

Intrinsic and Extrinsic Motivation for Learning English as a Second Language (ESL) Among Pre-University Students of Pakistan

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Abstract: - The students are motivated to learn English in an any ESL context. This specifies that there are few reasons which are greatly affecting learning process. These reasons might be awareness about the scope and utility of English language. Some of the researchers are of opinion that the students learn English as a second language for getting jobs, employments and continuation of higher education. All these researchers seem to agree that the students are motivated to learn English. Most of the studies conducted, following Gardner and his colleagues' Soci-educational Model, based on Motivational Theory, assume that students are instrumentally or integrative motivated to learn English. Some of the researchers, after Guthrie and his colleagues' Reading Motivation Model, find that students are intrinsically or extrinsically motivated to read. However, the investigation in neither instrumental or integrative motivation nor in intrinsic or extrinsic motivation, has been addressed satisfactorily in learning English and reading in English. Based on these assumptions, the researchers have tried to probe into the matter of the role played by intrinsic and extrinsic motivation for learning English as a second language (ESL) among the 300 Pre-University students of Government Public Sector Colleges of Punjab, one of the major provinces of Pakistan. These are 155 Female students and 145 are Male students. This study has been conducted through the distribution of a questionnaire among the participants. This questionnaire has been adapted from Komiyama (2009)'s MREQ (Motivation for Reading in English Questionnaire) which actually has been taken from Wigfield and Guthrie (1997) and Wang and Guthrie (2004) from MRQ (Motivation for Reading Questionnaire). The questionnaire items have been modified and elicited for learning English instead of originals reading English to suit the Pakistani context. The findings of this study show that majority of these students are highly extrinsically motivated rather than intrinsically.

Key Words: Intrinsic and Extrinsic Motivation, ESL, Pre-University Students, MRQ, MREQ

I. INTRODUCTION

Background of the study

Learning English has become a part and parcel in modern time of rapid technology and no country and nation wants to remain unaffected by this process. This is the reason that in Pakistani context this is being taught and learnt as a compulsory subject from Grade one to higher education.

Failure in this subject means failure in all subjects at any level of education in Pakistan (Mansoor, 2003). Not only in Pakistan, English is enjoying a prestigious status among the nations of the world. This is the this has become a learnable school subject (Dornyei, 2001) as well as an international global language. Nobody wants to keep him behind itself in this process of learning.

There are many reasons, among the students, for which they pursue its learning. These reasons might be for getting jobs, for getting higher education or so many reasons (Mansoor, 2003; Rahman, 2006). However, all these students learn English to establish communications in a better way living in this world global village of today. These show the role of motivation which emphasize them in learning English as a second language (ESL).

Problem statement

The reasons for learning English are widely affecting motivation among the students. Motivation is considered to be a major key factor which affects learning English as a second language (ESL). The prosperous in learning depends on the motivation. Learning and motivation are inevitable. The significance of motivation cannot be denied in an ESL context. Motivation is one of the dominant idea in field of learning which processes success and failure degree of students' acquisition of a second language (Dornyei, 2005; Dornyei, 2001; Dornyei & Schmidt, 2001; Brown, 2007). The various studies conducted in Pakistani context show that motivation for learning English is affected by many factors. These might be English learning setting and appropriate method of teaching English (i.e. Khan, Sani, & Shaikh-abbullah, 2016; Pathan, Shahriar & Mari, 2010; Sheikh, Bibi, & Nawaz, 2014).

The research in motivation in learning English as a Second language (ESL) begins with the first phase of socio-psychological methodology implemented by Gardner and his companions in Canada (Gardner, 1985; Gardner and Lambert, 1972; Gardner and MacIntyre, 1993). These researches and studies have mainly focused on instrumental and integrative motivational constructs. Motivation research has taken another seizure with investigation on cognitive theories drawn

from educational psychology (Dornyei, 2009). The distinguished philosophies connected with this historical time are intrinsic and extrinsic motivation, attributions, self-confidence/efficacy and situation specific motives connected with the education setting, e.g. motives connected with L2 development, teachers, peers (Dornyei, 2001; William and Burden, 1997). Guthrie and his colleague (1997) also have conducted studies on reading motivation related to intrinsic and extrinsic motivation. Mottaz (1985) also has separated motivation into intrinsic and extrinsic. Ryan and Deci (2000) have identified intrinsic and extrinsic motivation for reading in their studies. According to the intrinsic and extrinsic motivational ideas, if a student is intrinsically motivated, he or she accomplishes an activity happily because there is enjoyment for the students. And if a student is extrinsically motivated, he or she performs better because they think that by performing this activity, he or she will get appreciation or rewards (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997; Wang & Guthrie, 2012).

