<td>--</td>
</tr>
<tr>
<td>The learners' attitudes towards the supremacy of native speakers in relation to the use of English</td>
<td>-0.117</td>
<td>0.252</td>
<td>1.02</td>
<td>-3.903</td>
<td>498</td>
<td>0.0</td>
<td>0.15</td>
<td></td>
</tr>
</tbody>
</table>

However, females are statistically significantly different from their male counterparts in their more positive belief in the supremacy of native English and its speakers. Similarly, the size effect is 'larger' (Dörnyei, 2007) with a value of .150, which means that overall; gender can considerably
explain the mean variance in this aspect of the learners' attitudes towards EWL. Females' preference to believe in the supremacy of native English and its native speakers can be associated with their preference for L2 identification, integrative motive, and attitudes towards the L2 community and their culture, as noted by Mori and Gobel (2006), Pathan (2012), and Islam (2013).

5.10 Results and Analysis of the Learners' Perceptions about L2 Motivation-Enhancing Factors in their Classrooms on the Open-Ended Question

As described in Chapter four, I developed an open-ended question, which examined the learners' perceptions about the L2 motivation-enhancing factors in their classrooms. A total of 500 participants responded in the form of their own handwritten responses. This was exploited to develop the major themes related to the L2 motivation-enhancing motivational factors in the classroom. The word frequency analysis revealed that 'teacher' was the most mentioned word, followed by 'speaking', and 'multimedia', which suggested the importance of these in the minds of the learners in affecting their L2 motivation in the classroom. These keywords further helped me to develop themes as well. Following thematic analysis, two themes relevant to the learners’ L2 motivation-enhancing factors emerged. These are 'teacher-related factors' and learner-related factors'. For example, one participant wrote, "While committing mistake in classroom, our strict teacher should not make laugh students on me. With such behaviour, I can build my confidence for speaking English". Similarly, another learner commented, "my motivation can be increased if our lecturers deliver lectures in English language and speak with us in English".

The learners provided very limited information about other L2 motivational factors in the open-ended question of the survey. This may be due to the time constraints or to the difficulties they faced when expressing themselves. However, overall, such responses helped me not only find some important L2 motivation-enhancing factors (Dörnyei, 1998, and Samad, 2015), but also to study their intensity among the participants in the study. Last, but not least, in the analysis of the L2 motivation-enhancing factors noted in the open-ended question, the participants contrary also commented on the importance of English and their motivation to learn English. Most of them wrote that "English is an international and important language", and they also expressed their desire to learn English for purposes such as getting an education and for using English to promote the image of their country. Such comments also indicate the learners’ motivation for and their preference of orientations, which seems in line with the findings of the output of the two factors associated with their learning (e.g., 'L2 education–prestige' and 'L2 international posture–local use of L2'), as well as with the four aspects of their attitudes toward EWL. Additionally, such findings also indicate that learners, while feeling de-motivated, are simultaneously motivated enough to learn English, as argued by Dörnyei (1998).
The main aim of this chapter was to present and analyse the results related to the quantitative component of this study. This component highlighted that L2 learners had 11 L2 motivational orientations and 4 aspects of positive attitudes towards EWL. Similarly, L2 motivational orientation can predict variance in their attitudes towards EWL. Moreover, L2 learners showed different L2 motivation enhancing factors. However, there is a need to explore in-depth these findings which shall be done with the help of the results related to the qualitative component of this study in the next chapter.
Chapter 6 - Results and Analysis of the Qualitative Data Findings

6.1 Introduction

This chapter presents the findings and analysis of the qualitative data. These findings pertain to the learners' motivational orientations towards English, their attitudes towards EWL, and their perceptions about some key factors that they believe can enhance their motivation in the classroom setting. This also focuses on the impact of the learners' gender on their attitudes towards EWL.

6.2 Results/Analysis of the Qualitative Data

As explained in Chapter four, I transcribed and coded the main chunks of the 26 participant interviews, as related to their motivational orientations, attitudes towards EWL, and key L2 motivation-enhancing factors in their classroom settings. Resultantly, I was able to create primary categories, also called themes, which emerged by combining at least two or more key and related codes. I carefully considered those well-known themes that currently exist in the L2 motivation literature, and which are also evident in the particular socio-cultural context of the present study, as recommended by Dörnyei (2007). Moreover, I valued the well-constructed L2 motivational and attitudinal factors of the quantitative data analysis of the selected issues in the present study, while establishing themes in the qualitative data. The brief profile of the 26 participants which emerged from informal interaction and interview results can be checked as provided as Appendix-H. The appendix-H reflects that the L2 learners from both urban and rural and also from Urdu and English and also with different socio-economic background have a wide range of L2 motivational orientations, have positive attitudes towards the various aspects of EWL. However, at the same time, these learners feel the need of various L2 motivational factors in their classroom.

6.2.1 Results and Analysis of the Learners' L2 Motivational Orientations

The following main themes emerged from analysing the qualitative data, as they pertained to the learners' motivational orientations, which shall be presented and analysed under the given theme categories.

6.2.1.1 L2 Instrumentality Motivational Factors

All 26 participants in the sample study expressed an instrumental motivational orientation towards learning English (Gardner, 1985 and Dörnyei, 1990). This kind of motivational orientation was conceptualised traditionally as the learners' desire to learn L2 for the utilitarian purposes of getting jobs and passing examinations, as discussed in Chapter three. I found a number of explicit words while analysing the collected data. These were words such as 'jobs, good salary, better career,
employment, money, work, education, business, prestige, service/nukry/paisa' (Urdu words for job/earning money), advertisements, interviews, presentations, examinations, and tests in all 26 participants' comments. These keywords helped me develop the main theme of 'instrumentality factors' after Shahbaz (2012) and Islam et al. (2013), and yet at the same time, it also helped me realise the broad nature of this concept. Moreover, these words were associated with learners’ various dreams of learning and using English. Therefore, following Dörnyei (2005, 2009) and You and Dörnyei (2014), who recently proposed two dimensions of the traditionally conceptualised instrumentality, and from the self-perspectives, I was also able to divide it into the umbrella "L2instrumental promotional and preventional factors".

6.2.1.2 L2 Instrumentality Promotional Motivational Factors

As discussed in Chapter three, instrumentality promotional factors are related to those instrumental motives that have 'pulling power' i.e., utilitarian value (You and Dörnyei, 2014) for the learners. The instrumentality promotional factors emerged in participants’ different statements, as they related to their desire to learn English for many promotional and utilitarian purposes. As many as 20 out of 26 participants showed L2 instrumentality promotional motivational factors. Among those revealed were mainly related to 'jobs', 'career advancement' and 'business', which shall be presented and analysed in detail in subsequent sections. For example, with respect to employment, one participant echoed the sentiments of most participants:

I can see that learning English can give me a lot. First of all, in getting a job. It is really difficult to find jobs in Pakistan and also anywhere in the world without having command of English. (Participant 7)

I can say from the above statement that in the mind of the participant, learning English can be exploited for achieving the aspiration of getting a job. This also reflects that the participant may have various motivational orientations that were also revealed by almost all the participants in the study. Similarly, this statement tends to suggest that the learners believe that learning English will help them find a job in any field, which seems to be endorsed by most of the participants' repeated phrases such as 'any department', 'many fields' and 'different tests and interviews'. This main L2 instrumental motivational orientation in the non-native countries especially in Asian countries was also noted by Lukmani (1972) in India, Kimura et al. (2001) in Japan, and Mansoor (1993) and Akram (2007) in Pakistan. The data also revealed that the participants specifically mentioned learning English to find jobs in various fields. Among those were mainly related to the fields of the physical, biological, social, and management sciences. For example, a participant from physics expressed the desire to find a job in atomic energy in Pakistan:
There are many jobs appearing in newspapers about atomic energy commission in Pakistan. The commission conducts all screening tests and interviews in English. I can also take advantage of my good English in showing efficiency after getting a job in the commission. (Participant 1)

The statement indicates that the learner is not only aware of the source of finding a job, which mostly appears in the newspapers, but the student also reflects on the use of English in selecting a job with the atomic energy commission, in which Pakistan is investing huge money. The statement also tends to suggest that in the mind of the learner, efficiency in English will also help enhance his job performance in the commission. Similarly, a participant from microbiology expressed:

I want to get employment in medical laboratories in government and private hospitals. I cannot operate a microscope without knowing English. Similarly, all procedures for diagnosing malaria, typhoid and sugar are totally in English. I have to report their results in English not in Urdu. I should know English for all such purposes. (Participant 23)

This statement tends to point towards the multi-use of English in health in Pakistan which, in the minds of learners, extends from job selection to conducting tests and reporting them. As mentioned in Chapter four, the participants were selected from the biological, management, and social sciences; therefore, it is understandable that they are interested in learning English to find jobs in their relevant fields. Moreover, other sectors such as banks, NGOs, the army, education, international organizations like UNO, and multinational companies are also of interest, as some of these can be found in the following comments:

I can use my good English in finding a service (job) in the field of teaching as a teacher. I can also easily prepare my teaching lessons and can get more information about to how teach well. (Participant 26)

The extensive use of English in education, the learner's awareness about its use, and its ability to help students find a job easily in the field of education, as compared to other fields, may trigger certain motives in the learner. Similarly, a participant was interested in joining an oil company in KP province: "I am looking forward to joining MOL, which is a Hungarian based company for oil exploration". They prefer those who can speak English". (Participant 9) Another participant was interested in learning English to get a job in NGOs, such as the SRSP (Sarhad Rural Support Programme), which is working in KP province in Pakistan.

English is used in the SRSP. SRSP is donating money to build houses in our province. They also provide training for creating awareness about woman rights and street children. I can work in such NGOs if I know English. (Participant 4)
English is the preferred language in such NGOs, which may influence the learners to learn English. Similarly, another participant was looking to use English to get a job in multi-national retailing companies, such as Nestle and Unilever, which are doing business in Pakistan:

   My target is to become an international marketer and struggle to find a job in Nestle and Unilever companies. English as a universal language is the main source for achieving jobs in such companies. (Participant 21)

Apart from the learners' desire to learn English to obtain a job in various fields, I also noticed in the data that the learners, in their statements, were keen on learning English to get jobs not only in Pakistan, but also around the world. They also mentioned working in native-English speaking countries, explicitly "the UK, the USA, Australia", European countries "Germany, Italy and Spain", Asian countries "Japan, China, Malaysia", and Middle Eastern countries, specifically "UAE, Saudi Arabia, Oman Kuwait, Bahrain". Lastly, most of the participants were quite aware of both the sources and the selection criteria required to find a job, but they also believed in learning English accordingly; as expressed clearly by a participant's quote:

   The advertisements, tests, interviews for getting jobs in education, bank, health, commerce, army inside Pakistan and the rest of the world are in this international language. Therefore, learning English is very necessary these days. (Participant 12)

The participants further expressed this kind of awareness while revealing their desire for 'L2 media motivational orientation'. Similarly, the participants were also interested in learning English to advance in their professions, which was also found by Bradford (2007) and Semmar (2006). This is reflected clearly from the participant’s following statement, in that English seems to have association with job advancement as well.

   I consider learning English very very important and I like it. I am sure; English will help me in increasing my salary and further training after getting a job in my profession. (Participant 24)

The above statement also clearly reflects that the participant has positive attitudes towards English and its learning. This was also revealed by the participants while exploring their different motivational orientations in the study. I can also argue that there is a correlation between the participants' positive attitudes and their motivational orientations towards English learning, which was also argued by Gardner and Lambert (1972). Apart from jobs and career advancement, the participants were often attracted by learning English for business (Bradford, 2007 and Gonzales, 2010), as evidenced from the following statement:
I am planning to start a garment shop. I think I can better talk to my customers and make good money in my business. I am also thinking to contact many customers online with the help of using English. (Participant 20)

As can be judged from the above statement, the participant seems to be clear about the value of English in the field of business, but the participant also thinks that learning and using English can contribute considerably to his proposed plan of starting a business. Moreover, in the minds of the participants, the best tool to promote business is exploiting the growing use of information technology in Pakistan, as mentioned in Chapter two. This was further revealed explicitly in other participants' media motivational orientation in the present study. Most of the participants also recognised the importance of English in successful businesses in Pakistan, and around the rest of the world (e.g., in the UK, USA, China, Malaysia, and India), but these individuals also expressed the need to set up a business and learn English to run it.

6.2.1.3 L2 Instrumentality Preventional Motivational Factors

The data revealed that the participants (15 out of 26) have their instrumentality preventional factors toward learning English. These were mainly related to their beliefs that learning English could be used to obtain an 'education', 'higher education', 'scholarships' and 'prestige' and 'passing various examinations, tests and interviews'. These were grouped under the umbrella of the instrumentality preventional factors due to their 'avoidance or extrinsic' nature, after Dörnyei’s (2009) work, which shall be presented briefly.

Many participants were very keen on expressing their thoughts about the use of English in education and learning English for it. This seems clear from the following participant’s statement: "I can't go ahead in my study without command on English. The syllabuses, presentations, examinations in my university all are in English". (Participant 18). Similarly, another participant commented:

   English has played an important role in my whole education. I started learning and using English from my school, college and now in the university. I also remember well that my class fellows who were good in English also achieved good marks. We also respected them. So, learning English can guarantee good education in Pakistan. (Participant 13)

I can say from the above statements that the learners have a clear idea about the extensive role played by English in the different aspects of education (e.g., the syllabus, examination, and admissions tests) in various educational institutions. This is further revealed from most of the participants' comments, such as 'the availability of books and materials and using the online sources and, presentation in classroom and examinations in English’. This understanding and the use of
English in different aspects of education also suggest that the participants have L2 experience, which as Dörnyei (2005, 2009) argued, can generate L2 motivation. This key L2 experience dimension of L2 learners' motivations also emerged when revealing their other motivational orientations in the current study. Therefore, I can also argue that the participants value their L2 experience in generating their motivations towards learning English.

Moreover, the participants, as exemplified in their aforementioned statements (e.g., going ahead, good marks), also attach their good and successful education through learning English. Similarly, the data revealed that the participants are interested in starting MPhil and PhD degrees; they consider English highly important when achieving this aim, and they are also motivated towards learning it, as expressed by a participant in the following words:

I want to learn English for doing higher studies in Pakistan and may be in foreign countries. Sir, I have heard a person can also do some little jobs over there. I can also meet other people with the help of this universal language. (Participant 22)

When further asked about clarifying 'higher education/studies', the participants mentioned MPhil and PhD. Recently, many universities in Pakistan began offering many MPhil and PhD admissions. Similarly, with respect to repeated phrases such as 'other countries', 'foreign countries', and 'abroad' in the data, the participants pointed out how the Inner Circle countries specifically the UK, USA, and Australia and in contrast to my expectations the Expanding and Outer Circle countries of China, Malaysia, Japan, and the UAE. Some of these countries were also reflected clearly in the following statement as well. Interestingly, most of the learners expressed their desires to work while pursuing higher studies abroad. The above statement also points towards the participants' desire to use English with different people around the world, which was revealed explicitly in the participants' desire regarding the L2 international posture in Section 6.2. Moreover, many participants were motivated to learn English to earn scholarships for their higher education, and they once again mentioned the same countries, as well as Pakistani universities, as stated by one participant:

If I get a scholarship for higher education in Pakistan and also in some European countries, America, the UK, Australia and China, I have to use English and command of English will make it easy for me. (Participant 4)

In contrast to my expectations, most of the participants in the study were keen on applying for scholarships both inside and outside Pakistan. Their motivation towards continuing their higher studies and getting scholarships was further confirmed by revealing not only their awareness about various tests such as the Graduate Assessment Test (GAT), the GRE (Graduate Recruit Test), and IELTS, but also the importance of learning English for passing these tests. This seems clear from
the expression of one participant: "I have to pass GAT and also IELTS for getting admission and scholarships which are totally in English" (Participant 15).

The participants in their various comments also expressed their desire to learn with the aim of achieving prestige in a Pakistani society. As expressed by a participant:

> In our society, if a person speaks in English, he gets respect more than 200%. I will also be a superman in my classroom and society by learning English. By superman, I mean sir, that people will consider me as an educated and intelligent person. (Participant 1)

Many other reasons were also revealed for earning prestige by learning English among the participants. Students felt they would be considered a 'modern', 'social', and 'knowledgeable' person in Pakistani society. The notion of earning prestige by learning English also emerged in the ESL countries, such as Indonesia (Bradford, 2007), China (Chen et al., 2005), and the UAE (Semmar, 2006). However, as was noticed from the above statement, the participants in the current study were to earn prestige not only in society, but also in their educational environments.

### 6.2.2 L2 International Posture

Mostly i.e. 18 out of 26 participants in the sample study expressed their desire to learn and use English for various international purposes, which is labelled as L2 International Posture (Yashima, 2002, 2009). This can be noticed in the following extended statement from a participant:

> Sir, Urdu is our national language. But learning English gives me information, news and can help me in doing studies, getting a job and travelling in the world and also in Pakistan. I also want to remain in touch with friends, Pakistani and other foreign people. I can know about their culture and can tell them about what are in Pakistan. (Participant 20)

I can explain that in the mind of the participant, although the participant uses Urdu as the lingua franca (Shamim, 2011), learning and using English is not only necessary in the world, but also in Pakistan. This reflects that the participants seem to use their national language and English which, in other words, tends to preserve his two or multiple, but flexible, cultural identities (Lamb, 2004); most of the participants also expressed their respect for using their local languages. However, the above statement, as was reflected by Yashima et al.'s (2004) L2 international posture, is a mixture of various motivational orientations, which can be divided here into three broader subcategories, which include instrumental, integrative, and passive use variables related to learning English. The participant's instrumental motives are focused on getting a job and completing studies by learning English, sentiments that were also expressed by other participants in Sections 6.2.1.2 and 6.2.1.3.
The desire to learn for passive purposes, as expressed above, is related to getting information which may be general or academic, awareness about current affairs, and travelling not only in Pakistan, but across the world; this was also found by Clément and Kruidenier (1983), Dörnyei (1990), and Lamb (2004).

However, I believe that the key part of the statement shows the participant’s desire to learn English for the intercultural aspect of L2 International Posture. This intercultural aspect of L2 International Posture was also prevalent in the other participants’ comments. I noticed in the data many phrases such as interacting with people from ‘different places’, ‘other languages’, and ‘different nationalities’. Moreover, as pointed out by Yashima (2000), L2 international posture apart from the instrumental motive also has integrative variables that are reflected in the study; these involve the intercultural desire to learn English. I can argue that the participants also wish to understand other foreign cultures, and they also want to present Pakistani or even Islamic culture through English, as reflected in the last sentence of the above statement. Such motives are clearly reflected by the participants when revealing their Ideal L2 self and L2 national and Islamic interests. This also indicates the correlation between the participants’ L2 international posture, Ideal L2 self, and L2 national interests, as noticed by Islam et al. (2013). However, unlike Yashima’s (2000) concept of L2 international posture, the above statement also sheds some light on the participant’s desire to learn English for use within Pakistan, mostly with friends and other people (e.g., educated people, as well as at the university campus and on social media); this theme emerged explicitly among other participants in what I called the local use of English in Section 6.2.5. Thus, I can argue that the L2 international posture in the current study emerged as a broader and complex construct.

### 6.2.3 Ideal L2 Self

The majority of the participants (17 out of 26) expressed their opinions about associating and achieving their numerous ambitions, inspirations, and expectations through learning English in the current study; this was also found by Islam et al. (2013) and Shahbaz (2012) in the context of Pakistan, as well as in other studies such as those by Ryan (2008), Dörnyei (2009), and Parasang (2015). Most of the learners’ ambitions were linked to their thoughts of learning and using English for instrumental purposes, which include both promotional (e.g., future job and promotion) and prevention purposes (e.g., studies), as can be noticed from the following participant’s statement:

> When I want to be more creative in my studies, in my practical life and also in my future job and promotion, I start thinking of nothing except learning good English for these things which is not in the case of Urdu language. (Participant 2)

Moreover, I can say from the above statement that the participant associates success not only with academics, jobs, and promotion in career, but also in terms of practical life which, on further
probing, replied, 'both day to day and professional lives' through learning English. The emergence of this broader concept of Ideal L2 self seems to be inspired by the use of English in Pakistan, and also around the world, in these areas of life. As Shamim (2011) and Shahbaz and Liu (2012) highlighted, in the context of Pakistan, proficiency in English is associated with success in academics, getting jobs, and also with social benefits such as prestige. Moreover, I can also say that the concept of the Ideal L2 self is broader and includes other motives. Among these, as I noticed in the data, are such motives as associating learning English with the achievement of dreams of success for various socio-cultural purposes around the world, as is clear from the following participant’s remark:

All those people who I think may be my friends, neighbours or those who stay with me at office or have connection with others from anywhere, will be using English. So, learning good English can meet all these challenges. (Participant 10)

Once again, I can say from the above statement that the participant revealed awareness about the global status of English, which I noticed in many participants' comments when expressing their various motivational orientations towards learning English. This also indicates, as Gardner (1972) and Dörnyei (2003) argued, the close association between the constructs of L2 motivations and attitudes. Similarly, most of the participants were keen to learn English with the hopes of developing the country and promoting its democratic image in the world. This can be evidenced in the following statement:

People in the world, now think we are not civilised, educated and advanced people. Some call us as terrorists. Learning of English will definitely help us to achieve such advancements for our country and also for ourselves. (Participant 6)

I can explain this statement that the participant is worried about the sad situations in Pakistan. Many participants also revealed the same feelings not only about such bad situations in Pakistan, especially in the underdeveloped KP province, but they also imagined that learning English would facilitate their struggle of advancing their countries and themselves as well. This also confirms Shamim's (2011) argument that English is believed to be necessary for both individual and national development. Moreover, as Graddol (2010) agreed, a lot of online information, books, journals, and research are available in the English language, which the participants also revealed and believed could be exploited to bring about better socioeconomic and technological advances in their country. Last, as was observed from the above statement, the participants used 'we' instead of 'I', which, interestingly, I also observed in their various comments about their motivational orientations, especially about Ideal L2 self, National Interests, Local Use of English, and International Posture. Since all these motives seem to be influenced by a collective socio-cultural life overall, as evident in Pakistan and which is also noted among other countries in the Middle East (O'Sullivan, 2007)
and Asia (Wen, 2005) this may be the reason why participants used 'we' when revealing their various motivational orientations.

