

**A COMPARISON OF THE EXTRINSIC FACTORS AFFECTING
MOTIVATION OF ESL LEARNERS AT A PUBLIC SECTOR
COLLEGE AT JAMSHORO: A QUANTITATIVE STUDY**

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ABSTRACT

This paper intended to investigate possible extrinsic factors that affected the motivation of learners of English as a Second Language at a public sector college in Jamshoro. Deci and Ryan in 1985 propounded the Self-Determination. They introduced the concepts of intrinsic and extrinsic types of motivation in it. Intrinsic being inner pleasure while extrinsic being external reward or punishment that regularize motivation. This paper investigated possible extrinsic factors that affect the motivational level of the ESL learners. The research methodology applied was quantitative. Two variables: Course Contents and Teachers' Competence were adapted from the Sakai and Kikichu Model (2009) and a six point Likert Scale questionnaire was designed as a research instrument. A total number N=147 of subjects filled in questionnaires. The data were analyzed using the SPSS Software Version 20. Basic descriptive statistics of mean, standard deviation and percentage were evaluated and compared between the factors. The results revealed that the course contents affected the motivation more than the teachers' competence.

Keywords: EFL, ENL, ESL, Demotivation, Motivation.

INTRODUCTION

Today across the world there are 1.5 billion speakers of English while there are 3.5 million as the native speakers of this language (Mayers, 2015). Multiple reasons are associated in the ever increasing number of the speakers. Today, in order to fulfill an individual's cultural, economic and political needs, it has become necessary to learn English (Nawaz *et.al.*, 2015) and in the research field of L2 Motivation such needs were capsulated by Gardner & Lambert's (1972) and were presented in their concept of instrumental and integrative benefits for learning a Second language (Gardner, 1972).

In 1992, Kachru gave Three Circle Model of World English to recognize the status of English across the globe. He proposed Inner

Circle and categorized the Native speakers of English nations in it. Like the USA, UK, Canada, Australia etc. In such countries English is the Native Language (NL). The Outer Circle/Extended Circle: The nations which have been the British colonies in their past, like India, Pakistan, Srilanka etc. In these countries the status of English is that of Second Language (ESL) and the Expanding Circle: the nations which are now learning English: Countries like Iran, Russia, China etc. In such countries the status of English is that of Foreign Language (EFL) (Kachru, 1992). According to Crystal the rate of non-native English speakers is three times greater than the native speakers (Crystal, 2003).

In case of Pakistan Kachru believes that this country being an ex-colony of the British Empire, the status of English is that of a Second Language. It is also linked with prestige, honor and success among the learners (Rahman, 2003). This endorses the concept of integrative and instrumental benefits associated with the Second Language, as advocated by Gardner and Lambert (1985).

To define Second Language, one may refer to the operational definition: “A language used other than mother tongue and used in the locale” (Shirazi, 2016). Although in Pakistan, English is declared as an official and Second language, but it is limited to the elitist class of the country and due to nominal exposure to the language it is almost foreign to the public sector educational institutes (Rahman, n.d). While recognizing the reasons and importance of this language; teachers of ESL adopt several different strategies to teach effectively. Despite every possible effort that the teacher takes in teaching learning process, there are still certain factors that possibly affect the learner’s motivation. Such as: teachers’ competence, mother tongue influence and identity, cultural difference (Nawaz *et.al.*, 2015). In the L2 research current, the phenomenon of affecting the motivation is called Demotivation and the factors that affect motivation is called demotive (Dornyei & Ushioda, 2001). Despite the existing fact of demotives, researchers complain the dearth of research and theories in this particular domain (Dornyei, 2005).

As a teacher researcher a similar situation was being observed the research site that the learners of ESL often did not meet the expectations of the teacher and showed no or slow progress in learning English. Therefore, it was decided to look into the problem and conduct research to bring out possible factors that affected the motivation of the ESL learners at a public sector college.

RATIONALE AND SIGNIFICANCE OF THIS STUDY

In the field of Applied Linguistics, there is a plethora of research on L2 motivation, with the purpose of advancing and appreciating the motivational strategies in teaching L2 (Dornyei, 2001). However, there are certain factors that affect the motivation, ultimately learners either suspend or cancel out their goal of learning ESL. This area has been less discussed in the research. Research may help to control or curb such pitfalls and improve the teaching-learning process. The twofold rationale for selection of this study was to highlight the similar situation at a public sector college, that was situated in a rural area and to raise awareness among the ESL teachers about the existing factors which impede in the way of achievement of the target.