Majority of the empirical studies conducted in abroad as well as in Pakistani context are based on the investigation of instrumental and integrative motivation for learning English as a second language (ESL). Most of these studies have followed the Gardner and his colleagues' approach of Socio-educational model of motivation. In this way, the majority of the studies conducted in L2 reading motivation have worked under the umbrella of Guthrie and his colleagues' dimensions of reading motivation. However, the studies have not been extended to measure the intrinsic and extrinsic motivation for learning English as a second language (ESL). Therefore, the researcher has attempted to fill this gap by the conduct of this study to investigate the intrinsic and extrinsic motivation for learning English as a second language (ESL) in a Pakistani educational context.

Objectives of the study

This study has following objectives to achieve.

1. To determine the level of motivation for learning English as a second language (ESL) among Pakistani Pre-University Students.
2. To examine the Intrinsic and extrinsic motivation for learning English as a second language (ESL) among Pre-University Students of Pakistan.

Research questions

This study has following two main research questions.

1. What is the level of motivation for learning English as a second language (ESL) among Pakistani Pre-University Students?
2. What are the intrinsic and extrinsic motivation for learning English as a second language (ESL) among the Pre-University Students of Pakistan?

Significance of the study

The study is of valuable both practically and academically as following.

- The results of this study are expected to help inform teachers as well as students to support motivation and engagement in English (L2) language learning in higher education.
- Academically, this study is an attempt to establish relationships between motivational aspects and variables in a context and the studies conducted and the findings of the study will be applied to the other such academic contexts.

Scope of the study

The study has been conducted with the samples of 300 pre-university students of Pakistan. During the academic year 2015-2016 to explore the dominant motivation in their English language learning as a second language (ESL). The data for this study have been obtained through questionnaire administered to the total number of 300 students. Recognizing whether they are intrinsically or extrinsically motivated, we may be able to express procedures for the improvement of their learning motivation in English language. This is for the purpose of their better language learning achievement. Their type of motivation can be recognized at this first point to support them through their positive path of learning English.

II. REVIEW OF LITERATURE

Motivation

Motivation for learning a foreign language or second language involves all those marks of cognitions that process language learning, regulate language selection, and strengthen the language learning development (Dornyei, 2000). According to Barker (1998) motivation is a person's want to prosper in some assignment or action. According to Thornbury (2006) motivation is an attempt for getting a goal and this attempt determines the success or failure for the learners.

Instrumental and Integrative Motivation

Motivation has instrumental and integrative constructs which have been initiated by Gardner and his colleagues in a Canadian context. Instrumental motivation refers to an objective that functions for getting a utilization in day to day activity while integrative motivation is referred to the identification with the community of target language (Gardner, 1985; Gardner & Lambert, 1972; Gardner & MacIntyre, 1993).

Intrinsic and Extrinsic Motivation

After the introduction of Wigfield and Guthrie (1997) taxonomy about the multifaceted constructs of reading motivation, many studies in reading, L1 reading and L2 reading motivation have been conducted (Coddington & Guthrie, 2009; Guthrie, Coddington, & Wigfield, 2009; Komiyama, 2013; Logan, Medford, & Hughes, 2011; Mori, 2002; Sani, 2011; Takase, 2007; Uang, 2013). Majority of these studies have focused on intrinsic and extrinsic motivation for reading in various contexts.

The taxonomy of reading motivation of Wigfield and Guthrie (1997) is related achievement goal orientations and this has provided certain constructs for both motivations. According to Baker and Wigfield (1999, P. 2) intrinsic motivation refers to “read for its own sake”. While extrinsic motivation refers to involvement in a reading activity for external values and demands (Wang & Guthrie, 2004). In the current study, these two constructs of motivation, intrinsic motivation and extrinsic motivation, are being utilized and examined for learning English as a second language (ESL) in a Pakistani educational context.

III. RESEARCH METHODOLOGY

Participants

The participants of this study are 300 of first year and second year Pre-university students of Province Punjab of Pakistan selected for the study from public sector colleges of Male and Female both genders. These are students of academic years of 2015-2016. Among these students, there are 155 from Female and 145 from Male colleges of Pakistan.