6.2.4 L2 National and Islamic Interests

The data analysis also revealed that the majority i.e. 20 out of 26 participants had a clear understanding of learning English for the purpose of advancing their country and presenting its democratic image to the world. I noticed, as did Islam et al. (2013), that the participants were focused on using English to promote their country’s interests around the world. However, unlike Islam et al. (2013), I could not find information on participants’ interest in learning English to develop inter-ethnic dialogues. This L2 national interest is summarised well in the following statement:

There are negative thinking about Pathan, Tribal people, Pakistan, Islam and Muslims in the world, especially sir in the West. So, in order to avoid that we are not terrorist, we are peaceful and advanced people, we need to forward our positive image across the world. I joined social media for this purpose and having command of English is necessary for it. (Participant 7)

The above statement highlights that, unlike what Islam et al. (2013) found, the participants in this study have broader visions of their L2 national interests. Among those are the images of the Tribal people of FATA and the Pathan of KP province, which is understandable in the case of the present study, particularly since terrorism has badly affected this province (see Chapter two). Additionally, and perhaps more significantly, the concern for Islam and Muslims is not only evident in Pakistan, but also across the rest of the world. Many participants also mentioned how in general, Muslims and Islam including Pakistan and its people wish to present the soft and cultured image of Islam and Muslims, and they hope to achieve this aim by learning English. The emergence of this broader notion of L2 national interest may be influenced by some key factors. First, the participants are mature students and also different province, closer to such problems, unlike the participants studied by Islam et al. (2013); thus, they may have more exposure to the ongoing war on terrorism in the KP province, and they also might be privy to the global debate surrounding the issue of terrorism, especially on social media (as can be noticed from the above statement) and through the world media (especially Western media, as clearly expressed by many participants):

When I watch BBC, CNN, and Indian Channels, I have an idea what people think about Islam, Muslims and Pakistan. That is why English is necessary to tell about such things to the world. (Participant 5)

Similarly, and perhaps more important, such war of terrorism and the debate especially in the West e.g. BBC and CNN as expressed above about Islam and Muslims is not only focused on KP
province, Pakistan but also extended to different Muslim countries in the world. Last, but perhaps more importantly, there are religious identities that serve as a factor in eliciting broader L2 national interests, which is also confirmed by learners’ desire to preach Islam, its history, and values to other people, especially to the Western world, as can be noticed in the following passage:

I want to preach about Islam through English so that people can know Islam is a peaceful religion, teaches us the lessons of serving humanity, not bombing and hating other religions. I can also read about other religions in English. (Participant 11)

This desire to preach is also expressed by teachers from religious madrassa, as noted by Coleman (2010), in the KP province. As mentioned in Chapter two, people preach Islam both inside and outside Pakistan through the Tableghe Jumat, which is quite popular in KP province. Additionally, keeping in view the conservative nature and the recent global geopolitical conditions of Pakistan in general, and in the KP province in particular, it seems quite reasonable that these desires would emerge among participants in the sample study.

6.2.5 Local Use of L2

I noticed that 21 out of 26 participants were keen on learning and using English inside Pakistan for various purposes, as reported recently by Islam (2013). Most of the participants were interested in learning English to interact with educated people in Pakistan. This can be observed in the following statement:

English being a global language is also used in our society, sir. If I know English, I can easily talk to the educated people or anyone who knows English in Pakistan.

Many TV programmes, also use English in Urdu programmes. (Participant 25)

When further asked to define “educated people”, the participants considered educated individuals to be bureaucrats, educationists, armed forces men, media and businessmen, politicians, social activists, doctors, and engineers. Moreover, some participants also referred to those individuals who are rich and enjoy a high reputation i.e., those from an elite class. The mentioning of such educated people reflects, as Mansoor (2005) pointed out, that English as an official language is being used many fields in Pakistan. Interestingly, unlike Islam (2013), there is the passive use of learning and using English in Pakistan, which is mainly focused on media and entertainment, as can be noticed from the previous and following participant statements. There is also the recent emergence of many TV channels, as well as the extensive use of English in many programmes (Shahbaz, 2012). Moreover, the participants were motivated to use English with their friends, especially in their educational environment, as described in the following:
I want to learn English to be in touch with my friends. I also want to learn English to be able to speak to my teachers, my classmates and other people on the campus. Similarly, you cannot understand TV talk shows and cannot chat in Pakistan without English. (Participant 10)

The participants' ability to highlight their desire to learn English to interact with their friends and other young educated people is interesting in the context of Pakistan. The young population not only comprises more than half the population in Pakistan (Coleman, 2010), but they also are motivated towards learning English, as reported by Mansoor (1993) and Shabbaz and Liu (2012). Moreover, and perhaps more significantly, as mentioned in Chapters two and three, there is the emergence of Pakistani English, which is specifically used by the young educated population, and by other educated people in Pakistan (Mahboob, 2009). Therefore, the emergence of motives associated to the local learning and use of English is understandable in the context of Pakistan. Moreover, as is clear from the aforementioned statements, the participants are familiar with the use of English in educational environments, in society, and in the media, which also contributed to their desire to learn English, particularly given their local use of English. Such L2 experiences are also noticed when participants revealed their desire for both L2 instrumentality promotional and preventative motivational factors. The L2 experience in education, as Dörnyei (2005, 2009) argued, has the potential to influence learners' motivation. The emergence of L2 experience as a motivational factor in the context of Pakistan is also reported studies by Shahbaz (2012) and Islam (2013).

6.2.6 Family Support and Interests

The family-related motivational orientation is labelled 'family pressure', as in Dörnyei (1990), Bradford (2007), and Shahbaz and Liu (2012). However, unlike these studies, the data analysis revealed that the participants were not feeling pressure from their parents to learn English. This may be due to the participants’ ages, as well as to their greater exposure to and use of English. The comments of 15 out 26 participants also highlighted that they are encouraged and supported, and not pressured, by their parents. Moreover, they expressed their desire to support their families, as they believed that achieving proficiency in English helped them not only complete their education successfully, but it would also aid them in getting good jobs and careers. Therefore, I labelled these participants' English motivational orientation as 'Family Support and Interests'. One participant said:

My parents are illiterate. But, they encouraged me to get education and learn English. Sir, I am the first person in my family who is completing a master degree. My father sold land (property) to educate me. Now, I want to help my family and for that, English will help me definitely. (Participant 22).
The notion of family, as supported by the above statement, does not refer only to parents, which was confirmed by other participants; it also pertained to financially supporting, educating, and extending help in practical life (such as in the marriage of their brothers, sisters, and even uncles, nephews, and grandfather). This was endorsed by the findings of Pathan (2012), where the learners were interested in learning English due to the parents’ and grandfather’s support and encouragement. This notion of supporting extended family takes inspiration from the prevailing combined family system in Pakistan. This combined family system, as well as its support, as mentioned in Chapter two, has become stronger in the context of the current study due to the displacement of people in the wake of terrorism and hard socioeconomic circumstances (as evidenced again from the above statement). Secondly, since the participants are nearing completion of their studies, they may be thinking about starting a job, and thus they believe that learning English will be instrumental in supporting their families. Last, and perhaps more important, as also noted in the above comments, many participants associate quality education with the learning of English. This also confirms that in the context of Pakistan, there is a fuzzy distinction in being well educated and proficient in English (Shamim, 2011).

6.2.7 EWL as a Source of L2 Motivational Orientation

Contrary to my expectations, the data revealed that as many as 23 out 26 participants were motivated to learn English due to its global status; EWL as a motivational orientation also emerged in Bradford (2007). However, to the best of my knowledge, this important kind of EWL as a motivational orientation did not emerge as a separate motive in the context of Pakistan. This motivational orientation is clear from the passage below:

   English language is an international medium for communication, for speaking. So, in order to interact with people of the world, I have to be able to speak in this language.

   (Participant 5)

Similarly, another participant (21) also commented as "most people abroad, across the world, they are a global community. So, when I interact with these people, English is necessary". This emergence of EWL as a separate motivational orientation is understandable, as many participants also expressed their awareness about the global status of English, as observed when revealing their other motivational orientations, such as L2 international posture. Such cognition about the global status of English became more explicit when participants were asked specifically about their attitudes towards EWL. Therefore, it can be argued that this finding seems to have significant implications for participants' attitudes towards EWL, as targeted in the sample study.
6.2.8 Learning English to Promote Women's Interests

Once again, in contrast to my expectations, 8 out of 13 female participants were keen on learning and using English for their own purposes, which I categorised under umbrella of 'Learning English to Promote Females' Interests'. One main variant of this motivational orientation was labelled as 'raising the females' voices for their rights' in the Arabian context, which was also reported by O'Sullivan (2007). This was expressed by a participant in the following:

Sir, we are facing many problems in our environment. We need to get permissions from our families to get education, starting jobs and getting married. Learning English will make us bold to face such issues. (Participant 4)

I can explain that the female participants are mature enough to fully grasp the issues faced by women in Pakistan, which become more prevalent in the context of KP due to its conservative Pashtoon and Islamic culture, as described in Chapter two. Such voices also emerged in the recent study by Islam (2013). However, most of the female participants believed that learning English was necessary for proving proper guidance in the upbringing of their children especially in their children’s education after marriage. For example, one participant commented:

If, I do not get opportunity of doing a job, I may be married soon. But, I still need learning good English because I shall be then being responsible woman as a mother. I shall be able to make my children good educated and develop their good character with English, Inshallah. I shall also be managing well whole house if I know English. (Participant 14)

The emergence of female participants’ desire to achieve such hopes is again related to the socio-cultural and male-dominated realities of the KP province. Most of the selected female participants in the current study were completing their postgraduate studies, who I think are lucky as most of the females rarely get under graduate degree or get married soon after their graduation. The same idea may exist in the minds of the participants, but interestingly, they are motivated to learn and use English to start their new lives and to not only educate, but also teach morality, which they associate with English. Moreover, when further asked about 'managing the house well', most of the participants reported that they knew how to cook various recipes and to buy decorating materials if they know English. Last, but perhaps most significant, most of the participants showed their desire to associate learning English with finding and completing jobs, as expressed in their L2 instrumentality preventional factors.

6.2.9 L2 Integrative Motives Factors

The data analysis revealed that 19 out of 26 participants have L2 integrative motive factors. However, the traditional Gardnerian (1985, 2001) concept of absolute integration i.e., mixing in
with the native speakers' communities did not emerge, was evident in one participant’s comment: "It is not necessary to talk to White people only in English. I also want to interact with other people in the world". (Participant 26). When further asked to explain the phrase, "other people", in most of the interviews, the participant interpreted “other people” to be Chinese, Arabian, and Japanese, as well as those in many other non-native and native countries. Moreover, the participants explicitly expressed that they were not interested in mixing with the native countries. This approach by the participants supported, as Gardner (2001) and Dörnyei (2005) argued, the idea that L2 integrative motives, instead of involving absolute integration, also reflects the learners' desire to interact with the native speakers, which is also quite possible especially in non-native countries like Pakistan. Two common reasons for this were pointed out by the participants. The first was the difference between the participants’ own and native English-speaking cultures, which indicates that they want to keep their cultural and Islamic identities. Second, the participants were clear that it was not possible to integrate with the native countries due to the physical distance, as supported by Dörnyei (2003). However, data from several studies (e.g., Islam, 2013, and Shahbaz and Liu, 2012) revealed that the participants were also interested in understanding most of the positive things in the cultures of the native countries, as expressed by one participant:

I like English. I am just interested in knowing English peoples' cultures especially their good qualities. For example, sir, their good thinking, politeness, speaking style, peaceful environment, good education and research. (Participant 13)

The above statement indicates that the participants have positive attitudes towards English. These positive attitudes are also reflected when the learners reveal their desire to use L2 locally, and when examining their intrinsic motivational orientations, as noticed earlier. Many participants also described the English language with words/phrases such as 'beautiful', 'amazing', 'impressive', 'sweet and interesting language' and should be used in education and in Pakistan'. This supports Gardner's (2005) and Dörnyei’s (2001a) claim that English-related values and attitudes can generate the intended motivation among learners. Similarly, as can be noticed in the above statement, the participants also associated strong and positive symbolic values with the cultures of the Inner Circle English-speaking countries. The learners believe that learning English is the main tool for understanding and adopting these qualities, as also reported by Lamb (2004). Moreover, as the statement indicates, the participants are not only interested in native speakers, but they are also interested in their advanced cultures. These sentiments tend to reflect the positive stereotypes of the cultures of the native-English speakers, which have a significant impact on developing the learners’ attitudes towards considering English and its learning. Moreover, I also found in the data that although the participants preferred to learn about the positive ideals of cultures of the native-English speakers, they were also interested in learning about other cultures of the non native English speakers through the English language. This aspect reflects not only loose integrative
factors, but it also tends to suggest the presence of L2 international posture. In short, it can be argued that the participants, unlike what was reported by Gardner and Lambert (1972) a very long time ago in a very different context (Canada), are not willing to mix in with cultures of the native-English speakers; rather, they are motivated to interact with and understand their own well-advanced cultures and other non-native cultures by learning English.

6.2.10 Learning English for Passive Use

Although there are two main motives (media and intrinsic), I categorised these two motives into one broad category which Dörnyei (1990) labelled as learning English for passive purposes which indicate the learners' desire of learning L2 for non-communicative purposes. 16 out of 26 participants expressed their desire for learning for passive use. Moreover, I found that these two main motives were closely associated in the minds of the participants in the sample study. In the case of the media motive, as the data revealed, it was a broader concept, which included not only electronic, print, and social media, but it also expressed learners’ desire to learn English. This was reflected by the following statement:

If you want to watch movies, listen to music, or watch BBC, CNN, Aljazeera, Fox News, Star TV and B4U, you have to learn English. Inside Pakistan also, some TV channels are using English for example, 24 hours, Dawn and Express News. Many TV programmes are in Urdu, but also use English a lot. (Participant 19)

15 out of 26 participants not only showed their media motivational orientation, but they also reported their awareness of many globally popular and regional TV channels. Similarly, they also considered learning English as important for understanding and watching many media channels in Pakistan. Moreover, the participants also expressed their desire to learn English to read printed media materials, especially newspapers and magazines, as observed in this statement:

I want to learn English so that I can read newspapers and magazines. I can also find jobs in these because many advertisements come in newspapers. Apart from jobs, I can get information about what is happening inside and outside Pakistan. (Participant 5)

From the above statement, it is clear that in the mind of the participants, learners can get not only information about various job positions, but they can remain updated about current issues both within and around Pakistan. This also indicates the relationship between the printed media and learners’ instrumental motivational orientations. Pathan (2012), Shahbaz (2012), and Islam (2013) have also noticed that participants were interested in learning English so they could read newspapers, as many such as The NEWS, Dawn, Express, The Frontier Post, and many others are the daily newspapers in Pakistan that are written in English. As McKay (2002), Mansoor (2002),
and Islam (2013) reported, in the context of Pakistan and elsewhere in the world, English is extensively used in the different channels around the world; therefore, the participants seem to be quite motivated to learn English for this purpose. However, in contrast to my expectations, the participants also expressed their desire to learn English in the emerging social media network. Most of the participants were well aware of it social media, as they not only mentioned the existence of Yahoo! Messenger; Facebook, and Twitter, but they also used them, as expressed by one participant:

Modernism has come, sir. We all use an internet to chat and search many materials for subjects on the internet. This makes learning English very important. (Participant11)

As mentioned in Chapter two, the use of social media is on the rise, especially among the young educated generation in Pakistan; therefore, the participants expressed their desire to learn English. Last, but perhaps most importantly, unlike recent studies such as those of Pathan (2012) and Islam et al. (2013), the participants showed their desire to learn English for their own satisfaction, what Noels et al. (2000b) refers to as intrinsic motives. Participants reported many reasons for wanting to learn English, especially feeling proud, happy, and relaxed; they also found that English was an interesting language, as reflected by one participant: "I like English. It is a very good language. I am interested in learning it and I feel really happy when I talk in English". (Student 17).

The above statement also reveals that the participants have many instrumental motives, yet they also want to learn English for their own pleasure, as they expect no rewards by learning and using this language. Interestingly, most of the participants expressed that they practiced their English communication with their friends just for fun, although they also recognised their own lack of proficiency in English. This kind of English use was also reflected in learners’ desire to use the local English in Pakistan. The emergence of intrinsic motives to learn English may be due the fact that as Mahboob (2009) pointed out English is becoming the part of individuals’ sociocultural lives, especially for the young educated generation in the form of Pakistani English (PE) in Pakistan.

6.3 Results and Analysis of the Learners’ Attitudes towards EWL

6.3.1 The Participants’ Attitudes towards English as a Global Source of Communication

As was noted in the above sections, the participants while revealing their various L2 motivational orientations also expressed their likeness and awareness about the global status of English. This not only indicated the relationship between learners’ L2 motivational orientations and their L2 attitudes but it also highlighted the importance of their attitudes towards EWL as targeted in the study. When asked specifically, all of the participants believed that English is the main source of global communication, as can be observed in the following participant’s statement:
English is a universal language. English is used in America, Arabian countries, Europe, Africa and our Asia. English is not used by English people only these days. People from different countries themselves want to use and speak in English so that they can communicate easily with one another. (Participant 19)

I can say from the above statement that the participants believe that English is not limited to its Inner Circle, but it is used by the Outer and Expanding Circles people, as reflected by the fact that learners mentioned many these countries. Most of the participants also clearly mentioned that they do not consider English to be limited to its native speakers. This can be observed in various common phrases that they mentioned and which were in contrast to my expectations when expressing their motivational orientations, attitudes, and factors related to enhancing their motivations in classroom. These phrases were '80% people use English', 'big and universal language', 'everywhere', 'different context', 'in the world', 'many people and countries', and 'in Pakistan and our society'. Moreover, as reflected in the above statement, the participants have positive attitudes towards the use of English when communicating with different people around the world. In other words, as McKay (2002) and Saraceni (2015) highlighted, English is used as the main source of communication among the different people both inside and outside their countries. These learners’ attitudes towards English as a main source of global communication are also confirmed by other studies, such as those of Young (2010) and Galloway (2013).

6.3.2 The Participants’ Attitudes towards the Non-native Varieties of English

20 out of 26 participants revealed that they hold positive attitudes towards various varieties of English around the world. This can be observed in the following statement:

There are many kinds of English, for example, Indian, French, Chinese, British, American, Pakistani and Arabian. (Participant 18)

The aforementioned statement highlights how participants are aware about the emergence of many English varieties in the world. This includes both the Inner Circle (especially American and British) (Holliday, 2005) and Expanding and Outer Circle varieties of English (Bolton, 2002). Interestingly, the participants mentioned many emerging varieties such as Arabian (Fussell, 2011) and French English. One possible explanation for this might be that in the minds of the participants, since English is an international language, it is used by many nationalities, including the Arabian and French people. Moreover, participants are aware of local Pakistani English, which seems to be further reflected when participants are asked about their views on the utility of these many non-native varieties, as can be noticed below:
Every kind of English is good for every country. For us, Pakistani English is right. We can understand easily our friends, teachers and other people who live in our country. We can understand better than in American English. (Participant 21)

The above statement indicates that the participant thinks that many non-native varieties of English actually exist, including PE. Moreover, the participants believe that PE is valid, as it can help people keep connected with their socio-cultural and educational environment in Pakistan. This also confirms the argument of many scholars in the field of world Englishes, such as Canagarajah (1999), Kachru (2005), and Kirkpatrick (2010), who state that local Englishes can considerably facilitate successful communication.

When asked about their attitudes towards PE, 18 out of 26 participants expressed that they liked this version of English, saying that they like how 'flexible' the language is, and how it is 'not able to totally adopt English people's style'. Moreover, they were aware of the growing status of PE, as reflected in many phrases such as 'colourful English', 'Meera's English' (Meera is a Pakistani actress who speaks the wrong English), and 'improving day by day'. In the minds of the learners, Meera's English can be possibly reflects the status of PE is emerging and has not yet completely developed structurally and vocabulary wise and also different from the nativ- English speaking countries Englishes. For example, Meera pronounce 'school' as 'schoool'. Surprisingly, but in contrast to the studies of He and Li (2009) and Galloway (2013), they regard learning PE appropriate for successful communication. The awareness as well as favourability of PE may have significant implications for the participants' desire to learn and use English inside Pakistan, which emerged as 'L2 Local Use' (as reported earlier). So, it can also be argued that participants’ attitudes towards non-native varieties of English are correlated with their L2 motivational orientations. The last sentence in the above statement also suggests that the participant may be cognisant of the fact that native Englishes (American, as mentioned here) are considered good for communication around the world. This belief emerged explicitly when revealing the participants’ attitudes towards the supremacy of native speakers in their use of English in Section 6.3.4. However, at the same time, many participants were also of the opinion that the native and non-native varieties of English kept changing, which may be considered an important contributory factor when developing learners’ positive attitudes towards the various non-native varieties of English, as reflected in the passage below:

English has changed from country to country, especially in accent. If, we talk about the British and American English, there are lot of changes in their spellings and pronunciations. Pakistani English has different accent from Chinese people. (Participant 8)
When further asked about identifying changes in the accent, most of the participants were unable to point them out. One possible reason might be that the selected participants were studying English as a non-major subject, and thus would not possess a deep knowledge of the various varieties of English around the world. However, most of the participants were able to point out some key differences between the British and American Englishes; among them were the differences in pronouncing 'r' and deleting 'u' in some words (in the case of American English), like in ‘colour’.

6.3.3 The Participants' Attitudes towards the Use of English for Inter-Cultural Communication

In their interviews, 17 out of 26 participants revealed their attitudes towards the use of English for inter-cultural communication. This can be observed in the following statement:

English people's language is correct. I also try to speak like them. However, they should bring some changes and difference in their use of language. I mean they should use Pakistani English words. (Participant 18)

I can say from the above statement that the participant considers the Inner Circle Englishes as correct and ideal. This is also reflected in section 6.3.4 while revealing their belief in the supremacy of the Inner Circle speakers in the use of English. I can also argue that the participants are willing to speak in the Inner Circle English. However, the participants expect that native speakers should also change their ways of speaking when communicating with non-native speakers. As noticed in Sections 6.3.1 and 6.3.2, the participants believe that English is not only the main source of global communication, but they also know that Expanding and Outer Circle varieties exist, which may have led the participants to expect changes from the native speakers. When further asked what sort of changes they would like to see in native speakers, most of the participants revealed 'changes in accent', 'slowing down their speed', 'ignoring their mistakes and also using their local English words' as revealed by many participants.

6.3.4 The Participants Believe in the Supremacy of the Native Englishes and their Learning

As reported in Section 6.3.2, the participants consider their local PE appropriate for use and learning. When further asked about their choice between learning local and native English, especially British and American English, most of the participants (22 out of 26) expressed in contrast to my expectations that they wished to learn both their local and native Englishes. This can be observed in the following comment:

I like to learn Pakistani English. I also like learning both British and American Englishes. If, I want to communicate well and also advance, I should learn both. There
are some countries in which American English is used. British English is also used in many countries as in Pakistan. (Participant 21)

However, I can explain that the participant also believed that learning British and American English could help engage in successful communication around the world. The popularity of both these Englishes around the world, as supported by Crystal (2003) and McKay (2002) also seem to have influenced the participants' attitudes towards learning them. Moreover, the participant clearly expressed that learning these forms of the Inner Circle Englishes will help advance in life, which was further explained by other participants. Once again, this reflects the positive attitudinal stereotypes/ideals that the participants tend to attach to learning the Inner Circle Englishes. When revealing the various reasons for learning these forms of English, common words/phrases arose, including: 'correct', 'popular', 'easily understandable', 'use in media, education and many other fields of life'. However, the data also revealed that most of the participants placed British English, and the desire to learn it, as a top priority. When further asked about the reasons for their preference, they said it was 'familiar', 'easy to understand', and 'used in education'. This may be because Pakistan had remained a British colony before its independence in 1947 and English is still popularly used, not only in official affairs, but also in the educational system.

It may be noted that the findings on the learners' attitudes towards native and non-native varieties of English (including the local one) suggest a degree of ambivalence. The learners' two well-known attitudinal traits of 'status' and 'solidarity' (e.g. McKenzie, 2006 and Galloway, 2015) towards the native and non-native varieties of English may have led towards their ambivalent L2 attitudes. As noted, they associated status attitudinal traits such as 'global', 'powerful', 'correct', 'popular' and 'educated' with the native varieties of English. In contrast, they associated solidarity attitudinal traits such as 'easy', 'flexible' and 'local' with the non-native varieties of English. Secondly, although the learners have positive attitudes towards the native English, there are seldom any opportunities available to them for exposure to the native variety. This could lead to a positive attitude towards the non-native varieties of English due to their being the only alternate option to the native English.

6.4 Results and Analysis of the Learners’ Perceptions about Key Motivation-Enhancing Factors in the Classroom Setting

The participants in the study also expressed that they do not feel motivated during their classroom time, and they suggested some key factors that they believe could enhance their motivation. Three main factors emerged from the data analysis. Interestingly, and in contrast to my expectations, the participants also revealed their motivations towards learning and using English.
6.4.1 Teacher-Related Factors

Most of the participants (23 out of 26) expressed their belief that teachers can considerably increase their motivation to learn in the classroom. Thus, it can be argued that teachers emerged as the most important motivation-enhancing factor, which was similar to what was found in other studies (Dörnyei, 1998, Oxford, 2001). The teacher-related motivation-enhancing factors seemed to be well summarised by a participant in the following words;

First of all, teachers should have command on English. Teachers should have good personality. I mean should be well dressed and his accent should be interesting. Teachers' method of teaching should be proper. They should be not be angry at us and should be friendly to communicate easily. (Participant 7)

This statement has guided me to highlight that the teacher, and many aspects related to the teacher, are regarded as important when enhancing learners’ motivations while learning English in the classroom. The first aspect is related to the teachers’ competency, especially their fluency in English. Most of the participants also expressed that teachers should be competent, insofar as the 'teacher should use and speak English'. It is quite understandable in the Outer and Expanding contexts, especially in Pakistan, most university teachers are not well qualified in English language teaching as also reported by the recent studies of Samad (2015) and Hassan (2015).

Closely associated with the fact that learners emphasised that teachers use English in the classroom is the line of thought that teachers' 'proper' (communication-oriented) method of teaching can enhance motivation. In most of Outer and Expanding contexts, including Pakistan, the old-fashioned method of teaching grammar translation is still in practice, as noted by Mansoor (2005), Malak (2010), Pathan et al. (2010), and Islam (2013). This key aspect is also reflected in the fact that many learners express the desire for many resources, such as various audio–visual aids, which will be discussed further in Section 6.4.3. Participants link motivation with the teacher's personality and behaviour. When further asked to clarify 'personality', most of the participants stated that the teacher should be good and smart, physical appearance (well dressed), and he should be friendly, cooperative, and not strict with the students. The participants may be looking towards to reflect the Inner Circle people traits such as smartness and appearances in their local English teacher, which is understandable. Participants were motivated to learn English based on their positive stereotypes towards both the Inner Circle English-speaking people and their cultural values, which was also reflected by the mention of an 'interesting accent' in the above statement.
6.4.2 Participant-Related Factors

18 out of 26 participants were of the opinion that certain factors related to them, if addressed, could also motivate them to successfully learn English in their classrooms. These are evident in the following participant’s comment:

In order to create high interest in me, the most important is that my teacher and class fellows should not laugh at my mistakes when I try to speak English. Sir, my confidence level is already not good because I am from Urdu medium and we should not use Urdu. (Participant 6)

The above statement clearly reflects that the participant has a strong sense of fear and apprehension while speaking English. Moreover, I can also argue that the participant’s anxiety when speaking English is mainly related to the teachers and other students in the classroom. The emergence of English-use anxiety indirectly points towards the value of communicating as a primary source when enhancing motivation. Studies by Rahman et al. (2010) and Samad (2015) in the context of Pakistani schools and universities, respectively, as well as investigations by He and Li (2013) in China, also found that anxiety, if addressed, could enhance the learners’ motivations to successfully learn English. Second, the participants reported having lower confidence levels in their English proficiency and they also seemed to worry about it. Interestingly, and in contrast to my expectations, the main reason why confidence was mentioned might be related to Urdu. The participants believed that being taught in Urdu-based institutions, as well as the use of Urdu in the university classroom, had a distracting influence on their motivation and successful learning of English. As described in Chapter two, in Pakistan, there exist both English- and Urdu-based institutions; therefore, some participants from the English institutions may be proficient in using English, which may create a sense of inferiority among those participants being not able to communicate well in English as compared to English medium learners.

6.4.3 The Classroom Environment and Facility-Related Factors

Most of the participants (22 out of 26) also held the perception that a proper classroom environment and facilities can also enhance their motivations towards learning English successfully. For example, one participant expressed:

There are many students in our class. I can't see their faces and have no opportunities to talk to class fellows. We all just listen to our teachers in our class. (Participant 25)

I can say that from the above statement, in the mind of the participant, changing the classroom environment might enhance the participants’ motivations to learn English. These are minimizing the students' number in the classroom. It may be that large classrooms, as lamented by Shamim (1996) in the context of Pakistan, may provide students with fewer opportunities to learn through
communication. Most of the participants also reported (as noted earlier) that they are keen to communicate in English in their classrooms; they believe that speaking in English can enhance their motivation and their ability to successfully learning the language. It may also be highlighted that there are fixed desks/chairs in the classroom that are usually arranged in a row. This classroom structure does not provide students with the opportunity to communicate with their other classmates. Similarly, the participant thinks that provision of various audio–visual resources can help them successfully learn English, as noted in the following statement:

We should be provided movies, charts, and multimedia in our classroom to promote our interests in learning English. (Participant 8)

In the context of under-developed Pakistan, and especially in the newly established rural–urban areas, I can argue that there is a lack of resources in university classrooms, which may have a significant effect on the participants’ motivation and their subsequent ability to successfully learn English. However, in the minds of most of the participants, they feel that the use of modern technologies (such as multimedia) is important. Moreover, they also presented the various reasons why English should be spoken in movies, and they highlighted how multimedia should be used in presentations. The learners ultimately believe that these factors can help increase their communication abilities and confidence when speaking English.

Two main points can help in highlighting the strength of feelings of the L2 learners’ de-motivational factors in their classroom. First, as noted that as many as, (21 out of 26) participants were worried about various de-motivational factors in their classroom. Secondly, most of the participants (18 out of 26) also mentioned facing various de-motivational factors while revealing their L2 motivation as can be observed in the following expression of a participant.

"I think English is very important in my studies and also in my life. I am very much interested to learn and use English. But sir, I am not capable to speak in English. Even, I tried to speak in English but my class fellows and teachers laughed at my mistakes in English." (Participant, 17).

I can say from the above statement that participant has L2 instrumental motivation. However, at the same the statement guides that the participant is also facing numerous L2 de-motivational factors such as: lack of confidence, fear of making mistakes in English, and also the discouraging behaviours of the class-fellows as well as teachers in the classroom. Similarly, before and during interviews, I noted that even though the participants were keen to express their feelings about L2 motivation, yet many of them remained anxious about expressing themselves.
The main purpose of this chapter was the present and analyse results of the qualitative component of this study. These results showed that L2 learners have interesting L2 motivational orientations such as family interests, L2 national-islamic interests and local integrative. They had positive attitudes towards EWL. The findings also revealed three main L2 motivational enhancing factors related to L2 teacher, participants and classroom environment. The results of the qualitative and quantitative will be integrated in the next chapter.
Chapter 7--Discussion of the Findings of the Quantitative and Qualitative Data

7.1 Introduction

This chapter combines the results of the quantitative and qualitative data of the study. These results are about the learners' L2 motivational orientations, their attitudes towards EWL, and their perceptions about motivation-enhancing factors in classroom setting. Moreover, the results shall be explained with the help of the relevant literature and the context of Pakistan, as provided in Chapter two and three, respectively. In the end, the results will be explained with the help of some key L2 motivation and attitude theories in the field of L2 motivation.

7.2 Discussion of the Results from the Relevant Literature and Context of Pakistan

7.2.1 Learners' Motivational Orientations towards Learning English

One main purpose of this study was to determine Pakistani postgraduates' motivational orientations for L2 learning, with the help of factor analysis and interviews. Both of the instruments revealed a wide range of learners' L2 motivational orientations, which shall be discussed in the following sections.

7.2.1.1 Learners' L2 Instrumentality Promotional Motivational Factors

As noted in Chapters five and six both the quantitative and qualitative findings revealed that the learners in the sample study have their instrumental motivations towards learning English. For example, in the case of the quantitative results, factors, those labelled as 'L2 instrumental', 'L2 work abroad', and 'L2 business' can be included under the umbrella term of instrumentality factors due to their 'utilitarian' nature (Gardner, 1985 and Dörnyei, 1990). Similarly, the learners quoted in the interviews results revealed that they associated their aspirations of learning English with getting jobs, doing business, and advancing their careers, which were termed as 'instrumentality promotional factors' per Dörnyei’s work (2009). There were indications in the findings of the quantitative data, such as 'working abroad' and 'speaking to native people for business purposes' items loaded on factors labelled as 'working abroad' and 'Business'. However, it was in the qualitative data that the broader nature and other interesting dimensions of the learners' instrumental motivations emerged. For example, the learners clearly expressed their views about wanting to learn and use English for many jobs, both within Pakistan and across the world. These motivations were extended from participants’ chosen field of studies to working in banks, passing various competitive examinations (e.g., the Central Superior Service), and joining many international organizations like UNO, the MOL Company, and many NGOs. The participants also
expressed their desire to learn English to complete various tests and meet other requirements for many jobs. In line with the quantitative findings, the qualitative results provided further insights as learners revealed that they planned to start their businesses in Pakistan, and they also wished to use English in business to help develop Pakistan as a country. Similarly, the qualitative data deepen my understanding that L2 learners also wanted to learn English to increase their salaries and foster their professional growth after getting jobs as also noted by Bradford (2007) in the context of Indonesia.

The L2 instrumental promotional finding of the study confirms the findings of Dörnyei (2003) and Lamb (2004), as they also confirmed the complex structure of the learners’ instrumental motivational orientation. The complex nature of instrumental motivational orientation also suggests how the instrumental motivation to earn a job and pass examinations only, as conceptualised by Gardner (1985) cannot explain the learners’ L2 instrumental factors. This limitation of Gardner’s L2 instrumental motivational orientation also becomes explicit in many studies, especially those conducted in non-native countries, as was found by Dörnyei (1990) in Hungary, Lamb (2004) in Indonesia, and recently Islam et al. (2013) in Pakistan, as well as in this present study, as noted above.

Interestingly, and perhaps more significantly, unlike the results of the factor analysis, in the interviews, it became evident that the learners want to associate learning English with various aspirations (e.g., thinking about getting a job, having a good career in the future, and starting a business by learning English), which reflects their Ideal L2 self. This key finding is in line with the Dörnyei’s (2009) recent conceptualisation of L2 instrumentality promotional factors and its association with individuals’ Ideal L2 selves, as confirmed in many recent studies such as Taguchi et al. (2009), Lamb (2012) and Islam et al. (2013). However, while the learners’ desire to learn English to pass various tests and interviews are 'extrinsic' in nature (Dörnyei, 2009), the instrumentality preventative orientation emerged. This implies the close association between this recent conceptualisation of the instrumentality factors, which further studies especially within the context of Pakistan should confirm.

The emergence of a broader and recent conceptualisation of L2 instrumentality factors is also understandable in the context of Pakistan. As mentioned in Chapter two, English (unlike the national language of Urdu) in Pakistan, and other regional languages are also extensively used in all departments of the state (Mansoor, 2005, Malik, 2010). Similarly, as pointed out in Chapter two, English proficiency not only helps one get a job, but the language also plays a substantial role in ensuring that individuals obtain promising professional careers in different fields such as health, education, commerce, army, bureaucracy, and many others in Pakistan.
Similarly, the learners' desire to work and find jobs in many foreign countries seems to be influenced by the fact that many Pakistani people, including those from KP, are performing white-collar and odds jobs, especially in the UK, USA, and Australia, as well as in European countries (e.g., in Germany, Spain, and Italy) and in the Middle East, especially in the GCC (Gulf Cooperation Countries) (Shahbaz and Liu, 2012). The learners expressed a desire to learn English for the purposes of working in multinational companies and international organizations; this may be due to the fact that the KP province is blessed with natural resources especially gas and petrol which are being explored by many multinational companies such as MOL and China Zhengue Oil.

Similarly, many NGOs, such as the well-known SRSP, Save the Children, and multi-national companies like Unilever, Nestle, PG, and Abbott, all operate in Pakistan, including in this province. Last, since Pakistan and the KP province (as explained in Chapter two) are under-developed and badly affected by terrorism (Mustafa, 2012), the participants may be thinking that working in business and learning English can facilitate their success. Moreover, the scarcity of jobs and the high unemployment rate in Pakistan, particularly in the KP province, may lead the participants to start their own businesses and to learn English to achieve that aim. These may represent some of the key factors that underlie the broader nature of learners' L2 instrumentality promotional factors, which also emerged in some recent studies by Shahbaz and Liu (2012) and Islam et al. (2013) in the context of Pakistan.

However, as mentioned in Chapter one, these studies were limited to the college and undergraduate levels, respectively, in the urban areas of the more highly developed province of Punjab; this is different from the current study, which is focused on postgraduate students within an urban–rural background. Therefore, it can be argued that the findings of this study are important, as these may be exploited as a future reference and source of guidance to further investigate the rare postgraduate learners' L2 motivational orientations in other urban-based Pakistani universities. Moreover, the learners' L2 instrumentality promotional motivational factors are not in agreement with the findings of earlier studies, such as those by Mansoor (1993), Akram (2007), and Pathan et al. (2011), which were conducted in Pakistan. The main reason for this might be that these studies remain limited to the traditional concept of instrumental motivational orientation (Gardner, 2001) which, as noted in this study, cannot explain the learners' complex L2 instrumental factors.

### 7.2.1.2 Learners' L2 Instrumentality Preventional Motivational Factors

The factors labelled 'L2 education–prestige', ‘L2 extrinsic’, and ‘L2 further Study’ motivational orientations, as reported in other studies (e.g., Clément and Kruidenier, 1983, Dörnyei, 1990, Lamb, 2004, and Bradford, 2007) emerged in the quantitative data. Similarly, the learners also revealed in their interviews that they tend to learn English for these purposes, which also confirms one key but final item that was loaded on the learners' 'education–prestige' factor; this provides a
clear indication that education is related to one’s career. Among those revealed L2 instrumental preventional motivational orientations were learning English to complete their postgraduate studies, aspiring about learning and using English for 'getting admissions and continuing their higher studies, getting scholarships, and social status', which I included under the umbrella term of ‘instrumentality promotional factors’. One common point about both types of findings is that such motivational orientations are of an 'extrinsic' nature (You and Dörnyei, 2014), which indicates that the learners want to learn English based on external rewards/pressure. Moreover, the binary factors labelled such as 'L2 education-prestige' and 'L2 further studies-work' in the results of the factor analysis were confirmed in the results of the qualitative data. In other words, learners also expressed such combined desire for imagining learning English as noted in the results of their interviews in L2 instrumental preventional motivational factors in chapter 6.

However, as was observed, the 'L2 educational motive' in the quantitative finding tends to reflect the learners' desire to not only become educated, but to also be considered part of a group of educated people. This was further clearly reflected in the results of the qualitative data when revealing their desire to use English locally in the form of what is categorised as 'L2 indigenous integrative motive'. Similarly, the learners, adding to their quantitative findings of 'L2 educational motive', wished to not only earn their postgraduate degrees, but they also planned to learn and use English, earning admission in higher-education studies and achieving scholarships. Thus, it can be argued that the educational motive emerged as broader concept featuring more interesting variables; among them were completing higher studies in Pakistan, in the Inner Circle countries such as the UK, USA, and Australia, and in the Expanding and Outer Circle countries such as Japan, China, and Malaysia, as well as passing IELTS tests. One possible reason can be that such broader L2 educational motive variables were not included in the questionnaire and also may be as described in chapter 5 that qualitative unlike the quantitative data provides the learners opportunities to express their feelings about the targeted issues.

Lastly, as mentioned earlier, the learners expressed that they clearly associated these purposes with their various aspirations, which I termed as their L2 instrumentality promotional factors, in the qualitative data findings. As reported in Chapter three, Dörnyei (2009) due to the broader nature of the traditionally conceptualised 'L2 extrinsic motive' (Noels et al., 2000a), proposed L2 instrumentality preventional factors in which the learners imagine that they learn English to face many external/rewarding pressures (see Chapter six). This finding of the L2 instrumentality preventional factor in this study is also in agreement with the findings of recent studies by Ryan (2008), You and Dörnyei (2014), and Islam et al. (2013) and Shahbaz (2012).

The emergence of L2 instrumental preventional factors (education–prestige, L2 further studies–work, achieving scholarships, and getting admissions) among the learners in this study seem to be
influenced by some factors. The learners in this study, as mentioned in Chapters one and two, are in their final year of postgraduate study, so they will be planning to continue their higher studies while also thinking about making money. Moreover, getting a degree in higher education increases the prospects of obtaining good jobs, not only in Pakistan but also abroad.

The learners’ aspirations to learn English to earn an education and to continue in higher studies may be due to the extensive and powerful use of English in the education system, especially at the higher education level in Pakistan (Mansoor, 2004 and Siddiqui 2007). Moreover, the learners’ belief in achieving good marks through learning English also confirms Shamim’s (2011) argument that in the context of Pakistan, proficiency in English is associated with excelling in education. Similarly, the possible reason behind the learners’ choice of obtaining foreign scholarship can be that described in Chapter two; specifically, against the backdrop of the recent war on terrorism, many scholarships such as the Fulbright, and HEC scholarships are offered specially to underdeveloped universities and students at the time of this study. This is why in this study, and similar to the recent study by Islam et al. (2013), L2 instrumental preventional factors were observed among the undergraduate students in Pakistani universities.

The learners’ choice to travel to native-English speaking countries to continue their education and earn scholarships may be due these students’ desire to obtain a good education and to be immersed in a research culture in the Inner Circle countries; this was indirectly expressed in the students’ desire to attach their positive ideal values to their culture and native speakers. This was reflected in ‘L2 identification’ in the factor analysis results, and in the ‘L2 integrative motive factors’ in their interviews results. While their choice of non-native-English speaking countries may be due to their beliefs in the use of English as global academic lingua franca (Haswell, 2014), the participants revealed in their attitudes towards EWL explicitly, and the advanced status of the mentioned non-native English speaking countries the world was also evident. The learners expressed their desire to learn English to pass tests such as the GRE(Graduate Recruit Test), GAT (Graduate Assessment Test), and IELTS to earn admissions and scholarships for their higher studies, as noted by Islam (2013). One possible explanation can be that the participants have gone through admissions test known as the GAT, which was conducted by the NTS (National Testing Service) for undergraduates and postgraduate students’ admission to many Pakistani universities. The GRE also conducted by the NTS, is compulsory for earning admission and scholarship in Pakistani universities. Both tests are not only written in English, but English proficiency is also tested as a compulsory element. Similarly, mention of the IELTS may be due to the popularity of the UK, particularly its universities, and participants’ education, which was also reflected in their beliefs in the supremacy of British English and its learning, which encompass their attitudes known as ‘belief in the supremacy of the native speakers and their Englishes’. Lastly, the learners reported wanting to learn English to earn prestige, which is not only limited to society, but also to the educational
environment. One possible reason can be that there are Urdu- and English-based institutions in Pakistan, and many students from Urdu-based institutions face issues such as anxiety when adjusting to and getting attention from their peers and teachers in their university environment (Samad, 2015).

7.2.1.3 Learners’ L2 Integrative Motivation Factors

A further finding of this study is to confirm one of other researchers (e.g. Islam et al., 2013), namely that Gardner's (2001) ‘L2 Integrative’ orientation, in its more ‘rigid’ form, as noticed in both the qualitative and quantitative results, seems inapplicable in this context. The 'rigid form' of L2 integrative orientations focuses on adopting the linguistic and cultural integration of the L2 learners in the native-English speaking communities. While the 'soft form' of L2 integrative orientations reflects the desire of L2 learners to understand the culture of the native-English speaking communities and interact, not mix up with them. One issue that was also expressed by the learners is that mixing with native speakers and their cultures might seem to be an unattainable goal to many L2 learners in Pakistan and elsewhere due to the learners’ physical distance from countries where English is the native language (Warden and Lin, 2000, Lamb, 2004, Coetzee-Van Rooy, 2006). Secondly, unlike the quantitative findings was the learners' desire to keep their local and Islamic identities. These unique features associated with the context of Pakistan did not emerge in some of the earlier and very influential studies, such as those of Clément and Kruidenier (1985), Gardner (2001), and Dörnyei et al. (2006). However, these features of the L2 integrative motive of this study are in line with the findings of studies conducted in non-Anglophonic countries, especially in Muslim countries. Among those studies are Chen et al. (2005) in China, Pathan (2012) and Islam (2013) in Pakistan, O’Sullivan (2007) in the UAE, and Lamb (2004) in Indonesia. Third, but perhaps most significant in this study, is that the learners explicitly expressed that English is not limited to the native speakers and their cultures, which is in contrast to earlier studies (e.g., Akram, 2007, Malik, 2010, Shahbaz, 2012, Islam 2013); this was particularly reflected in their attitudes towards EWL in Section 7.2. So, their cognition about EWL may also influence the L2 integrative not emerging among the learners in the study. However, in its ‘non-rigid’ form (Dörnyei, 2003, 2005), the ‘L2 integrative’ orientation is reflected in the various findings of the quantitative and qualitative data of this study. For example, the ‘L2 identification’ and ‘travel–friendship’ orientations emerged in the factor analysis of this study. The learners also expressed such desire for L2 identification, like Lamb (2004) and Islam (2013) articulated, to adopt only the positive/ideal qualities of the native people and their culture, as evident in the 'L2 integrative motives variables' in Chapter six. However, unlike the L2 identification of factor analysis, the learners expressed their positive/ideals such as understanding the need for good education, research, a peaceful environment, honesty, and punctuality among the native people and their culture by learning English, which were also identified by the learners in
Islam (2013) in the qualitative findings. Similarly, the learners believe in the supremacy of native speakers' Englishes and their desire to learn, as revealed in both types of findings, and which fell under the umbrella of L2 identification; this finding also suggests the non-rigid nature of L2 integrative motives.

The L2 identification and travel–friendship factors, as Dörnyei (2003) explains, are related to the positive attitudes held towards the cultures of the native-English speakers and participants’ interest in interacting with native English speakers; these findings are also reflective of the ‘non-rigid’ nature of the ‘L2 integrative’ orientation. However, in this study, there seems to be particular interest in those countries where English is not the native language, as noticed in relation to the ‘L2 further work–study abroad’ and ‘travel–friendship’ factors, and also in the instrumentality promotional and preventional factors of the interview, a finding; these findings are contrary to those by Clément et al. (1994) and Bradford (2007). Therefore, it can be argued that the L2 motivational orientations that emerged in this study are broader than in these last two studies due to the learners’ conceptualizations of their L2 use not being confined to countries where it is a native language.

Similarly, and perhaps, most importantly, unlike the findings of studies (e.g., Mansoor, 1993, Akram, 2007, and Samad, 2015), this study suggests the complex nature of the L2 integrative motive. This is illustrated by various variables and also its different interpretations. Thus, it can be argued that this study confirms many key findings from studies such as those by Dörnyei (1990, 1994a, 2003, 2005), Lamb (2004, 2007), Yashima et al. (2004), and Islam et al. (2013). These studies also revealed not only the complex nature of the L2 integrative motive and its various interpretations, but also its inability to explain the learners’ motivated behaviour when learning English in non-native contexts. The emergence of this view of L2 integrative motive in this study also suggests that in a contemporary globalising world, other recently conceptualised orientations seem more relevant for the learners. Among those mentioned in Chapter three are the recent constructs of Dörnyei’s (2005, 2009) L2 motivational self-system (composed of Ideal L2 self, ought to L2 self, and L2 learning experience), Yashima’s (2002) international posture, and Islam et al.’s (2013) national interests. All these three key L2 motivation constructs also emerged in this study and each shall be discussed briefly.