Table 1 shows the number and class of the participants with the names of the colleges as following.

Table 1 Name of Colleges, and Class-Wise Participants

No.	Name of College	First Year	Second Year	Total
1.	Government College (B), Mianwali	25	11	36
2.	Government College (W), Mianwali	15	26	41
3.	Government College (W), Liaquat Abad (Mianwali)	15	22	37
4.	Government College (W), Musa Khale, Distt. Mianwali	23	13	36
5.	Government College (W), Wan Bachran, Distt. Mianwali	25	16	41
6.	Government Degree College (B), Liaquat Abad, Distt. Mianwali	23	13	36
7.	Government College Township, Lahore	21	16	37
8.	Government MAO College, Lahore	18	18	36
	Total	165	135	300

Research instrument

The data for this study have been collected through the distribution of a questionnaire. This questionnaire is based on Komiyama (2009) L2 reading motivation study which is based upon her doctoral dissertation. Komiyama (2009) has given name to it MREQ (Motivation for Reading in English Questionnaire) which is actually extended and adapted from MRQ (Motivation for Reading questionnaire) of Wang and Guthrie (2004) and Wigfield and Guthrie (1997) Model of Reading Motivation. The researcher has taken question items total (20) which have been modified to elicit data for learning English as a Second Language (ESL) and also to make suitable for this Pakistani setting. 10 questionnaire items have

been taken from the Intrinsic Motivation items and 10 items have been chosen from Extrinsic Motivation for reading. These have been adapted by rewriting each item to include the word “learning English” as substitute for the original words “reading English”. Participants have responded to all the items on a 5-point Likert Scale. The questionnaire contains three sections: The first section produces participants’ over-all general demographic data. The second section deals with ten items relating to intrinsic motivation for learning English. While the third section has 10 items related to extrinsic motivation for learning English.

Data analysis

Answers have been run on SPSS (Statistical Package for Social Sciences) database program; percentages and mean scores on the 5-point scale have been made. Scores have been interpreted using the following standards as in the following shown in the following Table 2.

Table 2 The Mean Range and Interpretation

Mean Range	Interpretation
3.65-5.00	High Degree of Motivation
2.35-3.64	Moderate Degree of Motivation
1.00-2.34	Low Degree of Motivation

IV. FINDINGS

According to the sections of questionnaire, the findings of this study is also being portioned into three sections: (A). General Information of the Participants (B). Participants’ Intrinsic Motivation (C). Extrinsic Motivation of the Participants.

Section A: General information

This section shows the general information of the participants. This result has been presented in the light of data obtained through questionnaire.

Table 3 Gender of the Participants

Gender	Frequency	Percent (%)
Male	145	48.3
Female	155	51.7
Total	300	100

Table 3 shows that there are a total of 300 participants. The majority of participants are female (51.7%) and the minority of the participants are male (48.3%).

Intrinsic Motivation for Learning English

This section shows complete details of the study’s results about Intrinsic Motivation for learning English among the participants. The Table 4 outlines all the 10 questioned items, their resulting itemized mean scores, using descriptive statistics of Mean scores and Standard Deviation (SD.) and their corresponding motivation levels, which help in

understanding the foundation for further interpretation and implications.

The following Table 4 contains 10 intrinsically motivated related items.

Table 4 Intrinsically Motivation for learning English

Intrinsic Motivation	Mean	SD	Motivation Level
1. I like learning a lot of interesting things in English.	4.4300	.66827	High
2. I enjoy learning when I learn complex ideas from English materials.	4.1933	.76457	High
3. It is hard for me to stop learning in English when the topic is interesting.	4.3733	.78059	High
4. I like learning in English to learn something new about people and things that interest me.	4.2767	.74966	High
5. I enjoy learning in English to learn what is going on in Pakistan and in the world.	4.2633	.80175	High
6. I like hard, challenging English learning.	4.1367	.86824	High
7. I like it when the topic of an English learning makes me think a little more.	4.1700	.89280	High
8. I feel happy when I learn about something interesting in English.	4.4367	.79252	High
9. I like learning in English about the subjects I will study in future.	4.2633	.85033	High
10. I enjoy learning good, long stories in English.	4.0167	.80740	High
Total	4.36	0.56	High

Table shows that the participants have a high level of intrinsic motivation for learning English in this context. This has been shown clearly by the average mean score of 4.36 in the table. The statement number 1 (I like learning a lot of interesting things in English) and number 8 (I feel happy when I learn about something interesting in English) have got the highest mean score as 4.43. The statement number 3 (It is hard for me to stop learning in English when the topic is interesting) has an average mean score of 4.37. And the statement number 10 (I enjoy learning good, long stories in English) has the lowest mean score as 4.01.