7.2.1.4 The Learners’ Ideal L2 Self Factors

This study confirms and perhaps also validates the Dörnyei’s (2005, 2009) recent L2 ideal motivation self-system constructs, especially the Ideal L2 self and L2 learning experience, as these two constructs inspired the learners’ motivation towards learning English. However, in this study, and unlike what was found in others (e.g., Dörnyei, 2005 and Ryan, 2008), the ‘Ideal L2 self’ loaded on a binary factor, ‘L2 extrinsic-ideal L2 self’ in the factor analysis. While this needs
further investigation, a possible reason for this effect might relate to the intensity of these two L2 orientations. Moreover, as noticed in the findings of the qualitative data, the learners expressed not only their desire of their Ideal L2 self, but it also influenced their instrumentality (promotional and preventative), international posture, and national interests, also noted recently by Islam et al. (2013). Similarly, the learners expressed that English experience in educational and local environments, as well as in the international media, also inspired them to learn English, which is in line with arguments of Dörnyei (2005, 2009), Ryan (2008), Islam (2013), You and Dörnyei (2014). However, the L2 experience in this study unlike what was found in the studies of Taguchi et al. (2009), Islam (2013) did not emerge as a separate motivational factor. The main reason for this might be that the learners indirectly predicted that their various motivational orientations (such as local use of L2, instrumental promotional and preventative, national and Islamic interests, and family interests) took inspiration from their exposure to the use of English, especially in the learners’ academic environments, as well as at the local, national, and global levels (Dörnyei, 2005, Dörnyei et al., 2006).

The emergence of the Ideal L2 self and L2 experience as motivational factors in this study may be inspired by key factors. First, since the learners are mature and thinking about their professional careers, they may be in a better position to have a clear vision of their Ideal L2 self (this is in contrast to what was found in Lamb’s, 2012, study). As noted above, the learners do not only have an Ideal L2 self, but they also exhibit other motivational orientations, which can be explained by their Ideal L2 self. Secondly, as mentioned in Chapter five, the learners are in their final stages of completing their postgraduate studies. So, it can be argued these learners have had enough exposure to use English; Shamim (2011) also reported that English is extensively used from primary school, secondary school, college, to university in Pakistan. Similarly, the learners have enough experience using English in the Pakistani society, and its use is also growing in information technology in Pakistan (Hassan, 2015). These findings of this study are in contrast to those of earlier studies (e.g., Mansoor, 1993, Akram, 2007, Rahman et al., 2010), as these earlier investigations remain limited to exploring the learners’ motivational orientations from the perspective of Gardner's traditional instrumental and integrative perspectives. So, it can be argued that this study may be used as a guide through which to understand Pakistani learners’ motivational orientations from their self-perspectives, especially at the postgraduate level.

7.2.1.5 Learners’ L2 International Posture

This study also confirms another recent construct of L2 international posture coined by Yashima (2002, 2009) in the Japanese context, and it was also noted by other researchers such as Shahbaz (2012) and Islam et al. (2013) in Pakistan, as well as Ryan (2008) in Japan. L2 international posture emerged in both kinds of findings in this study. For example, the findings of the factor analysis
were focused on the learners’ desire for the instrumental i.e., travelling to work and intercultural i.e., interest in understanding the cultures of the non native English speaking countries. However, unlike the factor analysis, it was noticed that other interesting variables, such as the passive use of English, national interests, and ideal L2 self were also revealed by the learners in their interviews. Moreover, and perhaps more crucial, are the learners’ desire to engage in the local use of English in addition to Urdu and other local languages which, as Arnett (2012) and Shahbaz (2012) suggested, reflects the learners’ desire to hold bi-/multi-lingual identities. The belief that individuals should retain such identities is important in multi-lingual countries, such as Pakistan, as confirmed by Islam (2013). These intermixed variables also indicate the existence of a correlation between the learners' L2 international posture and other motivational orientations, including their ideal self and national interests (Yashima, 2009 and Islam, 2013). Moreover, it can also be argued that the L2 international posture in this study is unlike that of Yashima’s (2002), who suggested that it features instrumental and integrative motive variables. So, this also suggests that the L2 international posture that emerged in this study needs to be further investigated.

The emergence of this broader notion of the L2 international posture in this study may be shaped by certain reasons. First, it may be due to the learners' exposure to the extensive use of English in their educational environment (Shamim and Tribble, 2005); the learners may have more experiences and exposure, unlike the college learners in the study of Shahbaz and Liu (2012). Secondly, factors such as the emergence of Pakistani English (Mahboob, 2009), as well as learners’ future desire to using English, are reflected in their Ideal L2 self, and in the fact that these learners are starting their professional lives. Third, as noted in the results of both forms of data, the learners’ belief in the global status of English and its use is not limited to the native speakers and their cultures. Once again, the findings of this study are not in agreement with those of earlier studies, as mentioned earlier, in the context of Pakistan, nor do they support the findings of others such as Dörnyei (1990) and Gardner (2001), which targeted Gardner's (1985) traditional instrumental and integrative motivational orientations alone.

7.2.1.6 Learners’ L2 National and Islamic Interests

Additionally, this study confirms the emergence of Islam et al.’s (2013) newly-labelled ‘L2 national interest’ orientation. However, an item in Islam et al.’s (2013) study that relates to the use of L2 for promoting interethnic unity did not emerge, as noted in the results of the factor analysis. Thus, it can be argued that the ‘L2 national interest’ orientation in this study is more focused on learning English to develop one’s country and present the positive democratic image of Pakistan to the world, rather than on promoting interethnic unity inside the country. Interestingly, in the findings of the interviews as well, I did not notice this aspect of learning English when promoting interethnic unity in Pakistan. One possible reason can be that the learners and their KP province,
and Pakistan in general, are under critical debate in the world media, which may influence learners to develop and express such intense feelings of presenting their country and its culture by learning English. Secondly, as noted in Chapter two, people from KP both in the past and more recently are viewed as suspicious, and as the agents of the people from Afghanistan.

The desire to learn and use English for the purpose to develop country was also reflected in some other studies conducted in different countries, especially in Asian and Muslim countries. Among those are studies such as those by Matsuoka and Evans (2006), who labelled this phenomenon 'other directedness' in Japan, and Chen et al. (2005), who referred to this as the 'Chinese imperative' in China. A clear view of this construct was first noted by Islam et al. (2013), and it is also confirmed by this study, which offers a broader scope.

However, in contrast to Islam (2013), the learners in their interviews (as reported in Chapter six, apart from Pakistan) also frequently referred to other key aspects of their L2 national interests. These were their desire to learn English to promote their Pathan, Tribal, and overall image as Muslims; they also wished to promote and spread the religion of Islam by preaching around the world. That is why I termed this variable ‘L2 national and Islamic interests’, which is unlike Islam et al.’s (2013) 'national interests'.

The emergence of such L2 national and Islamic interests among the learners in this study seems to be inspired by both global and local factors. When explaining the reasons for introducing L2 national interests, Islam et al. (2013) argued that having feelings for one’s own country (e.g., Pakistan) becomes crucial in globalising community, where one has to experience other people from across the country. Similarly, and perhaps uniquely, as described in Chapter two, there exists a strong collective system of life in Eastern societies, unlike what is viewed in Western societies (Pathan, 2012 and Islam et al., 2013). In the Eastern societies, the feelings for one’s community and country determine many socio-cultural values and behaviours. Pakistan, especially the KP province, is underdeveloped (Coleman, 2012). Moreover, the conservative KP province is also the worst affected by the wake of the global war on terrorism. The people of Pakistan, especially those from the KP province and FATA (known as Pathan), are being stereotyped as backward, emotional, and conservative, as mentioned in Chapter two. Similarly, Islam plays an important role in the lives of Pakistani people, especially among Pathan, which is also reflected in the form of the popularly growing 'Tableghy Jummat' (a group of preaching Islamic people), especially in the KP province. Conversely, Islam like Pakistan and its culture are debated as being conservative in the world media especially on the social media. However, further studies are required to confirm this broader notion of L2 national and Islamic interests, as to the best of my knowledge, it has not been described in this way in the L2 motivation literature.
7.2.1.7 Learners’ L2 Indigenous Integrative Motivation

This study sheds some light on the newly labelled ‘L2 indigenous integrative’ orientation in Pakistan. This kind of motivational orientation was also noted in the qualitative data of Islam (2013). Unlike the studies conducted so far in the context of Pakistan and elsewhere, to the best of my knowledge, this L2 indigenous integrative orientation did not emerge by applying the most suitable and well-tested (e.g., Gardner, 1960, Dörnyei, 1990) instrument of factor analysis, which was employed in the current study. The results of the factor analysis, as they related to the factor labelled ‘L2 learning for local purpose’, suggests that the learners want to learn English to stay in touch with their friends and other educated people inside Pakistan, which was also corroborated by their interviews. However, as noticed in the interviews results, the learners also expressed that they wanted to learn English to interact with their classmates, teachers, and university administration people, as well as to watch TV programmes and use social media within Pakistan. This also indicates that this new construct, which emerged from this study, may have interesting variables associated with the local realities of English in a particular context (i.e., Pakistan).

I believe that some key factors related to local realities can help to understand the emergence of ‘L2 learning use for local purposes’ in the context of Pakistan. First, as mentioned in Chapters two, five, and six, the young educated generation make more than half of the total population of Pakistan (British Council, 2009). Second, there is an emergence of local Pakistani English (Mahoob, 2009), which is especially used by the young generation. Third, English, a global lingua franca, has also become an academic lingua franca, especially in higher education in Pakistan (Hassan, 2015). Fourth, and perhaps most significant, is that the learners in this study value their own Pakistani English variety as suitable for communication and learning. However, to the best of my knowledge and as mentioned in Chapter one L2 indigenous integrative motive is extremely rare in the L2 motivation literature; thus, further investigations and refinement of the construct is required. This also indicates that this particular finding from this study is in contrast to many early but influential studies (e.g., Gardner, 1959, Lukmani, 1977, Clément and Kruidenier, 1985, Dörnyei, 1990, Dörnyei et al., 2006, and Pathan, 2012) conducted in the field of L2 motivation.

7.2.1.8 L2 Learners’ Family Interests

The learners in this study, in contrast to the findings of the factor analysis, revealed their aspirations of learning and using English for promoting their whole family; this motivation as categorised as ‘family support and interests’ in Chapter six. Like what was found in the studies of Lamb (2004) and Dörnyei et al. (2006), the learners also agreed that their parents and family members support and encourage them to learn English, which is popularly known as ‘family pressure’ in the field of L2 motivation (Dörnyei, 2003 and Pathan, 2012). However, the items (15 - "I want to learn English language because my parents wish to do so" and 18 - "I have to study
English, otherwise my parents and friends will be disappointed with me") related to family pressure in this study was found to be confusing and was thus deleted, as per the suggestions of Tabachick and Fidell (2013), when performing factor analysis to determine the learners' motivational orientations. As such, the learners in contrast to such studies like Lamb (2007), Pathan (2012), Shahbaz (2012) and Islam (2013) were imagining of associating their desires to learn English to help their parents and family. As noted in Chapter six, this motivation extends from helping their parents financially, as well as educating their sisters, brothers, cousins, and nephews.

The existence of the combined family system and support (Shahbaz, 2012), which may be strengthened due to volatile conditions in KP, in addition to the learners’ hopes of getting jobs soon after their postgraduate studies, may contribute towards the emergence of such motivational orientations among the learners in this study. Moreover, the learners in this study are more independent and mature when compared to the learners in earlier influential studies (e.g., Shahbaz, 2012, Gardner, 2001, Dörnyei and Scizer, 2002, and Lamb, 2004), which were mostly young school-age and college learners. However, to the best of my knowledge, the 'L2 family support and interests' motivational orientation is rare in the field of L2 motivation; thus, it needs further confirmation and refinement in future studies.

7.2.1.9 L2 Learners' Females’ Interests

Another interesting motivational orientation categorised as 'learning English for promoting women's interests', as revealed by the learners in their interviews, unlikely in the results of the factor analysis emerged in this study. When explaining the gender difference in their L2 motivations, especially with reference to female learners' more positive attitudes towards the native English-speaking culture and English as a language, various researchers (e.g., Shahbaz, 2012, Pathan, 2012 and Islam, 2013) suspected that females may believe in learning and using English as a tool for raising their voices in the conservative Pakistani society. However, these studies, to the best of my knowledge, could not find the emergence of this type of motivational orientation among the female learners in the L2 motivation literature. As noted in Chapter six, female learners were dreaming of using English to raise their voices and to achieve their various rights such, as having the choice of becoming educated, getting married of their own free will, and also interacting with other people without their parents’ and families’ permission. Additionally, these female learners wished to use English to raise and educate their children well, as well as to run their households.

The emergence of these types of motivational orientations among females in the context of Pakistan, and especially in the KP province, is understandable. As mentioned in Chapter one, Pakistani society in general (and the KP province in particular) is conservative and male dominant. Similarly, females have few chances of becoming educated in the Pakistani society (Mansoor, 2005, and Shamim and Tribble, 2005). Conversely, it is also possible that these females are
exposed to the media and they also have access to social media in Pakistan; therefore, these outlets may have encouraged them to dream about raising their voices by learning English. Learners’ progressive and liberal tendencies can be reflected in their support for the new liberal PTI party and its government in the KP province, as mentioned in Chapter two. Unlike what was found in earlier studies by Pathan (2012), Shahbaz and Liu (2012), and Islam (2013), the female learners in this study are independent, and they are currently completing their studies and likely thinking about getting married. However, once again, this new L2 motivational orientation needs to be confirmed in underdeveloped and conservative contexts, like Pakistan and other Muslim countries, as it is a rare finding; it was only previously observed by O'Sullivan (2007) in the context of the UAE.

7.2.1.10 EWL as a L2 Motivational Orientation

The learners also revealed another category: 'EWL as a motivational orientation', which is once again unlike the findings of the factor analysis in this research. The notion of English as a World language, and its implications for the learners' various L2 motivational orientations (especially Ideal L2 self and L2 international posture) is highlighted in many studies. The most notable studies in this area are those by Yashima et al. (2004), Dörnyei (2009), Islam et al. (2013), and also the current study. However, unlike these studies, and also in the context of Pakistan (e.g., Shahbaz, 2012, Pathan, 2012, and Islam, 2013) such orientation is rare, although Bradford (2007) used factor analysis and labelled it as 'lingua franca' in her Indonesian context.

I believe the emergence of this key motivational orientation is significant in this study. The possible reason for this might be that it not only shows the importance and interest of the learners to learn English as a global language, but it also tends to predict the learners’ positive attitudes towards EWL, which they revealed accordingly in their attitudes towards EWL as noted in the previous chapter. Secondly, as was previously noted, the learners revealed their L2 motivational orientations (e.g., Ideal L2 self, L2 international posture, and L2 indigenous integrative motive). These were also inspired by the shifting global status of English and its facilitating role in the contemporary globalising world (Lamb, 2004, Islam, 2013). However, this motivational orientation needs to be further investigated in L2 motivation research.

7.2.1.11 Learners' Desire to Learn English for Passive Purposes

Finally, the learners, as noted in the results of the factor analysis, have 'media', 'receptive use of L2 for non-professional purposes', and 'intrinsic' motivational orientations, which are in agreement with the findings of other studies (e.g., Dörnyei, 1990, Bradford, 2007, and Noels et al., 2000b). The learners in their interviews expressed these motivational orientations. However, all these three motivational orientations were categorised as 'learning English for passive purposes' following Dörnyei’s work (1990), as explained in Chapter six. I noted that these three orientations were
associated with each other in the minds of the participants. In the case of ‘media’, the learners expressed their desire to learn English for electronic media (e.g., watching TV channels, movies, and listening to music).

However, in their interviews, the learners revealed that they were interested in both native and English TV channels from different regions not limited to inner circle countries (e.g., BBC, CNN, Aljazeera, Express News, and Dawn News) and movies. Similarly, they did not associate media with their instrumental motivational orientation, as loaded together in the findings of the factor analysis, which were labelled as the 'media-instrumental' motivational orientation. The learners also revealed their desire to learn English for 'printed media' in their interviews. The printed media motive also confirms the result of the factor analysis, which was labelled as the 'receptive use of L2 for non-professional purposes' which, in fact, shares the same variables (e.g., reading newspapers and magazines).

However, the learners unlike the 'receptive use of L2 for non-professional purposes' as noted in Chapter six also revealed other related variables in their printed media. Those variables were noted in Chapter six; the learners want to access job advertisements, seek information/knowledge, and also become updated about the current affairs going on both inside and outside Pakistan. These findings were echoed by Dörnyei (1990), Pathan (2012), and Islam (2013). The desire to seek job advertisements in the printed media also confirms the results of the factor analysis labelled as the 'media–instrumental' motivational orientation. Moreover, it can also be argued that the printed media orientation emerged as a broader concept, which is in contrast to the factor analysis finding labelled the 'receptive use of L2 for non-professional purposes', which is further confirmed by the fact that in their interviews, the learners expressed their desire to learn English for social media. This social media aspect is in contrast to the findings of other studies (e.g., Akram, 2007, Malak, 2010, Shahbaz and Liu, 2012), which were conducted in the context of Pakistan.

Another interesting finding in the learners' desire of 'learning English for passive purposes', which was categorised as 'intrinsic', corroborates the findings of the factor analysis. This finding is also in line with those of other studies (e.g., Noels et al., 2000a, Bradford, 2007, and Wang, 2008). However, L2 intrinsic motivational orientation is in contrast to the results of studies conducted in Pakistan (e.g., Rahman et al., 2010, Pathan, 2012, and Islam et al., 2013), as they were unable to find this same motivation. Therefore, it can be argued that the finding of this study is significant in the context of Pakistan. Variables such as 'liking English', which had emerged in the learners’ comments when revealing their various motivational orientations, indicate the importance of L2 intrinsic motivational orientations for the learners in the study. L2 Intrinsic motive may have also contributed to the internationalisation of learning and the use of English in their local contexts, such with friends, on social media, and among educated people, as reflected in their desire to use
English locally, and in their positive attitudes towards their own Pakistani English. In short, the learners’ desire of 'learning English for passive purpose' may be inspired by the popularity of satellite channels, cable networks, the extensive use of English in local printed, electronic, and social media, and also in the emergence of Pakistani English (Mansoor, 2005, Shamim, 2011).

7.2.1.12 Learners’ L2 Motivational Orientations and Factor Analysis Application

Another unique feature of this study, and unlike what was found in other earlier and more recent studies in the context of Pakistan, and perhaps among postgraduate learners in the field of L2 motivation (e.g., Mansoor, 1993, 2005, Malak, 2010, Shahbaz and Liu, 2012 and Islam et al., 2013), was the application of factor analysis. These studies, as mentioned in Chapter one, have used simple descriptive methods to assess the increasingly complex L2 motivations system (Dörnyei et al., 2015). Researchers and factor analytic experts such as Dörnyei (2007) and Tabachnick and Fidell (2013) recommended using factor analysis not only to unearth complex issues (like the learners’ L2 motivational orientations), but also to develop and validate measurement skills. Therefore, it can also be argued that the eleven L2 motivational orientations that emerged after applying factor analysis and other measurement skills can be exploited for further investigation in this field, as well as in the under-researched context of Pakistan. These various and well-constructed learners’ L2 motivational orientations were not previously investigated in Pakistan using factor analysis, as described in Chapter one.

Additionally, and perhaps interestingly, no fewer than six of our factors in the factor analysis results were 'binary', as they featured two L2 orientations loading on each; binary L2 orientations have emerged in other studies, but these have been rare e.g., Kimura et al.’s (2001) ‘L2 instrumental–intrinsic–integrative’. Also, binary factors in earlier studies e.g., Clément et al.’s (1994) ‘travel–friendship’ which also emerged here have usually been clearly conceptually related. In contrast, as the labels I have used here demonstrate, some of the factors I described have quite distinct components. The same was the case while categorising a number of the learners’ motivational orientations, such as 'learning English for passive use', 'L2 national and Islamic interests', and 'female's interests', as revealed in their interviews. These different binary factors and categories tend to suggest that the learners have many, and also equally complex, motivational orientations, which seem to have been shaped by unique socio-cultural influences in Pakistan, as explained earlier in this chapter.

Summarising the findings of the factor analysis and interviews of this study, it can be argued that so many different L2 orientations emerged, which is indicative of the learners’ desire to be able to use the L2 as a global lingua franca; this was also noted by Yashima (2004), Bradford (2007), Shahbaz and Liu (2012), and Islam et al. (2013). Given the changing status of English e.g., in education, mass media, travel, business, and technology across the world, and as documented by
Crystal (2003) it is perhaps not surprising that the learners' L2 motivational orientations are also in flux (Ali et al., 2015). So, I also became interested in examining the learners' attitudes towards the global status of English, as targeted in this study.

7.3 Discussion on the Results of the Learners' Attitudes towards EWL

This section will focus on the discussion pertaining to the findings of the factor analysis and the learners’ interviews. I noted four key features of the learners' attitudes towards EWL in both kinds of findings in this study. However, before discussing these, I believe that three main points suggest that the findings of this study are significant with respect to understanding, implementing, and investigating the learners' attitudes in the field of L2 attitudes, as well as in the context of Pakistan in particular. First, as mentioned in Chapter one, the recent studies of Pathan (2012), Shahbaz (2012), and Islam et al. (2013), as well as the earlier studies conducted in the context of Pakistan (e.g., Mansoor, 2005, Akram, 2007), remain limited to investigating the learners’ attitudes towards English alone. Second, these studies (as well as most of the studies in the L2 attitudes field) targeted school-aged, college-level, and a few undergraduate learners (e.g., Gardner, 2001, Dörnyei et al., 2006, McKenzie, 2010, He and Li, 2009, and Young, 2010). Therefore, it can be argued that studies that investigate postgraduate learners’ attitudes towards English, and especially their attitudes towards EWL, are rare (as targeted in this study). Third, to the best of my knowledge, in the context of Pakistan and also, perhaps, extremely rare in the L2 attitudes research is the application of factor analysis on the increasingly complex aspects of English due its spread across the world. This can be observed in this study, as four constructs emerged relating to the learners' attitudes towards EWL, which shall be discussed in the following sections.

7.3.1 The Learners’ Attitudes towards English as the Main Source of Global Communication

One key finding of this study that I observed clearly in the findings of the factor analysis and interviews was that the learners have clear perceptions of and believe in the changing global status of English. As noted in both Chapters five and six, the learners consider that English is not limited to its native speakers; rather, it belongs to anybody who uses it. Additionally, and in conformity with the results of the factor analysis, the learners in their interviews explicitly mentioned large regions such as Arabian, European, and Asian when using phrases such as 'big and universal language', 'use of English in the world', as noted in Chapter six. This finding of the learners' awareness about English as the main source of global communication support such as those Kachru (1992, 1997), Bolton (2002), Jenkins (2015), Saraceni (2010, 2015) who documented the global status of English. Similarly, this was also revealed in the findings of studies conducted in the expanding (He and Li, 2009 in China and Galloway, 2013 in Japan) and outer circles (Shaw, 1982).
These findings are also in line with the study by Parveen and Mehmood (2013) in the context of Pakistan.

Many studies such as those of Akram (2007), Shahbaz and Liu (2012), and Islam et al. (2013) investigated the learners’ attitudes. However, these researchers were focused on other aspects, such as the learners’ attitudes towards English, as well as toward the Inner Circle-speaking culture, and various cultural products. Therefore, it can be argued that this finding is in contrast to what was observed in these studies. Moreover, as noted in Chapters two and three, in this study, the rarely applied factor analysis was employed in the field of L2 attitudes to investigate the learners’ attitudes towards the various aspects of EWL. As such, it can be argued that these key factors, like the rest of other three factors, are different from the above studies conducted in the context of Pakistan. This also indicates that the construct of the learners’ attitudes towards the various aspects of EWL, as emerged in the factor analysis, can be further explored in local and other contexts in subsequent studies (Dörnyei, 2007).

The learners’ belief that English is the main source of global communication seems to be inspired by some key factors. First, these learners explicitly revealed their perception of the global status of English when expressing their desire to learn English for various motivational orientations. This not only indicates the correlation between their attitudes and motivational orientations, but it also reflects their awareness about the global status of English. Secondly, the learners’ age, as well as their exposure to the use of English at academic, local, and global levels, such as by watching various TV channels and using social media and the Internet (McKenzie, 2006), may have led them to develop such beliefs towards English.

7.3.2 The Learners’ Attitudes towards the Non-native Varieties of English

Another key finding of both the factor analysis and the interviews of this study is that the learners have positive attitudes towards the non-native varieties of English in the world. The learners consider non-native varieties of English as valid and also a preferred tool for successful communication. This finding also endorses the main argument of many key researchers (e.g., Kachru and Nelson, 2006, Holliday, 2005, Saraceni and Rubdy, 2006 and Mahboob, 2015) about the utility and validity of non-native varieties of English around the world. Moreover, as noted in Chapter six, the learners are clearly cognisant of and favourable to many varieties (both native and non-native) of English. Adding to the results of the factor analysis, they referred to Englishes in the Inner circle (e.g., British and American), Expanding circle (e.g., Chinese and Japanese), and Outer circle (e.g., Indian) in their interviews results. This finding is not in agreement with earlier studies, such those of Flaitz (1993) in Franch context, as learners in this study conducted over 20 year ago believed that only the Inner Circle (particularly British and American) English exist in the world.
Similarly, they have an idea that various varieties of English (even the native British and American varieties) have different accents, although they could not identify them.

Another key element reflected in both the results of the factor analysis, and especially in the interviews, was the learners' positive attitudes towards their own variety of Pakistan English when reflecting on their attitudes towards the various non-native varieties of English. The learners expressed their beliefs in the suitability of their local Pakistani English and mentioned that it was 'flexible', 'easy to understand', and 'also used by many people in Pakistan'. Moreover, the learners in their interviews also revealed that Pakistani English, like the inner-circle Englishes, is not perfect and correct (as noted in Chapter six), which was evident in phrases such as 'colourful' and 'Meera English'; they said their English was 'growing day by day', and they were interested in using and learning it. The description of the Inner Circle Englishes as being correct also tends to shed light on the learners’ beliefs in the supremacy of native Englishes, which was clearly reflected in Section 7.2.4; this finding was labelled and categorised as ‘the learners’ belief in the supremacy of native speakers and their Englishes'. Thus, it can be argued that there may be close links between the different aspects of the learners' attitudes towards EWL.

The finding in this study whereby the learners favoured Pakistani English is in contrast to the findings of many studies, such as those by Matsuura et al. (1994), McKenzie (2010), Saraceni (2010), and Zhang (2009), who found that the learners accord their local varieties less prestige and to learn them in their classrooms. However, this finding is line with the study of Parveen and Mehmood (2013). Other studies in the context of Pakistan (e.g., Pathan, 2012, and Islam, 2013) indirectly recommended that the learners hold positive attitudes toward Pakistan English. Similarly, as described in Chapter two, researchers could not investigate the main points targeted in this study, which revealed that learners have positive attitudes towards non-native varieties of English, especially toward their local Pakistani English.

The emergence of the learners' positive attitudes towards the non-native varieties of English in this study may be shaped by certain socio-cultural influences. The learners’ desire to have bi-/multicultural identities, as reflected in their L2 international posture and L2 integrative motives, may have also affected their positive attitudes towards non-native varieties of English. Closely connected to their identities is the multilingual context of Pakistan where I also use many languages for example, Urdu, English and Pashto both in academic and social life and uses Arabic while reciting holy Quran and offering prayers and in greetings. Similarly, the learners already expressed their desire to use English within Pakistan, which has since been labelled as the new 'L2 indigenous integrative' motive, which has contributed to the creation of the local Pakistani English (Baumgardner, 1995, Mahboob, 2009). Therefore, it can be argued that the participants already use
Pakistani English, which they also revealed, especially in social media, as well as with friends, teachers, and other educated people (as noted in Chapter six).

### 7.3.3 The Learners' Attitudes towards the Use of English as a Tool for Intercultural Communication

In both the factor analysis and during the interviews, the learners showed their positive attitudes towards the use of English for intercultural purposes. This finding also supports the arguments made by Alptekin (2002), Guerra (2005), Sharifian (2009), and McKay (2002), in that the global use of English has enabled intercultural communication among non-native and native speakers of the language. As described in Chapter three, the notion of intercultural communication is broad in scope, as it not only features elements of face-to-face interactions, but it also extends to designing materials and adopting special teaching methods (McKay, 2002). I noted three main aspects that the learners expect when communicating with native English speakers. First, as was noted in both the qualitative and quantitative findings, the learners are both willing and motivated to learn and speak like native English speakers, which was also reflected in their desire for L2 identification and in their attitudes towards the supremacy of native English (as in Section 7.2.4).

However, the learners also expect that native speakers change their way of speaking while communicating with them. The participants mentioned that they expected to see 'changes in accent, slowing down their speed, ignoring their mistakes, and also using their local English words'. The learners' attitudes towards the use of English for intercultural communication needs to be further investigated in subsequent studies.

### 7.3.4 The Learners' Belief in the Supremacy of Native Englishes

In both the qualitative and quantitative data, the learners demonstrated that they believe in the supremacy of native speakers and their Englishes. This also confirms the findings of studies such as those by Mckenzie (2006), Zhang (2010), Saraceni (2010), and Galloway (2013), who also found that the learners believe in the supremacy of native English; for instance, they only want to learn native English, especially British and American English. Throughout the course of their interviews, the majority of learners expressed their desire to learn these two native Englishes, saying that these languages are 'perfect', 'correct', 'popular', and 'stylish' (Mckenzie, 2010). One possible but pertinent reason can be which also emerged powerfully is 'L2 identification' in both the results of the factor analysis and interviews in this study and also in other (e.g., Dörnyei, 1990, Lamb, 2004, Bradford, 2007, and Islam, 2013). The notion of L2 identification, as noted earlier, is that the learners especially in non-native English speaking contexts attach positive/ideal values to the native speakers and their cultural values, thus they want to learn native English and use it like native speakers.
However, the majority of learners prefer to learn British English; they mentioned some key reasons for this, which were also noted by Saraceni (2010) in the context of Malaysia. Among those were that British English is 'familiar', 'easy to understand', 'old', and 'popular in Pakistan and its educational environment'. Pakistan, as described in Chapters one and two, has remained a colony during the British Raj, and British English is popularly used to run the affairs of state and in the education system. Similarly, during their interviews (and unlike the findings of the factor analysis), the learners do not consider that speaking English differently from native speakers is absolutely wrong. Moreover, they expressed that they wanted to learn and use their local Pakistani English, which they regard as not being as perfect as the native Englishes; however, they do believe that Pakistani English is suitable for keeping in touch with their friends and other educated people inside Pakistan (noted in Section 7.2.2 and also in Chapter six). In short, it can be argued that although the learners want to learn British and American English, they are also keen on learning and communicating in their local Pakistani English.

Summarising the findings of the learners' attitudes towards EWL, this study highlights two important points. First, this study in contrast to the many studies conducted in the context of Pakistan (e.g., Akram, 2007, Shabbaz and Liu, 2012, and Islam et al., 2013, Parveen and Mehmood, 2013) applied factor analysis, which is also perhaps rarely used in the L2 attitudes literature. Factor analysis, as mentioned earlier, can help determine the well-constructed aspects of a complex issue, such as learners’ attitudes (McKenzie, 2010), especially in under-researched contexts (Dörnyei, 2001a). Therefore, it can be argued that the findings of the learners’ attitudes towards EWL and perhaps the resultant measuring scale also as recommended by Tabachnick and Fidell (2013), may be used as a strong source to further investigate this topic, especially in the under-researched context of Pakistan, as well as in other contexts. Secondly, most of the previous studies (e.g., Flaitz, 1993, Chiba et al., (1995), McKenzie, 2006, Saraceni, 2010, and Galloway, 2013, Zhang, 2013) targeted one or two of the aspects investigated here (such as the learners attitudes’ towards the native Englishes, as well as toward their own varieties of the language). However, the findings of this study, in contrast to those of these other studies, are broad, as this investigation highlighted not only these two factors, but also a number of other key aspects. These included the learners’ positive attitudes towards the non-native varieties of English (including their local version, and all other non-native varieties), as well as toward the use of English as a main tool for intercultural communication.

7.4 Discussion on the Influence of the Learners' Attitudes towards EWL in Predicting their Motivational Orientations towards Learning English

This study confirms Gardner and Lambert’s (1972) and Gardner’s (1985) fundamental assumption that there exists a link between the learners’ attitudes and their motivations towards learning
English. This finding is also in agreement with studies by Shamim and Tribble (2007), Pathan (2012), Shahbaz and Liu (2012), and Lamb (2004, 2007). However, unlike these studies, which focused on the learners’ attitudes towards English and its culture alone, this study examined the learners’ attitudes towards EWL and its impact on predicting their various motivational orientations. As noted in the findings of the regression analysis in Chapter five, the learners' attitudes towards EWL do not only have a statistically significant positive correlation with their 11 L2 motivational orientations, but a variance in these is explained by the same. During the interviews, the influence of the learners' attitudes towards EWL on predicting their motivational orientations, as noted in Chapter six, was revealed by them in three ways; each of these will be discussed in turn.

First, the majority of learners explicitly mentioned the global status of English and its influence on their L2 motivational orientations, as noted in Chapter six, in the case of 'L2 indigenous integrative' and 'EWL as a motivational orientation'. Secondly, the recent validations and the emergence of the broader nature of some key recent L2 motivation constructs of the Ideal L2 self, L2 international posture, and L2 national and Islamic interests emerged from learners’ beliefs in the global status of English and its facilitating role in the globalising world, as noted by Ryan (2008), Yashima et al. (2004), and Islam et al. (2013). Therefore, it can be argued that the learners' attitudes towards EWL in this study also have associations with these L2 motivational orientations.

Third, Gardner's (1985) traditional but highly influential concept of L2 integrative motive did not emerge in the factor analysis or in the interviews in this study. This motive was categorised as 'L2 integrative motive variables' in Chapter six. The 'L2 identification' and 'non-rigid' form (e.g., travel–friendship, instrumentality–promotional, and preventional) of the L2 integrative motive, as found in both the qualitative and quantitative results, can also shed significant light on the learners’ changing attitudes towards EWL and their L2 motivational orientations. Dörnyei et al. (2006) also pointed out that the learners’ changing attitudes towards English and their native communities contributed considerably in the disintegration of the traditional L2 integrative motive. As noted earlier, the learners rather than integrating with the native speakers and their cultures attributed symbolic values (e.g., educated, updated, powerful, well-behaved, and honest) to English speakers and their version of the language in their L2 identification. The learners’ belief that attaching such symbolic values to native speakers and their English represents the learners' attitudes towards EWL, which was also argued by Sonda (2011). Similarly, unlike what Gardner stated (2001), the emergence of the 'instrumental (promotional and preventional)' indirectly tends to suggest that these motivations are also influenced by the learners’ changing attitudes towards EWL. The main possible reason for this might be that their instrumentality factors are not limited to Pakistan and extend to wider global contexts.
Summarising both the results of the factor analysis and the interviews, it can be argued that the learners’ attitudes towards EWL can influence their motivational orientations. However, as noted in Chapters five and six, as well as earlier in this chapter, the learners’ attitudes towards EWL tend to suggest a weak influence on their motivational orientations, which may be due to two key reasons. First, and perhaps most significant, is that the learners’ attitudes and motivations are fundamentally concerned with bringing about behavioural changes or intended efforts with respect to L2 language learning (e.g., Dörnyei, 2001a, Gardner, 2001, Garrett (2010) and Islam et al., 2013). Secondly, as described in Chapter five, the one aspect that emerged i.e., the learners' attitudes towards EWL out of the four aspects that were unearthed in this study was examined in relation to its influence on learners’ motivational orientations. Third, most of the researchers such as Dörnyei (2001a), Lamb (2004), and Islam et al. (2013) consider that both the learners' attitudes and their motivations either same or an important component like Gardner (1985, 2001) of the motivation construct. Finally, as recently articulated by Dörnyei et al. (2015), L2 motivation is not only a multi-factorial variable; it is also a dynamic construct, which implies that other variables apart from the learners' attitudes towards EWL can also influence L2 motivation.

7.5 Discussion on the Results of the Gender Difference with Respect to Learners’ Attitudes towards EWL

One interesting result of this study is that both females and males are almost equally motivated towards learning English. For example, the effect size of gender, as per t-tests, was negligible. This means that learners' gender did not have a significant effect on influencing learners’ L2 motivational orientations. Similarly, as noted in the results of the learners' interviews in Chapter six, both males and females were almost equally as motivated towards L2 learning. This finding is contrast to those of other studies that have been conducted to examine the effect of gender on the learners’ motivation; this is true not only in the context of Pakistan (e.g., Shahbaz, 2012, and Pathan, 2012), but also in other contexts (e.g., Dörnyei et al., 2006 in Hungary, and Mori and Gobel (2006) in Japan). The main reason is that females were found to be more motivated across the different variables of their L2 motivations, which was in comparison to their male counterparts in these studies. However, females while revealing their 'females’ interests' motivations clearly demonstrated not only a unique L2 motivational orientation, but they also showed their difference with respect to their male counterparts in this study.

The results of this study, as they pertain to the learners' gender L2 motivational orientations, seem to be inspired by the specific socio-cultural features of Pakistan, as well as by the unique features related to the learners of this study. As noted in Chapter one, Pakistan in general and KP in particular are undeveloped regions, which may have inspired both females and males to learn English. Moreover, both males and females were different in terms of their age, and in terms of
their position to start their professional or practical lives when compared to the participants in other studies conducted in Pakistan (e.g., Pathan, 2012, and Shahbaz, 2012) and in other contexts (e.g., Dörnyei and Scizer, 2002, Mori and Gobel, 2006), which targeted undergraduate and school-/college-level learners. Lastly, the female learners in this study have limited choices in their lives due to the conservative and male-dominated nature of Pakistan and the KP province; this may have also contributed to the fact that the females exhibited differences when compared to their male counterparts in this study, which gave rise to the motivational category of 'females’ interests'.

7.6 Discussion of the Learners' Perceptions about Key Motivation-Enhancing Factors in the Classroom

As described in Chapter five, the learners’ perceptions were measured through an open-ended question in the questionnaire. The results of the open-ended question were quantified to not only identify some key motivational-enhancing factors, but also to determine their importance to the learners. The most important factor that the learners articulated pertained to teacher-related motivation-enhancing factors. In their interviews, the learners confirmed this finding (as noted in Chapter six). The learners expressed in both findings that a teacher’s lovely personality, his friendly and facilitating attitudes towards the learners, his competency in the use of English, and his ability to exploit communication methods can enhance their motivations. These teacher-related findings were also noted in other studies, particularly those that took place in Asian contexts (e.g., Shearin, 1994, and Dörnyei, 1998), and other regions (e.g., Rahman et al., 2010, and Lim and He, 2013).

Another factor that the learners believed can help to enhance their L2 motivation is related to them. Both the qualitative and quantitative results indicated that learners felt that their anxiety (especially when speaking English) and their low level of confidence, if addressed, can boost their motivation in the classroom. These findings are in line with studies such as those by Rahman et al. (2010), Islam et al. (2013), and Samad (2015) in the context of Pakistan, as well as in other contexts (Kim and Li, 2013, in China, and Ryan, 2008, in Japan). However, in contrast to the findings of other studies (Imran and Wyatt, 2015), but in line with the findings of Samad (2015), the learners think that the extensive use of English instead of Urdu can also help enhance their L2 motivations. Lastly, the learners believe that providing the proper resources, especially modern information technology (such as multimedia, audio–visual, and moving chairs/desks), as well as group discussions and presentations in the classroom, can help enhance their L2 motivations. These findings are also in line with those studies conducted in under-developed contexts (e.g., Lamb, 2007, in Indonesia, Rahman et al., 2010, and Pathan, 2012, in Pakistan).

Lastly, in this study, the learners revealed their L2 motivations and their motivation-enhancing factors. These interesting findings can shed light on two important aspects of the learners'
motivational orientations towards learning English. First, the learners are highly motivated to learn English. Secondly, the learners can be motivated to learn the language, but they may also face some issues that can impede their ability to learn English (e.g., Dörnyei, 2001a, 2001b, 2003). The contextual factors in Pakistan’s educational system, and especially in the ELT system, such as a lack of qualified teachers, the use of old traditional grammar translation methods, an exam-oriented syllabus, the Urdu–English dichotomy, and the lack of proper facilities (Rahman, 2002, Shamim and Tribble, 2005, and Shamim, 2011) may be some of the key factors that impede the learners’ L2 motivations.

7.7 7.2 Discussion of the Overall Results from Some Key L2 Motivation and SLA Theories/Concepts

7.7.1 Results of the Study and Gardner’s L2 Motivation Theory

As noted in Section 7.1.1c of this chapter, the results of this study support the overall key features of Gardner’s (1985, 2001) pioneering L2 motivation theory in the field of SLA. For example, in line with Gardner’s L2 motivational theory, this study also revealed some features of L2 motivation such as the following:

a. The learners identified the traditional instrumental and integrative motive variables.

b. The complex nature of L2 motivation, especially the L2 integrative motive, emerged.

c. The role of attitudes and also its link with these two especially with learners L2 integrative motive variables.

d. The learners' attitudes towards their teachers, course, and anxiety were discussed, and their impact on the learners' motivations, were described.

However, this study adds to Gardner's L2 motivation theory and its key variables, which are aligned with the findings of recent studies (e.g., Yashima et al., 2004, Dörnyei, 2005, Lamb, 2012). They are as follows:

a. The inability of traditional L2 integrative motive and also emergence of its non-rigid and broader form especially in the non-native countries with different socio-cultural unlike its earlier place of conceptualisation - Canada.

b. The complex and interrelated structures of L2 learners’ instrumental and integrative motives in the form of instrumentality (promotional and preventional), and other recent concepts such as L2 international posture, national and Islamic interests, and L2 indigenous integrative motives.
c. The learners’ changing positive attitudes towards EWL (e.g., global English-speaking people, their cultures, and forms of English), and not to simple English and other foreign languages (Gardner, 2001), and the role of such attitudes in explaining their various motivational orientations.

d. The recent interpretation of L2 motivation from the learners' self-perspectives, as per Dörnyei's (2005) L2 motivation self-system, which basically originated from the underlying notion of identity/self, as described in Gardner's L2 motivation theory (Dörnyei, 2003).

7.7.2 Learners' L2 Motivational and De-Motivational Factors

One another interesting finding is that the learners in this study both L2 motivational and de-motivational factors are at work at the same time among the learners, as argued by Dörnyei (2001a, b). For example, L2 learners were found to be motivated towards learning L2, as noted in their many L2 motivational orientations and four aspects of attitudes towards EWL. They also experienced L2 anxiety and other impeding factors related to the teacher and to a lack of communication opportunities in the classroom. However, the detailed examination such as the correlation and impact of the L2 motivational and de-motivational factors on each other and also on the outcome of learning L2 among the learners is needed in future studies.

7.7.3 Results of the Study and Deci and Ryan's Self-Determination Theory

Though examining Deci and Ryan's (1985) self-determination theory was not central to this study, yet, I believe that some findings of this study may seem to support this theory, especially its influential 'intrinsic' construct. Self-determination theory believes that learner' personal interests and curiosity in an activity (e.g., in L2 learning, as noted by Noels et al., 2000a) can play a substantial role in explaining the successful L2 learning process. Three main findings of the study may seem to suggest that this theory can also help shape and understand the learners’ L2 motivational orientations and their attitudes towards EWL. First, and perhaps most significant, unlike the recent studies of Pathan (2012) and Islam et al. (2013), a separate L2 motivational orientation known as 'L2 intrinsic' emerged in this study. This, in simple words, means that the learners want to learn English for their enjoyment and personal development. Similar intrinsic feelings toward learning English can be noticed in what I categorised as 'learning L2 for passive purposes' (media, electronic and social media, knowledge, and information). It is perhaps the learners' intrinsic feeling towards their local Pakistani English reflected in the shape of their 'L2 indigenous integrative motive'. This was further reflected in their positive attitudes towards the use and learning of Pakistani English. The existence of intrinsic feelings in shaping these L2
motivational orientations and attitudes towards Pakistani English reflects the importance of the intrinsic element of the self-determination theory, as compared to the 'extrinsic' element of this theory.

There is evidence of the extrinsic elements in the findings of this study, such as in instrumental (preventational) and L2 national and Islamic interests, family interests, and females' interests. However, these L2 motivational orientations, though may dependent of the nature of L2 learning task, are associated with beliefs of 'self-efficacy' (see the next section 7.2.5), which tend to weaken the influence of extrinsic motives. Secondly, the learners are mature and independent, so they may not feel external pressure/rewards to learn English (i.e., the extrinsic motives may not hold as much weight). This is further supported by the fact that the element pertaining to parental pressure toward learning English was found to be confusing, and was subsequently deleted, as recommended by Tabchnick and Fidel (2007) while performing the factor analysis. Moreover, as Deci and Ryan (1985) explained, extrinsic motives can sometimes be converted into intrinsic motives among learners. However, further investigation of this theory and its relationship with L2 motivation among Pakistani learners will be needed.

7.7.4 Results of the Study and Bandura's Self-Efficacy Theory

This study did not specifically focus on examining Bandura's (1997) self-efficacy theory. However, some of the findings of this study may shed significant light this theory, which is highly influential in the fields of motivation, communication, and education. The main assumption of this theory is that the learners believe in their capabilities to perform/learn in some particular challenging tasks or contexts (may be local and global), which ultimately lead to achievements in such formulated goals. The self-efficacy theory is perhaps in its such broader framework (context) seem to suggest to explain learners' L2 motivational orientations. As noted, the learners' overall larger goals such as their 'L2 national and Islamic interests', 'L2 family interests', and 'L2 females’ interests' in this study were triggered by the socio-cultural and global factors, such as critical global media discourses about Pakistan, its people, and culture, as well as the conservative image of Islam. Through in these L2 motivational orientations, the learners tend to suggest (as per self-efficacy theory) their willingness to not only accept such challenges, but to also believe that they can make a difference such as by making their countries more progressive and more democratic by learning English; this was also noted by Islam (2013).

However, unlike Islam (2013), the learners' L2 national and Islamic interests seem to be gleaned by the self-efficacy theory in the shape of their determination to address the issues surrounding negative images of Muslims, Islam, and its teachings, which are discussed and questioned around the world, particularly in the West. The learners believe that they can achieve this aim by learning English. Similarly, the females also feel confident in their ability to raise their voices and promote
their rights in the conservative and male-dominant society of Pakistan by learning English, which also supports self-efficacy theory. Thus, it can be argued that the learners' Islamic interests and females' interests of this study may be explaining with the help of self-efficacy theory. Additionally, these three key, and perhaps more challenging, motivational orientations extended from the domestic, local, and global issues; this also indicates perhaps the high level of self-efficacy among the learners. One possible reason can be that they generally seem confident about their bright future and had such broader and higher L2 motivational orientations. The learners' high level of self-efficacy also seems to be supported by the other results of this study. As noted in this study, the learners did not consider themselves as incapable, nor did they hold themselves responsible for what was reported in the world media; thus, they did show their L2 motivation as a tool through which to address these challenges. However, further inquiry into the results of this study in relation to the applicability of this theory on the learners' L2 motivational orientations needs to be conducted, especially in Pakistan.