Extrinsic Motivation for Learning English

This section displays thorough facts of the study’s results about Extrinsic Motivation for learning English among the participants of the study. The Table 5 summaries all the 10 questioned items, their resulting itemized mean scores, using descriptive statistics of Mean scores and Standard Deviation (SD.) and their equivalent motivation levels, which aid in considering the basis for further interpretation and implications.

The following Table 5 contains 10 extrinsically motivated associated items.

Table 5 Extrinsically Motivation for learning English

Extrinsic Motivation	Mean	SD	Motivation Level
1. I try to learn in English because I need a good score on tests,	4.2633	.04909	High
2. I practice learning in English because I need to do well in my future classes.	4.0167	.04662	High
3. I practice learning in English because I want a higher learning score than my friends and classmates on tests.	2.7833	.07591	Moderate
4. I learn in English because I have been told that I need to practice my English.	4.1767	.04834	High
5. I want to learn in English to improve my grades.	4.3067	.04813	High
6. I like my teacher to say that I learn well in English.	4.4133	.04414	High
7. I like my friends to tell me that I am a good English learner.	3.7900	.05989	High
8. I like to get positive comments about my English learning.	4.3867	.05228	High
9. I am willing to work hard to learn better than my friends in English.	2.7833	.07591	Moderate
10. I practice learning in English because I feel good when I answer teachers’ questions correctly in class.	4.1767	.04834	High
Total	4.45	0.65	High

Table 5 shows that the participants have a high level of extrinsic motivation for learning English in this context. This has been shown clearly by the average mean score of 4.45 in the table. The statement number 6 (I like my teacher to say that I learn well in English.) has the highest extrinsic motivation level as with mean score of 4.4133. The statement number 8 (I like to get positive comments about my English learning.) has an average mean score of 4.3867. And the statement number 3 (I practice learning in English because I want a higher learning score than my friends and classmates on tests.) and statement number 9(I am willing to work hard to learn better than my friends in English.) has the moderate mean score as 2.7833.

Table 5 The Comparison Between Intrinsic and Extrinsic Motivation

Motivation	Mean	SD	Meaning
Intrinsic Motivation	4.36	0.56	High
Extrinsic Motivation	4.45	0.65	High
Total	4.25	0.68	High

Table 5 points out the comparison between intrinsic and extrinsic motivation. It discloses that the mean score of extrinsic motivation (4.45) is higher than the mean score of intrinsic motivation (4.36). However, the overall mean scores of both types of motivation of 4.25 is considered as a high degree of motivation.

V. DISCUSSION AND RECOMMENDATIONS

On the basis of the findings of the study, this is revealed that the students of the Pre-University context of Pakistani context are intrinsically and extrinsically both motivated for learning English. However, these students are more extrinsically motivated for learning English for the reasons as they want to get high marks and grades through learning English in this Pakistani context. They have been found more extrinsically motivated for learning English for the obvious reasons as they are having desire to get appreciation from the teachers as well as getting excel among all their peer's fellow.

Nevertheless, these students are also intrinsically motivated for learning English. Although, in this respect, these participants have been found low level in comparison with the extrinsic motivation yet they have high level of intrinsic motivation for learning English as a second language (ESL) in this Pakistani context.

This study has shown consistency with the studies conducted (Bernard, 2010; Dörnyei, 1998). These students have shown that the students are highly motivated for learning English as a foreign language for external reasons as well as other reasons. This study also shows consistency with the studies conducted in reading motivation (i.e. Baker & Wigfield, 1999; Guay et al., 2010; Guthrie et al., 2007).

In the light of findings, this study has proposed following recommendations.

1. There is a need to pay attention to the increase in intrinsic motivation for learning English as a Second Language (ESL) in the context. Daring steps should be taken to motivate the students intrinsically for learning English.
2. Although, the students are motivated extrinsically, yet there is need to enhance this factor among the students.

VI. CONCLUSION

This study has attempted to look into the cognitive aspect of learning motivation for English as a Second Language (ESL) in the Pakistani context. This study is an attempt to look into this aspect like that of the studies conducted in reading motivation. This study has analyzed the data on a large scale yet there is need for future studies more comprehensively in this regard.

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