7.7.5 Results of the Study and the Plucentric View of World Englishes and its Related Key Concepts

As was noted, variances in the learners' various motivational orientations are explained by their attitudes towards the global status of English. This, in simple terms, means that learners not only believe in the existence of the global-speaking English community, but they also want to learn to use English in wider contexts. The learners' beliefs seem to be in line with the recent and ground-breaking plucentric view of world English scholars and their works (e.g., Kachru, 1992, McKay, 2002, Holliday, 2005, and Saraceni, 2015). The plucentric scholars' fundamental argument is that a language, especially English as a global language, can and has embraced various cultural and linguistic features of many communities, which has generated many world Englishes (e.g., Indian, Pakistani, and Chinese Englishes). Therefore, it can be argued that such beliefs about English, as reflected in the learners' L2 motivational orientations (especially in L2 indigenous integrative and L2 international posture) and, most importantly, in their attitudes towards EWL is in contrast to the traditional monolithic with very few supporters (e.g., Cook, 1988, Gardner, 1985). The monolithic researchers who are not very active any longer believe that English only represents the Inner Circle speakers' culture and, hence, learning English means adopting their cultural and linguistic characteristics.

Additionally, the findings of this research also tend to be in conformity with many associated new notions/concepts, as these fundamentally support or take inspiration from the plucentric conceptualisation of English. For example, the learners want to be able to learn and use English for their varied communicative needs in different cultural contexts in this contemporary and globalising world. The learners desire to do so, as reflected in their L2 motivational orientations
and in their attitudes towards EWL in this study, ultimately point towards the development of intercultural communication (McKay, 2002, and Alptekin, 2002). The notion of intercultural communication that emerged in this study is in contrast to the Hyme's (1972) traditional notion of 'communicative competence', which is criticised by Holliday (1994, 2005) and Canagarajah (1999), restricting English use to the Inner Circle Englishes norms, as well as to their cultures and communities.

Some key findings of this study also seem to support some of the key features of the monolithic attitudinal approach towards L2 and its learning. For example, the learners were interested in the ideal cultural values of the Inner Circle speakers' countries; this was referred to as 'L2 identification' in this study. Similarly, the learners not only believed in the supremacy of the Inner Circle Englishes, but they also described their desire to learn these Englishes. However, the learners also expressed their desire of not adopting the Inner Circle's all cultural and linguistic values in learning English—the fundamental principle in the monolithic attitudinal approach towards L2 supported by Gardner (1985) and Williams (1994). This was noted in their desire to learn about their own culture and other local cultures. They also wanted to learn their own local Pakistani English (as reflected the L2 indigenous integrative motive), and they described their attitudes towards the Outer and Expanding Circle's varieties of English. These L2 motives and attitudes towards EWL are the main features of the plucentric attitudinal approach towards English and its learning. These findings are not in agreement with Saraceni (2010) and Matsuda (2002), who argued that the learners are critical of the emergence of EWL.

Additionally, and perhaps more significantly, the findings of this study suggest that the learners wanted to blend both of these two attitudinal approaches when learning and using English, even though they are more inclined towards the plucentric attitudinal approach. The one key explanation for the emergence of this amalgamation can be these two attitudinal approaches towards English and its learning are in operational especially in the non-native English speaking countries in today globalising but perhaps equally influenced by the native speakers, English and their cultures norms and values. However, the blending of these two attitudinal approaches towards English and its learning needs to be further investigated for two main reasons. First, these findings contrast those of Matsuda (2002), McKenzie (2006, 2008b), Evans (2010), and Galloway (2013), as they found that the learners prefer to take a monolithic attitudinal approach by learning British and American English alone; they do not want to learn their local Englishes. Secondly, most of the researchers and experts in the field of world Englishes (e.g., Kachru, 1992, Holliday, 2005, Kirkpatrick, 2010, and Saraceni, 2015) built up their arguments in support of the plucentric views by mentioning the limitations of the monolithic attitudinal approach towards English and its learning against the backdrop of EWL.
Last, the findings of this study, as related to the learners’ many motivational orientations and their positive attitudes towards EWL, seem to suggest that Phillipson’s (2009) notion of 'linguistic imperialism' is not supported. For example, the emergence of the L2 indigenous integrative motive in both the factor analysis and interviews results clearly show that the learners do not think that English and its culture are being imposed on them which may come from the state policies and teachers. In other words, the learners have positive attitudes towards English in general, as well as towards their own local Pakistan English. They also showed positive attitudes towards other non-native varieties of English. The emergence of other motivational orientations, especially 'L2 intrinsic' and 'learning English for passive purposes', also supports the idea that 'linguistics imperialism' seems to be losing its grip, particularly as learners explain the implications of disseminating and learning English, particularly in the South Asian countries where many local Englishes have emerged (Kachru and Nelson, 2005, Mahboob, 2015, and Saraceni, 2015). In short, it can be argued that the findings of this study support the world Englishes paradigm, which is in contrast to the monolithic view of English and its learning.

Summarising this chapter, it can be argued that the learners have many L2 motivational orientations and positive attitudes towards EWL. Additionally, the learners believe that their L2 motivation can be enhanced if teachers adapt their communication methods, address the issues of L2 anxiety, and provide proper (and updated) resources in the classroom. As was mentioned in Chapter one, as well as earlier in this chapter, the findings of this study can be used as a significant starting point from which researchers can examine the rarely targeted rural–urban L2 learners (particularly postgraduate students) in the context of Pakistan and in other countries. However, there are certain limitations of the findings of this study. First, learners recruited from different provinces and universities in Pakistan, and from other countries/regions, would have created different results. Similarly, the learners at lower levels such as school, college and undergraduate from other institutions not only in Pakistan but also from other countries may perceive differently the targeted issues and thus may reveal not the same findings as emerged in this study. Finally, the findings of this study may not emerge if the adopted mixed methods and concurrent mixed methods designs of this study are not applied in other studies.
Chapter 8—Conclusion and Implications

8.1 Introduction

This chapter is divided in two main sections to summarise of the main findings and implications of this study. The conclusion shall include the main issues of this study, the reasons for selecting these issues, the development and design of the methods used the results, and a discussion of these findings. The implications of this study shall cover the theoretical aspects of L2 motivation, L2 language planning and policies, ELT methods, syllabus development, and materials design; it will also provide some key recommendations and suggestions for future research, and it will finally discuss the limitations of this study.

8.2 Research Questions and their respective findings

There were five main research questions of this study:

1. What are postgraduate L2 learners’ motivational orientations towards learning English in a Pakistani university?


The second research question was:

2. What are these learners' attitudes towards English as a world language?

The findings related to this question highlight that the L2 learners showed positive attitudes towards non-native varieties of English, English as a main source of global communication, the use of English as a tool of cross-cultural communication, as well as the superiority of native speakers and their Englishes.

The third research question was:

3. Is there a positive correlation between these learners L2 motivational orientations and attitudes towards EWL? If yes, do their L2 motivational orientations predict variances in their attitudes towards EWL?
The findings related to the third question show that there was a positive relation between the L2 learners’ motivational orientations and their attitudes towards EWL. Moreover, the variance in their attitudes towards EWL can be explained by their L2 motivational orientations.

The fourth research question was:

4. Do these students' gender affect their preference for their attitudes towards EWL?

The results highlight that gender has no effect on their attitudes towards EWL. This means that both male and female L2 learners expressed similar attitudes towards EWL.

The fifth and last research question of this study was:

5. What are these students' perceptions of the classroom-related factors that enhance their L2 motivation?

Three main L2 motivations enhancing factors were noted in the findings relevant to the last research questions: teacher-related factors such as adopting communicative methods, L2 learners-related factors such as reducing their L2 speaking anxiety, and the classroom facilities and environment.

8.3 Summary of the Main Findings

As mentioned in Chapters one and three, the global status of English and its facilitating role in globalisation has led to the fluctuation and complex nature of learners' L2 motivations and attitudes in non-native English speaking countries. This has become more crucial in the context of Asia, where recent L2 motivational orientations such as Yashima's (2002, 2009) 'L2 international posture' in Japan and Islam et al.'s (2013) 'L2 national interests' in Pakistan emerged; which were also the focus of this study. However, rural–urban students, especially postgraduate learners, in the field of L2 motivation, particularly in the context of Pakistan, remain under researched. Conversely, since postgraduate students differ in age, exposure, experience, and in terms of their thoughts about starting their careers, and since these learners have a unique urban–rural background, they look might forward to learning English when compared to lower-level learners.

Therefore, this study investigated postgraduate learners from a rural–urban background at a newly established university, where modern scientific, information technology, and business studies are taught. This university is located in the underdeveloped, under-researched, conservative KP province of Pakistan, which is also highly impacted by terrorism. Interestingly, English as is the case in the other provinces of Pakistan is extensively used in this province, and the current provincial government, which is led by a new liberal PTI party, has made teaching English a compulsory subject from grade one. Learners use English in their studies, not only as the academic lingua franca, but also for communication purposes among their friends, educated people, on the
Internet, in their job searches, and to obtain information both inside and outside Pakistan as described in chapter 2. These learners’ L2 motivation is affected by many factors that range from the teacher to the facilities in their classroom settings. Against the backdrop of an increasingly complex and dynamic system of L2 motivation (Dörnyei et al., 2015), this study adopted a highly recommended, but rarely used, mixed methods (factor analysis and interviews) and concurrent approach of inquiry in the context of Pakistan while investigating learners’ L2 motivations. The learners revealed their respective L2 motivational orientations, their attitudes towards EWL, and their perceptions about motivation-enhancing factors in classroom with respect to the research questions set in Chapter one.

8.3.1 Learners' Motivational Orientations towards Learning English

Students’ aspirations of learning English for many instrumental purposes, as reflected in the shape of their L2 instrumental promotional and preventative factors in this study. These instrumental factors, as was found in the recent studies by Shahbaz and Liu (2012) and Islam et al. (2013) in the context of Pakistan, do not support Gardner’s (1985) traditional concept of instrumental factors, which he presented as the learners’ desire to learn English to find jobs and pass examinations alone. Therefore, it can be argued that the earlier studies in the field of L2 motivation, particularly in the context of Pakistan (e.g., Mansoor, 2002, Akram, 2007, and Pathan 2012), did not focus on this broader aspect of instrumental motivational orientation; as Dörnyei (1990, 1994a), Lamb (2004), Islam (2013), and the learners of this study noted, instrumental motivation can be important, especially in non-Anglophonic regions, such as that of this study.

Similarly, the learners did not exhibit strong attitudes towards Gardner's (1985, 2001, 2010) influential L2 integrative motive in its rigid form, as it fails to explain their L2 motivation for learning English. The L2 integrative motive is also criticised, and its power to explain learners’ L2 motivated behaviour is confirmed in many studies, particularly those conducted in non-Anglophonic contexts (Lamb, 2004 in Indonesia, Chen et al., 2005 in China and Dörnyei et al., 2006 in Hungary). However, the non-rigid concept of L2 integrative motives in the form of 'L2 integrative motive factors' emerged in this study. For example, rather than integrating with native-English speaking countries and their cultures, learners are far more interested in adopting the ideals/ positive native speakers and their cultural values, as reflected in the shape of their L2 identification. The learners have positive attitudes towards learning the British and American Englishes, and they wish to speak like native speakers while learning and using their local Pakistani English. Moreover, they not only want to keep their local linguistic and cultural identities, but they also want to interact with people from different cultures across the world by learning English.

The emergence of the non-rigid form of L2 integrative motives in this study highlighted two important points that need to be further investigated in the field of L2 motivation, especially in the
context of Pakistan. The L2 integrative motive is a complex construct (Dörnyei, 2003), which has inter-related, yet loosely connected and perhaps irrelevant, factors e.g., learners cannot mix with the cultures of the native English speakers, as noted in the factor analysis results of the study, especially in non-native English speaking countries; this echoes the findings that were found in many prior studies (e.g., Dörnyei and Scizer, 2002 in Hungary, Lamb, 2004 in Indonesia, and Pathan, 2012 in Pakistan). This finding also highlights the need to apply a suitable measuring tool, such as factor analysis, which was used in this study. Second, the learners did not exhibit Gardner's L2 integrative motive; rather, they demonstrated that they have alternative L2 motivational orientations against a backdrop of the ever-changing English-speaking community around the world, which the learners reflected in their L2 international posture and ideal L2 self.

The learners in this study revealed certain interesting, and perhaps unique, L2 motivational orientations. Among those were that they wanted to learn English to promote their L2 national and Islamic interests', 'Family interests', and 'L2 use for voicing females' rights'. The L2 motivational orientations are inspired by the learners’ particular socio-cultural features, such as the existence of a collective, combined family system, the popularity of Islam, and the image of Pakistan and its culture against the backdrop of the war on terrorism that is occurring worldwide. These findings support Dörnyei’s (2001a) assertions that learners’ L2 motivational orientations are inspired by their relevant socio-cultural contexts, and perhaps by global discourses on the image of their country in a contemporary globalising world. These L2 motivational orientations, with names such as L2 national interests (Islam et al., 2013), family pressure (Pathan, 2012), and learning English for raising females' voices (O'Sullivan, 2007), were identified in L2 motivation. However, these L2 motivational orientations, featuring broader and thus slightly different categorisations, suggested that the learners in this study conceptualised these ideas in different ways. The findings in this study also suggest that it will be interesting to examine these L2 motivational orientations in the field of L2 motivation, especially in the context of Pakistan and in the Muslim world, as these countries share almost the same socio-cultural features.

Similarly, the global status of English has also served the purpose of being, what is now categorised as, 'EWL as a motivational orientation' for the learners in this study. This important type of L2 motivational orientation was also echoed in Bradford (2007), but to the best of my knowledge, this is extremely rarely noted in L2 motivation research in general, particularly in the context of Pakistan (e.g., Shahbaz and Liu, 2012 and Islam et al., 2013). This kind of L2 motivational orientation may inspire non-Anglophonic learners to learn English, and this would be interesting to examine and further confirm, as this concept was noted only during the learners’ interviews in this study.
The learners showed their desire to learn English in Pakistan for their various needs, which was categorised as 'L2 indigenous integrative motivation', which is also rarely noted in the field of L2 motivation. Additionally, this study, unlike the recent studies of Shahbaz and Liu (2012) and Islam et al. (2013), described this new L2 motivational orientation with the aid of the well-tested factor analysis technique; this method also produced Gardner's (1960) first and highly researched L2 instrument and integrative motivational constructs in the field of L2 motivation. This type of L2 motivational orientation will be interesting examine, especially in non-native English speaking countries where local Englishes (particularly within the context English’s increasing global status) are emerging, as has been well documented by Kachru and Smith (2008) and Saraceni (2015).

The learners also showed their desire to learn English for what is categorised as 'learning English for receptive purposes' (to read electronic, print, and social media, and for intrinsic purposes). The learners' intrinsic motivational orientations are significant in this study for three reasons. First, it has rarely been noted in the context of Pakistan. Second, the intrinsic L2 motivational orientation tends to suggest the internationalisation of learning and using English in Pakistani society (Mahboob, 2009). This was also reflected in the learners’ positive attitudes towards learning and using their own Pakistani English, as well as in their desire to employ L2 indigenous integrative motivational orientation. Third, the learners' L2 intrinsic motivational orientation, as Noels et al. (2000a) claimed, can play a significant role in the successful learning of English. However, these three apparently connected points, as related to the learners' L2 intrinsic motivational orientation, suggest that further investigation is warranted, especially in the context of Pakistan.

8.3.2 The Learners’ Attitudes towards EWL

The learners in this study have four well-constructed positive attitudes towards EWL. These are their attitudes towards the non-native varieties of English, English as the main global source of communication, English as a means through which to engage in intercultural communication, and a belief that they are learning English like the native speakers. These learners’ attitudes towards EWL are unlike what was observed in the results of other studies (e.g., Akram, 2007, Shahbaz and Liu, 2012 and Islam et al., 2013), and also perhaps in the field of L2 attitudes (e.g., Gardner, 2001, Dörnyei et al., 2006, Galloway, 2013). The main reason is that these studies targeted the learners’ attitudes towards English, their cultural interests, or simply their attitudes towards the native and non-native varieties of the language. This also suggests that English is not limited to its culture of the native-English speakers; in fact, the learners in this study revealed that they are able to express their local identity in Pakistani English, and they can also use this language in intercultural communication with other people across the world. These four constructs associated with learners’ attitudes towards EWL will be interesting to examine further, especially by applying the highly recommended, but seldom used, factor analysis; this method may help unearth variously scattered,
and perhaps emerging, attitudinal variables that are associated with EWL in the backdrop of English’s rising status around the world.

**8.3.3 The Link and Influence of Learners’ Attitudes towards EWL with/on their Various L2 Motivational Orientations**

Lastly, the learners not only associated their attitudes with various L2 motivational orientations, but they also think that the variance exhibited in their L2 motivational orientations is due to their attitudes towards EWL. This confirms what Gardner and Lambert (1972), Gardner (1985), and Dörnyei et al. (2006) claim, which is that learners’ attitudes towards English, its cultures of the native-English speakers, and their willingness to learn it, can influence their L2 motivation. However, as noted in the findings of both studies, such an association between these two constructs was not encouraging, which may be due the complex nature of L2 attitudes and L2 motivation; it may also be due to the basic of nature of these two constructs in predicting learners’ indented or practical efforts to learn English, as was noted by Ryan (2008) and Islam et al. (2013). This also suggests how examining learners’ attitudes towards EWL with respect to predicting their L2 motivational orientations will be interesting to explore further, particularly given that research in this area is particularly sparse.

**8.3.4 The Influence of the Learners’ Gender on their L2 Attitudes towards EWL**

One interesting result of this study is that gender does not have an influence on learners’ L2 motivational orientations. This shows that both male and female learners in this study were equally interested in learning English, except with respect to 'females' interests'. This is a rarely noted result in the field of L2 motivation (Dörnyei et al., 2006 and Mori and Gobel, 2006), particularly in the context of Pakistan (e.g., Rahman et al., 2010, Pathan et al., 2010 and Islam, 2013); the female learners that were selected from school (either at the college or undergraduate level) appeared to be more motivated towards learning L2 motivation. One possible reason for this might be that these learners hold a different status, especially given their study level, age, exposure to L2, and their plans for the future to start a new practical and professional career, which is in contrast to what can be found among lower-level learners. This also suggests that investigating male and female postgraduate learners from different countries such as Pakistan may reveal interesting results.

**8.3.5 The Learners’ Perceptions about Motivation-Enhancing Factors in their Classrooms**

As a side note, in Sections 8.1.2 and 8.1.3, it was found that the learners indicated they wanted to learn English for many purposes, which indicated that they had strong L2 motivation. However, at the same time, these learners think that their motivations can be affected by a number of factors while learning English in the classroom. The students revealed three key factors which, if
addressed, can enhance their L2 motivation in the classroom. These were as follows: 1) teacher-related factors, 2) learner-related factors, and 3) the classroom facilities and environment, as noted by Dörnyei (1998), Kim and Li (2013), and Rahman et al. (2010).

8.4 Implications of the Study
Some key implications extending from theoretical works, ELT planning, policies, and practices to future research can be drawn from this research. I believe that the implications of this study will contribute considerably to improving both ELT and educational practices in general in both rural-based and urban-based universities in Pakistan, Afghanistan and, perhaps, the rest of the world.

8.4.1 Theoretical Implications
This study is in line with Dörnyei’s (2009) claim that Gardner’s (1985) traditional L2 motivation theory though can provide fundamental guidance to help understand learners’ motivation; yet, it cannot comprehensively explain non-native learners’ L2 motivation. For example, as noted in this study, Gardner's traditional concept of instrumental motivation is divided into Dörnyei’s (2009) broader and more recent concept of instrumental motivation (promotional and preventional). Similarly, the idea of L2 integrative motivation did not emerge in this study, which means that it cannot explain the learners’ L2 motivational orientations, as claimed consistently by Gardner (1985, 2001, 2005, and 2010). The notion that L2 integrative motivation, in its loose form, with its different variables (as emerged in this study) indicated that the L2 integrative motivation is complex. Moreover, the learners’ attitudes towards English and its learning, as conceptualised by Gardner (2001), also now includes their attitudes towards the primary four aspects of English due to its global status, as noted in this study. In short, the concepts of instrumental motivation, L2 integrative motivation, and L2 attitudes the three main variables in Gardner’s L2 motivation theory are conceptualised in different ways in this study, as they were mainly influenced by the disintegration of the native-English speaking communities within the context of English-speaking global communities, highlighting the current global status of English (Dörnyei, 2005). Therefore, Gardner’s L2 motivation theory may still serve as a fundamental source when understanding learners’ L2 motivation; however, it cannot yet explain learners' motivation in convincing ways, especially in non-native countries. This highlights the need to explore L2 motivation from other perspectives, such as Dörnyei’s (2009) L2 motivation self-system.

The notion of the Ideal L2 self and L2 experience, as per Dörnyei (2009) in his L2 motivation self-system, also explained learners’ L2 motivations when learning English. As was noted, learners associated the use and learning of English with their dreams, which ranged from job searching, to imagining themselves becoming part of the international community, which they expressed in the form of L2 international posture. These findings not only confirm that learners have an Ideal L2
self, but it also holds the potential to explain their key L2 motivational orientations, as also noted by Islam et al. (2013). Similarly, the learners’ L2 experience in both academic and sociocultural environments also motivated these students to learn English. Thus, as Ali et al. (2015) argued, it might be that other orientations such as the Ideal L2 self and L2 international posture, rather than the L2 integrative motive, may be more important for learners in non-native English speaking countries. Therefore, it can be postulated that the findings of this study suggest that self-perspectives lens can be exploited to understand and investigate learners’ L2 motivation; this concept is in line with what was discussed by Islam et al. (2013). This study also highlighted that those other key motivation theories/frameworks can be considered when understanding and investigating learners’ L2 motivations. For example, as noted in Chapter seven, Burden’s (1997) self-efficacy theory, Deci and Ryan’s (1985) self-determination theory, as applied and noted by Noles et al. (2000a), could explain learners’ L2 motivation in this study.

Lastly, as noted in Chapter seven, the results of this study support the plucentric attitudinal view of English and its main principles, as championed by world English scholars (e.g., Kachru, 1992, McKay, 2002, and Saraceni, 2015). Among those as were noted especially in their attitudes towards the non-native varieties of Englishes, believing in using English as the main tool for global communication and positive attitudes towards using and learning Pakistani English. The plucentric attitudinal view of English was also taken into account when revealing students’ various L2 motivational orientations, such as the L2 indigenous integrative motive, L2 international posture, and L2 national and Islamic interests. So, it can be argued that the monolithic conceptualisation of English and its learning i.e., believing that English, and its learning, belongs to its native speakers alone and it involves adopting native speakers’ linguistic norms and cultural values as well as related L2 motivation models/frameworks, cannot explain L2 learners’ motivation and attitudes towards English, or its learning and teaching, especially in non-native English speaking countries.

8.4.2 Implications for ELT Planning and Policies

As mentioned in Chapter two, the Higher Education Commission (HEC) of Pakistan introduced the ELTR (English Language Teaching Reforms) project with the purpose of improving English-language learning, teaching, and research practices in Pakistani universities. However, as was described, most of the syllabi prepare L2 learners to pass examinations and tests; therefore, teaching focuses on grammar and improving reading and writing skills, as criticised by Mansoor (2005) and Samad (2015). The learners in their many L2 motivational orientations, as well as their attitudes towards EWL (as noted in the results in Chapter seven of this study), revealed that students want to learn to use English in diverse situations with different cultures. Therefore, the future syllabi and materials at higher education levels in Pakistani universities need to be
developed, while keeping in view the learners’ various L2 motivational orientations and their attitudes towards EWL.

Additionally, the content and materials for teaching and learning English in the general English-language education system, and also in Pakistani universities, are based on British and American linguistics norms and cultural features (Shamim, 2011). There is a need to not only recognise Pakistani English as an Asian variety, like Indian English and Chinese English, but also to introduce this local variety, and other non-native varieties, in the development of the content and material in Pakistani universities. This will provide learners with opportunities to begin to understand many forms of English, and they will also learn to use them in today’s globalising world, as desired by the learners in this study.

8.4.3 Implications for ELT Pedagogy

Some significant implications for ELT pedagogy can be drawn from this study. Among them are the adoption of new teaching methods and practices; moreover, the findings can enhance teachers’ approaches and their training, proper facilities can be provided, and friendly environments in the classroom can be created in Pakistani universities. As noted in Chapters one and two, teachers apply traditional grammar-based approaches of teaching and learning (Hafeez, 2004) and, consequently, the learners have to focus on cramming various grammar rules. As noted in the study, learners are more interested in using English not only in Pakistan, but across the world, for different purposes; this traditional, but in-demand, method can develop the communicative competence required and desired by these learners. Therefore, there is a need to adjust or properly introduce communicative approaches when teaching English (McKay, 2002). Moreover, English should be taught using group discussions, presentations, and dialogues in the classroom of Pakistani universities.

In this study, it was found that learners feel distracted due to their anxiety associated with L2 use and the lack of confidence experienced in their classrooms. Therefore, measures such as encouraging them to use English without highlighting their mistakes, while also encouraging friendly attitudes among classmates and teachers to address students’ feelings of shame and fear, need to be introduced in the classroom. Secondly, the learners preferred the maximum use of English, particularly for communicative purposes, so the teacher should keep the use of other local and mother languages at a minimum when teaching English in classroom. Moreover, there is a need to supply good faculties, such as audio–visual aids, when learning English in the classroom.

The learners attribute their L2 motivation and its successful learning to their teacher and his/her teaching practices in the classroom. As Hassan (2015) recently observed, university teachers in Pakistan are not competent in their subject, and the learners in this study revealed that teachers are
not using English when teaching in their classrooms. Moreover, as noted above, teachers use traditional approaches when teaching English in Pakistani universities. Lastly, according to the learners, the teachers’ behaviour with the learners was not friendly; this was also noted by Samad (2015). All these factor highlights how teachers need to be provided with proper training to develop competency in their respective subjects, these individuals with the skills required for modern teaching, and to develop effective approaches, particularly using communicative methods, by arranging special training sessions and workshops in Pakistani universities.

Finally, as noted above, all of the implications for the ELT pedagogy, as well as for SLA theories in this study, highlight that learners should be the main focus of teaching practices. This is quite critical in the education system (including universities) in Pakistan; Shahbaz (2012) stated that beginning from the development of syllabi to following teaching methods and practices, ignoring the learners’ voices and choices in English-language learning and teaching practices creates sense of alienation among the learners, resulting in their de-motivation or lack of proficiency in English learning and its use. This study targeted learners and investigated their voices in the shape of their L2 motivational orientations and their attitudes towards EWL. In short, it can be argued that there is a need to consider the learners’ voices, which may serve as the key guiding factor as teachers develop their syllabi, and introduce and follow the appropriate teaching methods and practices in their classrooms when working within the English-language system in Pakistan and its universities.

8.4.4 Implications for Future Research

This study can serve as the basis for future research in the context of L2 motivation in Pakistan, Afghanistan, and the rest of the world. First, future English-language practitioners, teachers, and researchers can target highly important stakeholders i.e., the learners in the education system, including the English-language system in Pakistan universities, in the field of L2 motivation and SLA. Similarly, the selected but rarely studied postgraduate learners of this research highlight the need to investigate such distinctive group as of the much focused school, college and undergraduate learners in Pakistan and as well as in the field of L2 motivation. Last, but perhaps more importantly, this study highlights the need to target the under-developed but highly ignored rural–urban-based L2 learners, especially postgraduate students, in the context of Pakistan and in the field of L2 motivation.

As noted in this study, the factor analysis employed in this investigation not only produced the learners’ well-constructed motivational orientations and their attitudes towards EWL constructs/aspects, but these elements can also be further exploited in subsequent studies to examine the impact of learners’ intended or actual L2 motivational behaviours inside and outside the classroom. Similarly, these constructs of L2 motivational orientations and students’ attitudes towards EWL can also be examined via factor analysis in future studies which, as Dörnyei (2007)
argued, can be quite helpful when investigating the under-researched context of Pakistan. Similarly, this study highlights that L2 motivational orientations and learners’ attitudes towards EWL can be explored from the “self” perspectives: self-efficacy theory, self-determination theory, and the plucentric attitudinal approach of English. Therefore, future studies can also focus on investigating the learners’ L2 motivational orientations especially in the context of Pakistan, and perhaps in other contexts around the world.

Since this study revealed that the learners highly motivated, it also revealed that students reported facing issues related to their teachers, themselves, and the classroom; these factors can ultimately enhance students’ motivation. Therefore, it will be interesting to further examine the correlation and impact of these L2 motivational orientations and their motivation-enhancing factors in future studies in Pakistani universities, and also in the field of L2 motivation in general. Finally, this study also revealed interesting L2 motivational orientations, which are the L2 indigenous integrative motive, EWL as an L2 motivational orientation, L2 national and Islamic interests, and L2 family and female interests, which are extremely rare in the field of L2 motivation. Therefore, further studies are required to investigate and confirm these L2 motivational orientations of this study.

I have to admit the selected sample of the participants does not represent the overall population and hence results of this study cannot be generalised. However, reflections on the selected participants' views about their L2 motivations and attitudes make them worth noting especially with respect to other social groups in Pakistan and in the world. For example, these postgraduate (MA/M.Sc.) students are already in their higher studies and planning to continue further higher studies like MPhil and PhD students for which they are motivated to learn English as noted in the findings. MPhil and PhD students like the selected participants may be thinking to start career and contribute to the developments of their country as expressed in the shape of L2 national interests. Moreover, MPhil and PhD students being extensively exposed to the use and learning L2 due to their age, experiences like the selected students may have positive attitudes towards different aspects of EWL. Therefore, it can be said that MPhil and PhD students may be thinking on the same lines of L2 motivations and attitudes towards learning English as expressed by the selected participants.

However, some findings of this study such as L2 Islamic interests will be contesting in other well educated and comparatively liberal provinces such as Punjab and Sindh in Pakistan. Therefore, such findings of this on the postgraduate students also highlight the need of conducting further studies on these rarely targeted MPhil and PhD students in the global in general and particularly in Pakistan.

I believe that the selected participants’ views about L2 motivations and attitudes in this study share similarity with other social groups as well. Among those, include the undergraduates (e.g. Bradford, 2007, Islam et al. 2013, Pathan, 2012) and college students (e.g. Shahbaz and Liu, 2012).
and schools (e.g. Norton and Kamal, 2003 and Lamb, 2004). The learners of these studies are as the selected participants are keen to learn English for interacting with the imagined L2 global community and do not want to integrate with L2 native community. Such similarity in the findings also tends to indicate that these lower level students may have positive attitudes towards various aspects of EWL as noticed in the current study. Similarly, the participants of these studies like this study wanted to learn and use English for developing and making image of Pakistan as democratic country in the world. Moreover, though participants in Islam (2013) and Pathan (2012) studies also expressed their desire of learning and using English within Pakistan, yet such type of L2 motivational orientation was not noticed in their quantitative findings. However, the participants of this study revealed clearly such L2 motivational orientations which was labelled as L2 integrative motivation as noted in both the qualitative and quantitative components. Similarly, unlike these studies, participants in this study expressed some interesting motivational orientations (e.g. L2 Family interests and Female interests) that may be inspired by the selected unique context of this study and thus it will be interesting to understand the undergraduate, college and students views as well in other contexts in general and particularly in Pakistan.

Interestingly, the participants views about L2 Islamic interests are in line with those of Coleman (2010) who reported that teachers of religious institutions (commonly known as Madaris) in Pakistan were motivated to learn English. These teachers like the selected participants also want to learn and use English for spreading teaching of Islam inside and outside of Pakistan. However, the participants views in this study underscore the rarely investigated (Dornyei and Ushioda, 2011) teachers' views L2 motivation and attitudes in general and especially in the context of Pakistan.

Finally, I believe that selected dominant social group of the postgraduate participants have the potential to create strong impact on the long-term development of the local society. As noticed, unlike lower undergraduate and college levels (e.g. Pathan, 2012, Shahbaz and Liu, 2012) they are about to complete their studies and thinking about starting a career in different fields inside as well as outside Pakistan. As such, they expressed the motive not only to make money but also to contribute to the relevant field through learning English. These participants' potential contribution became more apparent when they talked clearly about working for the development of their country and propagating the democratic and progressive image of Pakistan through learning English in the wake of war on the terrorism in the world. It is perhaps in this spirit of L2 national interest that they also want to present the true and humanitarian principles of Islam to the world labelled as L2 Islamic interests.

Additionally, most of the participants are the first people in their families to complete master's degrees. They can potentially serve as a kind of motivational source for getting education especially learning English for their younger generation in their families in the local society. They
also expressed such desire of supporting families in the shape of L2 family interests. It is also worth mentioning that the potential contribution of female participants is commendable. The main reason is that the female participants want to raise their voices for getting their rights in the male dominant society through learning English. I believe such interest of females may contribute considerably in minimizing the male-female divide in the society. Last but perhaps the most important point is that these participants are looking to interact and understand other cultures in the world as can be noticed in the shape of L2 international posture and four emerged EWL factors. Such views of the participants may make them tolerant not only inside Pakistan but towards other cultures. As such, it can be said that these participants can at least introduce the much-needed concept of tolerance in the local society.

8.4.5 Limitations of the Study

There are certain limitations of this study. First, this study explored a less researched and urban-based university in the underdeveloped province of KP, Pakistan; however, its scope is limited to this university due to volatile situations in the province, and also due to limited resources and time restrictions. Therefore, the findings of this study cannot be generalised to other universities in Pakistan. Secondly, this study focused on postgraduate learners of this university, so the findings obtained from these learners cannot be generalised to other postgraduate students, or to school, college, or undergraduate learners in Pakistan.

Although this study adopted the much recommended (Dörnyei, 2001a), but less prioritised, mixed methods approach in the context of Pakistan, there is need to introduce more methods, such as observational and longitudinal-based L2 motivation investigations, which will help capture actual L2-motivated linguistic behaviours while also identifying any variance(s) in the learners’ L2 motivations. Even though I attempted to include motivational orientation items from well-known studies in the questionnaire, the inclusion of interesting and new L2 motivational orientations that emerged in the interviews such as EWL as an L2 motivational orientation, L2 Islamic interests, and L2 family and female interests would have created more well-constructed L2 motivational orientations. Similarly, I translated some of the interviews, which may have affected the quality of their actual meanings and interpretations, and it may have distorted the participants’ exact words and sentences.

Keeping in view the available resources and time, I selected a sample size of 500 participants, which is considered good (Pallant, 2007). However, a larger sample of 1,000 (e.g., in Islam et al., 2013) would have yielded more reliable results. Similarly, this study, unlike that by Islam et al. (2013), measured the impact of learners’ attitudes towards EWL when explaining their L2 motivational orientation. However, this study did not measure the correlation and impact of the learners’ various L2 motivational orientation constructs on the learners’ intended/reported L2-
motivated behaviour, as Shahbaz and Liu (2012) and Islam et al. (2013) did when they conducted their investigations in the context of Pakistan.

### 8.5 Conclusion

Summarising the findings of this study, it can be argued that the learners are highly motivated towards learning English for multiple purposes, ranging from their instrumental (promotional, preventative) motivations, L2 integrative factors, L2 indigenous integrative motive, L2 international posture, Ideal L2 self, L2 national and Islamic interests, family interests, female interests, EWL as a motivational orientation, and the passive use of learning English. Similarly, learners have positive attitudes towards various aspects (e.g., ownership, and non-native varieties of English, including Pakistani English). Moreover, these learners think that teachers, reducing their L2 anxiety, increasing their confidence, providing better classroom facilities, and offering opportunities to communicate in the classroom can enhance their L2 motivation. Therefore, this study highlights that universities and the HEC of Pakistan need to introduce syllabi, materials, and evaluations that are in line with these learners’ L2 motivations. Moreover, teachers need to bring about changes in their methods and practices when learning and teaching English, as the current traditional approaches which are based on grammar and translation cannot nurture the learners’ L2 motivation. Last, but not least, the findings of this study need to be extended to other Pakistani universities, and also perhaps within the field of L2 motivation, due to the unique geographical location of this region, and the unique nature of its learners.
References


Appendix A: Ethical Approval Letter

Mr Mansoor Ali  
PhD Student  
School of Languages and Area Studies  
Park Building, King Henry I Street  
University of Portsmouth

REC reference number: 11/12:28  
Please quote this number on all correspondence.

17th September 2012  

Dear Mansoor,

Full Title of Study: Motivations and attitudes towards learning English in Pakistan: A mixed-methods study of urban-rural postgraduate learners' motivations and attitudes towards studying English at a public university in the Khyber Pakhtunkhwa province.

Documents reviewed:  
Consent Forms  
Ethics Review Summary  
Invitation Letter  
Participant Information Sheets

Further to our recent correspondence, this proposal was reviewed by the Research Ethics Committee of the Faculty of Humanities and Social Sciences. I am pleased to tell you that the proposal was awarded a favourable ethical opinion by the committee.

We would like to wish you well with your future research.

Kind regards,

FHSS FREC Chair  
David Carpenter

Members participating in the review:

- David Carpenter  
- Richard Hitchcock  
- Jane Winstone
Appendix B: Participant's Invitation Letter

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Study Title: Motivations and attitudes towards learning English in Pakistan: A mixed-methods study of urban-rural postgraduate learners' motivations and attitudes towards studying English at a public university in the Khyber Pakhtunkhwa province.

Dear Potential Participant,

I shall like to invite you to participate in this study. The purpose of this study is to investigate the KUST postgraduate English learners’ motivations and attitudes towards English and also main factors which may affect their motivation in classroom This study shall involve 500 postgraduate English learners of KUST and you as one of them are invited to participate in it. In the first phase of study, there shall be a questionnaire which shall be administered among these 500 participants in the classroom for completing it. The questionnaire shall take 25-30 minutes to complete. 26 out of 500 participants shall also be interviewed later stage of this study which shall from 40 to 50 minutes. The interview shall be conducted as per time and place convenient to the participants. You have the choice to participate in the questionnaire only or also to appear for interview.

Information sheets and consent forms are also attached with this letter. You can find main details for example, aims and outcome, your nature of involvement, confidentiality and information about risks of the research in the sheet. The consent forms aims to seek your consent to participate in the research. Feel free to ask for any clarification regarding the research from the researcher or supervisors who will be happy to give you answer. Your participation is this research is not compulsory and is absolutely voluntary. You can withdraw from this research any time at least up to the data analysis phase.

Many thanks for taking your time to read this letter. You will be provided the information sheets which you will keep and also consent forms which you will sign if you decide to take part in this research.
Appendix C: Participant's Consent Form for Interview

Study Title: Motivations and attitudes towards learning English in Pakistan: A mixed-methods study of urban-rural postgraduate learners' motivations and attitudes towards studying English at a public university in the Khyber Pakhtunkhwa province.

Name of Researcher: Mansoor Ali

If you agree with the following statement; tick the box.

1. I confirm that I fully understand the nature of the research which was provided in the Information Sheet 2 dated________ [□]

2. I also confirm that I was given the opportunity to consider the information and was encouraged to asking questions about any unclear aspects of the research. [□]

3. I have been provided with the names and contact addresses of all relevant persons of Portsmouth University, UK. I fully understand and agree that my participation is voluntary. [□]

4. I also understand that I have given the chance to decide not to participate without giving any reason up to the point when the data are analysed. [□]

5. I understand and agree that the data shall be looked at by the relevant persons at Portsmouth University. I am willing to permit them to access and use my data. [□]

6. I agree to give an interview and also agree to be recorded. I agree to being quoted verbatim. [□]

7. I agree that date can be retained and made available to let retain and use the data for the future REC approved research. [□]

Name of Participant: ___________________________ Date: _______________ Signature: ___________________________

Name of Researcher: ___________________________ Date: _______________ Signature: ___________________________

One Copy for the researcher and other for the participant
Appendix D: Participant Consent Form for Questionnaire

**Study Title:** Motivations and attitudes towards learning English in Pakistan: A mixed-methods study of urban-rural postgraduate learners' motivations and attitudes towards studying English at a public university in the Khyber Pakhtunkhwa province.

**Name of Researcher:** Mansoor Ali

If you agree with the following statement; then please tick the box.

1. I confirm that I fully understand the nature of the research which was provided in the Information Sheet 1 dated..............
2. I also confirm that I was given the opportunity to consider the information and was encouraged to asking questions about any unclear aspects of the research.
3. I have been provided with the names and contact addresses of all relevant persons of Portsmouth University, UK. I fully understand and agree that I take participation out of my free will.
4. I also understand that there is no harm, disadvantages and risk involved in this research.
5. I also understand that I have given the chance to decide not to participate without giving any reason up to the point when the data are analysed.
6. I understand and agree that the data shall be looked at by the relevant persons at Portsmouth University. I am willing to permit them to access and use my data. I agree to fill in the questionnaire.
9. I agree to give an interview and also agree to be recorded. I agree to being quoted verbatim.
11. I agree that date can be retained and made available to let retain and use the data for the future REC approved research. I agree to take part in the study.

**Name of Participant:** Date: .......... Signature: ....................

**Name of Researcher** Date: .......... Signature: ....................

One Copy for the researcher and other for the participant
Appendix E: Participant Information Sheet - 1

**Participant Information Sheet 1**

**Study Title:** Motivations and attitudes towards learning English in Pakistan: A mixed-methods study of urban-rural postgraduate learners’ motivations and attitudes towards studying English at a public university in the Khyber Pakhtunkhwa province.

**REC Ref No:** 11/12:28

I would like to invite you to participate in my PhD research study. This study is about investigating the postgraduate learners’ motivations and attitudes towards learning English. However, before you decide, I want you to understand properly the reasons of conducting this research and also what this research will involve. You can talk to your colleagues, friends and teachers about this research in case you wish so. You are most welcome to ask in case you want any clarification about this research study.

1. **What is the purpose of the study?**
   The purpose of this research is to investigate in details the postgraduate English learners’ motivations, their attitudes towards learning English and also some main factors of the classroom which may affect their motivation at Kohat University of Science and Technology (KUST).

2. **Why have I been invited?**
   This research focuses on postgraduate English learners of KUST. You have been selected for this study because you are one the postgraduate learners of this university. There will be almost 500 postgraduate learners of KUST who shall be participating in the first phase (the questionnaire survey) in this study. The participants shall complete the questionnaire which shall contains simple questions related to their motivations and attitudes towards learning English and their perceptions.
about factors which may affect their motivation in classroom. The questionnaire may take 25-30 minutes to complete.

**3. Do I have to take part?**

It is not compulsory to participate in this research and it is absolutely based on your will. So, you have option to take or not to take part in this research. There is no penalty in your refusal to participate in this research or can decide not to take part any time in this study. Moreover, your participation in the research will in no way be advantaged or disadvantaged with regard to your studies, including assessment. There is not travelling and other expenses involved in this research. I shall distribute the questionnaire in your classroom or any place as convenient to you at your university with the permissions of your teacher, head of department and the university.

**4. What will happen to me if I take part?**

Your participation will be required in completing the questionnaire. You choice for giving interviews shall be given in the consent form. The questionnaire shall take 25-30 minutes to complete. The questionnaire is divided into three parts and shall be given to you in your class. The interview shall be 40-50 minutes for which time and place will be discussed as suitable to you. The interview shall be recorded. Both the questionnaire and interview shall focus on understanding your English learning orientation, attitudes towards English as an international language and some main factors of the classroom which may affect your motivation. Please note that your participation is not necessary in both phases of the study.

**5. What are the possible disadvantages and risks of taking part?**

You are assured that this research does not involve any disadvantages and risks. This research is planned with flexible schedule and your participation in the research will not inconvenience you in any way.

will not cause any in-convenience to your participation in the research.

**6. What are the possible benefits of taking part?**

I hope that this project will provide a good opportunity to understand your choices in English learning, your attitudes towards English and also some factors which may affect your English learning motivation. This may help in informing KUST to formulate English syllabus, develop English learning, teaching and research policies. Other Pakistani university and Higher Education Commission of Pakistan can also get help from this research.

**7. Is my participation in the study confidential?**

Your participation will be kept confidential and you will have access to your data. Your name, class, gender, discipline and contact details shall not be disclosed in this research. Additionally, any other relevant information which may help in identifying you and other details shall be changed. The use your data will be for research purposes only and shall be discarded after use. My supervisors will have access to data but not have your any details and no one shall have access to
your original data, consent form and any other contact or identity details except me. Your data and other relevant details will be kept confidential and anonymous. Your identity and data right from collecting, recording, presenting it the research and after completing the research will be kept confidential.

8. Can I withdraw my participation from the study?
Your participation in this research is not compulsory. Therefore, you can withdraw from this research till the data is analysed. If you choose to do so, you will be disadvantaged in any way. After the data analysis, it will not be possible for you to withdraw your contribution.

9. What if there is a problem?
In case you are not clear about any aspect of this research, you can contact me, my supervisors and head of school. They shall be happy to answer your queries. You can also contact me anytime for any clarification.

10. How will the findings of the study be used?
The results of this research will be provided to you for your information. Moreover, the findings of this research will be presented in a number of national and international workshops, seminars and also in some reputable journals. Your identity will not be disclosed in any one of these events or journals. The results shall also be shared with other research fellows working on English learning motivation.

11. Who is organising and funding the research?
Kohat University of Science and Technology (KUST), Pakistan is sponsoring this research under its Human Resource Development (HRD) programme.

12. Who has reviewed the study?
This research has been submitted before the Research Ethics Committee of Portsmouth University, UK. This committee examines the details of the research with regard to the protection of research the participants’ data and their other personal details. So, this research is properly reviewed by the committee.

Information and contact details
In case, you need more information, please contact:
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Concluding statement

Thanks so much for reading this information sheet. In case, you decide to take part in research, I shall give you then the information sheet which you will keep. Moreover, you shall be given a form known as consent form which you will sign.
Appendix F: Participant Information Sheet - 2

Mansoor Ali
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[Participant Information Sheet 2]

Study Title: Motivations and attitudes towards learning English in Pakistan: A mixed-methods study of urban-rural postgraduate learners' motivations and attitudes towards studying English at a public university in the Khyber Pakhtunkhwa province.

REC Ref No: 11/12: 28

I invite you to participate in my PhD research study. You already shown your willingness to participate in the interview phase through 'statement for interview consent' as was provided at the end of the questionnaire. However, I shall like to provide once again some important information about this research before your participation in interview. Therefore, please read carefully the following important information and most welcome to ask anything which is not clear to you and I shall he happy to clear them.

1. Purpose of the study
   The purpose of this research is to investigate in details the postgraduate English learners’ motivations, their attitudes towards learning English and also some main factors of the classroom which may affect their motivation at Kohat University of Science and Technology (KUST).

2. Your participation in this study
   This research focuses on postgraduate English learners of KUST. You have been selected for this study because you are one of the postgraduate learners of this university. There will be almost 500 postgraduate learners of KUST who shall be participating in (the questionnaire survey) in this study. 26 will be interviewed and you shall be one of them in case you decide to participate in interview in this research. The interview shall focus on the selected issue as mentioned above under
title of 'purpose of study' and shall take time 40-55 minutes. The interview shall be in friendly manner for which time, place and date shall be decided as convenient to you. The interview is not an academic test and there is no evaluation involved in it. You can share your views about the selected topic of this research.

3. Voluntary Participation
It is not compulsory to participate interview in this research and it is entirely voluntary. You can withdraw from this research till the data is analysed So, you are free to decide or not to take part in this research. There is no penalty in your refusal to participate in this research. Moreover, your participation in the research will in no way be advantaged or disadvantaged with regard to your studies, including assessment. There is not travelling and other expenses involved in this research. Your interview shall be conducted at your university.

4. Data Confidentiality
There will confidentiality of your participation and you will have access to your data of interview. Your name, class, gender, discipline and contact details shall not be disclosed in this research. Additionally, any other relevant information which may help in identifying you and other details shall be changed into fictitious form. The use of your data shall be for research purposes only and shall be discarded after use. Your teacher, class fellows and parents shall not be allowed to have access to your data. My supervisors will have access to data but not have your any details and no one shall have access to your original data, consent form and any other contact or your details except me. Your interview data and other relevant details will be kept confidential and anonymous. You and yours’ data right from collecting, recording, presenting it the research and after completing the research will be kept confidential. Moreover, the findings emerging from this research will be presented in a number of national and international workshops, seminars and also in some reputable journals. Your identity will not be disclosed in any one of these events or journals even after completing my PhD project.

5. Recording of the Interview
I shall be audio-recording the data of your interview as it help me to listen and collect data from it. I shall be transcribing your interview data and transcribed copy of it shall be given you. This will help you to understand that your views have presented in the correct form by me. Moreover, the audio-recorded of your interview shall be used only for data purpose in the research and its use is limited to this research only. Finally, no one outside this research shall have the access to the audio-recording and transcription of your interviews during and after the research.

6. The benefits of your participation
I hope that this project will provide a good opportunity to understand your choices in English learning, your attitudes towards English and also some factors which may affect your English
learning motivation. This may help in informing KUST to formulate English syllabus, develop English learning, teaching and research policies. Other Pakistani university and Higher Education Commission of Pakistan can also get help from this research.

7. The organisation and funding of the research?
Kohat University of Science and Technology (KUST), Pakistan is sponsoring this research under its Human Resource Development (HRD) programme.

8. The ethical review of the research
This research has been submitted before the Research Ethics Committee of Portsmouth University, UK. This committee examines the details of the research with regard to the protection of research the participants’ data and their other personal details. So, this research is properly reviewed and approved by the committee.

Information and contact details
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Faculty Research Degree Coordinator, Chair, FRD COMMITTEE
Tel: +44 (0)23 9284 6093

Concluding statement
Thanks so much for reading this sheet. In case, you decide to take part in interview of this research, you can keep this sheet and you shall be given a form known as consent form which you will sign.
Appendix-G: Participant's Semi-Structured Interview Guide

Introduction
A couple of key points considered before conducting the interview with the participants such as: informing the participants about the purpose of the interview, showing interest in knowing the participants' views about learning English, obtaining the permission for audio-recording the interview, assuring the confidentiality of the participants during and after the research, estimated length of interview and relaxing the participant such as brief conversation about their university/village/town.

L2 motivational orientations

1. Do you want to learn English? If yes, what is your purpose or purposes of learning English?
2. What is your opinion about learning English for educational purposes?
3. What is the role of knowing English in Pakistani society?
4. Do you think learning English is important to understand the media? .... how?
5. Are you interested in learning for travelling purposes? .... where?
6. Do you want to learn English for your own pleasure? .... can you give reasons?
7. Will there be any disadvantages or problems in case you do not learn English?
8. Learning English will help you in getting a job and work?
9. Do you think learning English will help you to make friends .... in Pakistan or in the world? ... Why/why not? ... What other advantages learning English can offer you in the world?
10. Do you want to learn English to use in Pakistan .... Where? ... with whom?
11. Do you want to learn English to integrate with the English native-English speaking countries and their cultures? .... Why/Why not? .... What else fascinate you about these countries which you think can know or get through learning English?
12. Is learning English important for the progress of our country? ..... in what ways it will help Pakistan and its people?
13. What do you think about learning English in relation to Islam and its principles?
14. Do you think that your parents and family encourage you in your learning English?
15. Do you imagine yourself using English in future?
• Who you will be using English? .....with teachers?/friends?/people around the world?
• Where you will be using English?..in office? university? or other place?
• What you will be using English for?...internet? watching TV or movies?

16. Any purpose or purposes which you think are important for you to learn English?

L2 Attitudes towards EWL

1. Do you think that English is limited to the English native people and their countries?....Give reasons/Explain it to me please.

2. Do you know about the non native English varieties/kinds of English........Do you like these varieties?......why/why not?

3. What about Pakistani English?....What are its advantages to you?

4. Do you like the native speakers’ Englishes?........which native countries English you like and why?

5. What you would expect from the native English speakers when they are speaking to you?

6. Do you think that your own local style of English is incorrect?

7. Your goal of learning English is just to be able to communicate effectively or to speak like the native English speakers?

L2 Motivation Enhancing Factors in the classroom

What you recommend to be done in your classroom so that your motivation towards learning can be enhanced and you learn English successfully?

1. What you expect from your teacher?

2. Is there any problem with you as a learner in the classroom?

3. Is classroom environment good enough to help you in using learning English?

4. What you will expect from your class-fellows?

5. Are you provided with good facilities in your classroom?....what facilities you think will enhance is learning English?

6. What do you like about how you learn in class?

7. What kind of tasks and activities do you like doing?

8. Is there anything you would like to add?
Appendix H: Brief Profiles of Interview Participants

**Brief Profiles of Interview Participants**

**Participant 1**
Participant 1 is a 26-year-old female student and is in the final year student at the department of Physics. She has 14 years of experience of learning English and is quite fluent in English speaking. She belongs to main city where KUST is located. That is why she gave interview in English. She is interested to learn English for many purposes especially expressed her belief that learning English will bring a job relevant to her major subject of study (physics). She is interested to support her family through learning English. Her father is a clerk in education and lives in a combined family.

**Participant 2**
Participant 2 is 27 years old male student and in the final year at the department of Physics. He belongs to remote village located in FATA. He has achieved his education in public institutions. He tried to give interview in English but used Urdu and Pashto extensively. However, He is extremely motivated towards learning English and wants to learn English especially for joining teaching profession and thinking to use English with his friends and educated people. He is the only male in her village to study at postgraduate level at the university.

**Participant 3**
Participant 3 is 25 years old male student at the department of Mathematics. He lives in a town. He studied in a private English medium institution. He is interested in learning English. He is quite good in speaking English. However, he shared bad experiences in his classroom especially with English teacher.

**Participant 4**
Participant 4 is 26 years old female student at the department of Mathematics. She lives in a city and has experience of learning and using English at private English medium school that follows the Cambridge syllabi. Her father and mother are doctors and she is looking forward to get admission in higher studies. She is keen to learn English to raise her voice for females' rights and issues faced in Pakistan. She is interested to join international organisation and NGOs through learning English.

**Participant 5**
Participant 4 is 26 years old female student at the department of Economics. She has rural background with less exposure to learning English. She has shared many problems in her learning English especially in the classroom setting. However, she is motivated, imagines herself using English for making her future career, and makes her contribution to the development of Pakistan by excelling in her subject. She is also interested to learn English for the purposes of watching media and reading especially the fashion magazines. She believes that English is a global language and her
goal is to be able just to communicate, not to imitate the White people speaking style. However, she likes native English especially the British and American.

**Participant 6**
Participant 4 is the student of the department of Economics and is 28 years old. He also comes from remote village and has public based schooling/college. He is interested to learn English. He desired that teacher should be friendly, as she believed that he could not speak well in front of teacher as well other class-fellows. He gave interview in Urdu and Pashto, though used many English words and sentences. He is interested to present the humanistic features of Islam to the world especially to the Western people for which he believed English is the most suitable tool in the world.

**Participant 7**
Participant, who is the male student at the department of Botany, belongs to the rural background. He has some education in private while few years in public school and colleges. He is highly motivated towards learning English for various purposes. He tried his level best to give his interview in English, though in practice he used many Urdu and Pashto words and sentences. He is optimistic that through learning English, the true image of country, Islam especially Pathan and their culture to be communicated to the world. He is looking for finding job for which he really values learning English. He believes that Pakistani English exist and like it. He complained that he has low level of confidence due to lack of opportunities for using English. He believed that his motivation towards learning depends upon the communicative methods and good behaviour of his teachers.

**Participant 8**
Participant 8 is 24-year-old female student and studying at the department of Botany. She belongs to city area and has the experience of learning English for the last 8 years. She is motivated to learn English for many purposes. She believes that White people are not only using English. She imagines speaking like the native people but she is also happy with her local accent. She is impressed from the native people and their culture and is interested to learn more about them through learning English. She recommends that proper facilities such as movies and charts can increase her motivation towards learning English.

**Participant 9**
Participant 9 is 27 years old male student of the department of Chemistry. He comes from rural background and his parents are jobless. He is seriously motivated to English especially for getting education and finding a job after completing his postgraduate degree. He seems hard worker including in learning English as despite his background he gave his interview in English. Moreover, he is interested to use English with people from different cultures and does not want to integrate into the culture of the native-English speakers through learning English. He thinks that English is now an international language. He explained that many people especially educated people are using English in Pakistan on daily basis. He suggested changing the fixed seating arrangement in his classroom so
that he can easily use English with his class-fellows.

**Participant 10**

Participant 10 belongs to FATA who is the female student of the department of Chemistry. She wants to learn English for getting prestige in the society. She wants to work in NGOS and believe that good English shall really help her in achieving her aspirations. She also wants to use English with her friends and other people in and outside Pakistan. She aspires that she can travel if she knows English. She is imagining learning and using English like the native people. She suggested that group discussion could help her in using English.

**Participant 11**

Participant 11 is 29-year-old male and is the student of the department of Computer Science. He is from a town close to main city. He considers learning English for many purposes. He is motivated in preaching Islam and its good principles of humanity to the world. He also believes that learning English shall help in advancing Pakistan. He imagines that changing world due to computer and information technology and use of English in this technology and many other fields make learning English important. He suggested that teacher should deliver lecture in English and not in other languages.

**Participant 12**

Participant 12 is 26 years old female student, studying at the department of Computer Science. She is also from village from FATA. She is the only girl in her family who is getting education. She wants to learn English for getting higher education and also providing guidance/counselling to other girls in her family and neighbours about getting admissions at university level. She is well aware that English is an international language. She complained that lack of speaking opportunities in classroom has affected her efforts in the successful learning of English.

**Participant 13**

Participant 13 is from rural background and is student of the department of Biotechnology. His English proficiency was not good and gave interview in Urdu However, he is interested in learning English for many purposes such as getting education, respect in the society and findings a job especially in his selected field of study. He complained that he faced harsh words from his teacher and suggested that friendly and competent teacher can help in learning good English. He thinks that White people are the real ‘master’ in using their native English and suggested that they should bring some changes such as speaking slowly and clearly, when they speak to the non-native speakers.

**Participant 14**

Participant 14 who is 27 years old is from rural background and she is student of the department of Biotechnology. She has little experience of learning and using English as she is from FATA and has education in public institutions. She is motivated to learn English. She understands that English has become global language and want to use it with people across the world. She is not interested to
learn English to mix up with the native people as she showed some reservations such as 'naked culture' and lack of family values in their culture. She wished that proper facilities such as power points presentation, group discussion and communicative methods could help in increasing her motivation towards the successful learning of English.

**Participant 15**
Participant 15 is 28 years old and is the student of the department of Zoology. He lives in a city. He has achieved education in a well-reputed army run institution. He father is defence forces in Pakistan. He was fluent in speaking English and gave interview in English. He is motivated to learn English especially for joining army forces and peaceful forces in the UNO. He likes Pakistani English as well as the native especially the British and American Englishes. He also likes Chinese and Indian Englishes.

**Participant 16**
Participant 16 is 25 years old female. She comes from a remote village in KP and is the student of the department of Zoology. She considers university education as an opportunity to learn and use English. She is interested to learn English for getting information, watching TV channels. She is not interested to learn English for friendship rather she preferred to learn and use English for interacting with people in Pakistan and in the world. She really feels proud when she speaks in English. She recommended that examination should test should have compulsory part of communication.

**Participant 17**
Participant 17 is 24 years old male student of the department of Mass Communication and Journalism. He is from a city in KP. He is interesting to learn English for his own enjoyment. He thinks English is the global language and desires to be able to speak to many people in the world. He is aspiring that learning English will contribute a lot in making Pakistan a peaceful and prosperous country. He suggested especially the teacher should not use Urdu all time in classroom.

**Participant 18**
Participant 18 is from the department of Mass Communication and Journalism. She lives in a village. She achieved most of her education in Urdu medium public institutions. She is interested to achieve scholarship for higher studies through learning English. She complained she feels shy and scared when asked to speak in English. She believed that English has many kinds/varieties in the world that are good for the successful communication. She likes native Englishes.

**Participant 19**
Participant 19 is 26 years old male and is the student of the department of D-Pharmacy. He wants to learn English to communicate with people in Pakistan. He is hoping that learning English will help him in supporting his brothers and parents. He has clear view that English is now global language, so the importance of learning about the culture of the native-English speakers is not highly important. He complained that there over one hundred student in his class.
Participant 20
Participant 19 is 26 years old female and is the student of the department of D-Pharmacy. She lives in a town. She achieved some education in the private English medium institutions. She is not interested to integrate with the native people and their culture through learning English. She seems clear that integration is not possible due to the long distance. However, she like the ideal positive culture such as good education, research, honesty and clean environment of the native countries and their people values. She is of the opinion that every Pakistani should learn English, as our good future is associated with its learning. She is planning to set up business for which she consider learning English important. She thinks that English is the main medium of communication among the different people. She expressed her desire to be able to communicate in this way in English. She suggested multi-media could increase her motivation in the classroom.

Participant 21
Participant is 27 years old male and is the studies Master in Business Administration. He is from FATA area and had less exposure to learning English. He wants to learn English especially for finding a job in multinational companies. He believes skills of using English will be helping him in travelling in the different countries of the world. He is of the opinion that English is an international language. He believed a country and person could not progress without learning English. He likes Pakistani English, though he complained that it is not perfect as the British and American Englishes. He likes other non-native varieties. He mentioned some of the name of these as well.

Participant 22
Participant is 26 years old female. She lives in a town. Her parents are illiterate. They have sold out their property to educate their children. She is interested that learning English will make her able to provide proper guidance to her own younger school going brother and sisters in their studies. She wants to continue her higher studies and believes that learning English is necessary for it. She wished that teachers should be smart, well dressed and their relation with students should be friendly.

Participant 23
Participant 23 is 29 years old male. He is the student of the department of Microbiology. He is from rural background. His parents are working in teaching field. He is especially interested in learning English to earn money by joining health department. He likes many other participants believe in the global status of English. He has also positive attitudes towards local English and willing to use it for being in touch with people in Pakistan. He suggested that facilities such as science animation could help in the successful learning of English.

Participant 24
Participant 24 is 27 years old females and studies at the department of Microbiology. Her ambitions are to become teacher and thinking to inculcate good values/sentiments in the minds of her students.
She believes female can become bold and get confidence to face female related issue through learning English. She is motivated learning English will help her in getting training.

**Participant 25**

Participant 25 is studying English at the department of English. He is keen to learn English for many purposes like other participants. He lives in a village in FATA. He has strong urge to learn English for communicating the best qualities of Pathan being cultured, humanistic and well educated. He also wants to learn English literature for enjoyment as well as for understanding the British culture and its history. He believes the native English people are perfect in using English and expressed his desire to learn and use English. He believes Pakistani English is growing and considers it good and easy for communication with people in Pakistan. He complained he just sits quiet most of the time in classroom and listens to teacher lecture.

**Participant 26**

Participant 26 is the female student of the department of English. She comes from rural background and few years of learning English. She is interested in becoming English teacher and thinking that her command of English will help her in opening and then running well an English medium school in her village. She is of the opinion that English is an international language.
Appendix I: Questionnaire

ENGLISH LANGUAGE LEARNER QUESTIONNAIRE

The main purpose of this questionnaire is to better understand the motivations and attitudes of learners of English of KUST. There are three parts in this questionnaire. Please read each instruction and write your response. There is no "right" or "wrong" answer, so feel free to write your response. Gender…………………………… Age……………… Subject………………………… Level…………………………

PART 1
This part is focused on understanding your purpose of learning English language. Please tick mark (✓) the following statements. 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5= Strongly Disagree. Please do not leave out any statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have to learn English language to gain the approval of teachers and friends.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>2. I want to learn English language to understand English movies.</td>
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<tr>
<td>3. I want to learn English language to get a job.</td>
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<td>4. I want to learn English language to make friendship with English native speakers ( ).</td>
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<tr>
<td>5. I want to learn English language to join international organizations.</td>
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<td>6. I want to learn English language because I am interested in English Literature ( ).</td>
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<tr>
<td>7. I want to learn English language to understand Pakistani political talk shows ( ) which are in English language.</td>
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<td>8. I want to learn English language to read English magazines.</td>
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<tr>
<td>9. I want to learn English present the cultures and lifestyles of Pakistan to the world.</td>
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<td>10. I want to learn English language because educated people should speak English language.</td>
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<tr>
<td>11. I want to learn English language to know new people from other parts of the world.</td>
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<tr>
<td>12. I want to learn English language to travel in other countries.</td>
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<tr>
<td>13. I want to learn English language to read English newspapers.</td>
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<tr>
<td>14. I want to learn English language to make friendship with foreigners ( ).</td>
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<tr>
<td>15. I want to learn English language because my parents wish to do so.</td>
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<tr>
<td>16. I want to learn English language to fit in with English language native people ( ).</td>
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<td>17. I want to learn English language to earn money.</td>
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<tr>
<td>18. I have to study English, otherwise my parents and friends will be disappointed with me.</td>
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<td>19. I want to learn English language to travel abroad ( ) as a tourist ( ).</td>
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<td>20. I want to learn English language to speak to English language native speakers ( ) for business.</td>
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<tr>
<td>21. I want to learn English language to study in a foreign country.</td>
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<td>22. I want to learn English language because I enjoy English language learning.</td>
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<tr>
<td>23. I want to learn English language to understand music in English language.</td>
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<tr>
<td>24. I want to learn English language to be successful in business.</td>
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<td>25. I want to learn English language to gain respect.</td>
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</tr>
</tbody>
</table>
26. I can imagine ( ) myself studying in a university where all my courses are taught in English. 1 2 3 4 5
27. I want to learn English language to know about the cultures and lifestyle of non-English language speaking countries ( ) . 1 2 3 4 5
28. I want to learn English language because I want to continue studies to higher education level. 1 2 3 4 5
29. I want to learn English language because the native speakers’ ( ) culture is very important. 1 2 3 4 5
30. I want to learn English language to become an educated person. 1 2 3 4 5
31. Whenever I think of my future career, I imagine myself using English language. 1 2 3 4 5
32. I want to learn English language because English will help in making Pakistan a progressive country. 1 2 3 4 5
33. I want to learn English language to know about cultures and lifestyle of English language speaking countries ( ). 1 2 3 4 5
34. I want to learn English language to take an examination such as IELTS. 1 2 3 4 5
35. I want to learn English language to travel to non-English language speaking countries ( ) for work. 1 2 3 4 5
36. I want to learn English language to become a dominant person ( ) in my country. 1 2 3 4 5
37. I want to learn English language because the English language course has a good reputation ( ). 1 2 3 4 5
38. I want to learn English language to express myself among foreign friends. 1 2 3 4 5
39. I want to learn English language to watch TV channels in English language. 1 2 3 4 5
40. I want to learn English language to fit in ( ) with educated Pakistani people. 1 2 3 4 5
41. I want to learn English language because knowledge of English language will make me a better person. 1 2 3 4 5
42. I want to learn English language because of the university policy. 1 2 3 4 5
43. I want to learn English language to complete with others in the workplace. 1 2 3 4 5
44. I want to learn English language because I like the way English language native speaking people ( ) behave. 1 2 3 4 5
45. I enjoy the feeling when I speak in English language. 1 2 3 4 5
46. I want to learn English language to interact with Pakistani friends. 1 2 3 4 5
47. I want to learn English language to think like an English language native speaker ( ). 1 2 3 4 5
48. I want to learn English language to avoid ( ) shame if I can’t speak English language. 1 2 3 4 5
49. I want to learn English language to live in a foreign county. 1 2 3 4 5
50. I want to learn English language to speak to native speakers ( ) for education. 1 2 3 4 5
51. I can imagine ( ) myself who is able to speak English language. 1 2 3 4 5
52. I want to learn English language to behave like English language native people ( ). 1 2 3 4 5
53. I want to learn English language to travel to English language speaking countries ( ) for work. 1 2 3 4 5
54. I want to learn English language because English language learning brings confidence ( ). 1 2 3 4 5
55. I want to learn English to interact with educated people in Pakistan. 1 2 3 4 5
PART 2

This part is focused on understanding your attitudes towards English language. Please tick mark (v) the following statements. Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), and Strongly Disagree (5). Please do not leave out any statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The English language belongs only to its native speakers.</td>
<td>1</td>
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<tr>
<td>2. It is good to have many varieties of English language in the world.</td>
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<tr>
<td>3. It is important to know about other cultures in the world when learning English language.</td>
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<td>4. Non-native speakers of English language can communicate better if they use their own varieties of English language.</td>
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<td>5. English language is the language for global communication.</td>
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<td>6. Native speakers should adopt the way they use English language when they speak to non-native speakers of English language.</td>
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<tr>
<td>7. I like the Pakistani variety of English language.</td>
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<td>8. My goal in using English language is to use it like native speakers.</td>
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<td>9. Non-native speakers of English language should use British or American English language.</td>
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<td>10. Native speakers should be tolerant of errors, different accents towards non-native speakers of English language.</td>
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<td>5</td>
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<tr>
<td>11. It is important to know about the culture of native speakers when learning English language.</td>
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<td>5</td>
</tr>
<tr>
<td>12. The English language belongs to everyone who speaks it.</td>
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</tr>
<tr>
<td>13. If I use English language differently from its native speakers, it must be wrong.</td>
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<tr>
<td>14. My goal in using English language is to be able to communicate effectively.</td>
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</tr>
<tr>
<td>15. Native speakers of English language should expect non-native speakers to speak like native speakers when they communicate with them.</td>
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<td>5</td>
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<tr>
<td>16. All Varieties of English language are equally valid.</td>
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PART 3

In your opinion, what should be done in your classroom which will increase your motivation towards English language learning?

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

Thank you very much for your cooperation!
Statement for Interview Consent
(As attached with the Questionnaire)

Are you shown willingness to take part in interview about your motivations and attitudes towards learning English?

Yes [ ] No [ ]

In case 'Yes', please provide your contact information below and also read the participant information sheet 2 as attached.

Your Personal/Guardian Contact Number: ..................................................

Your Personal/Guardian Email Address: ..................................................

Thanks you very much for your cooperation!