In addition to this, as mentioned in the introduction of the article, in the research current of L2 Motivation, there is a dearth of studies and theories regarding the concept of demotivation. Therefore, this study was intended to contribute to research in the field of demotivation.

Broadly speaking, this work can prove significant to the curriculum designers, teachers, students and researchers equally. The result of the research suggested that the Course Contents affected more than the Teachers' Competence, the curriculum designers can take this study into account to review and improve the syllabus in order to meet the learners' demands, particularly the learners with rural background and nominal exposure to native English.

Since, the influence of Second language has always been beneficial and inevitable on the learner, the influence can be seen upon learners' thoughts and behaviour, and they try to integrate various features like speech sounds, behavioral patterns, grammatical structure, and cultural specification of the Second Language (Zarein & Jodaei, 2015). Therefore, this study can be helpful to the teachers as they can modify their teaching strategies in pursuit of effective teaching and better learning, they can incorporate different activities and practices to increase the motivation for L2 learning. Similarly, the students can seek benefit from the study knowing the importance of the Course Contents in learning progress and can express their grievances and demands to their teachers to put before the Curriculum designing experts. In addition to this, researchers of the same field can refer to this work and use it according to their needs in their research in diverse contexts of ESL and EFL.

LITERATURE REVIEW

The chronological history of L2 Motivation has been shifting into different developmental stages (Pathan, 2012). The research journey begins with Socio-Psychological period (1959-1990) to Cognitive Situated Period (1990's) and from Cognitive Situated Period to New Approach (After 1990's). However, the theoretical framework for this research article has been adapted from the Cognitive Situated Period. The focus of Socio-Psychological Phase revolved around the role of social and psychological aspects involved in ESL learning in various contexts. Gardner's Attitude, Motivation, Test Battery and the instrumental and integrative types of motivation were introduced in this phase (Shirazi, 2016). The roots of Second Phase i.e. Cognitive-Situated Phase emerged from the educational Psychology (Dornyei, 2009). Researchers developed considerable number of theories of L2 motivation, in this phase. Unlike Socio-Psychological Phase, the perspective of theories was individualized motivation, rather than intercultural communities. The focus was on the process of learning rather than product.

The major theories propounded in educational psychology were Self-determination theory, Attribution theory, Goal theory, Classroom Friendly models, and the Neurobiology of L2 Motivation. The third phase of L2 Motivation is known as New Approach. This approach was also credited for introducing process orientation for motivation or it is titled as Process Oriented Period (Takac & Berka, 2014). This is to say that motivation requires not only arousal of interest but also sustenance and constant effort in achieving the target. Ema Ushioda introduced "Temporal Dimension" that introduced the involvement of time in the fluctuation of motivation. William & Burden's Focus on Time, Dornyei & Otto's Process Model of L2 Motivation, Dornyei's extended Model of L2 Motivation and Ushioda's focus on Time are the theories and frameworks emerged in the New Approach.

Since, this study revolved around Self-Determination Theory, it is important to discuss in detail. This Theory was proposed by Deci and Ryan (1985). They differentiate two types of motivation: *intrinsic*: performing a task for inner joy and pleasure, and *extrinsic*, as performing a task to avoid any punishment or to gain any reward for the task, unlike intrinsic whose reward is in performing the task.

Noels *et.al.*, (2001) believe that Intrinsic motivation as a sub-scale of the self-determination theory has three kinds in it intrinsic motivation knowledge (i.e. the pleasure of knowing new things),

intrinsic motivation accomplishment (the pleasure of accomplishing goals), and intrinsic motivation stimulation. In short intrinsically motivated learners are internally motivated.

Similarly, extrinsic motivation comes from the reward or an intimation of punishment from the external world. The three phases of the continuum of the extrinsic motivation are: (1) The External regulation: a behavior or action for the satisfaction for attainment of external benefits. (2) Introjected regulation: When the external regulations may not necessarily be accepted as personal but are followed and (3) internalized and identified regulation which is a personal realization that a particular goal is important and valuable. For example: Learning an L2 has a value and is important for educational betterment and future career. Keeping in view the extrinsic factors, Dornyei's propounded his Extended Framework on L2 Motivation (1994). This frame work rightly suggests the three levels of learning provides with a list of external factors that contribute to motivation.

However, for this study an adaptation has been taken from Sakai and Kikichu studies (2009). This model explores demotivating factors in the EFL context of Japan. In the research current, these factors have been explored under the concept of "Demotivation", which has been proposed under the theory of Self-Determination, and explained by Dornyei (2000) as "various negative influences that cancel out existing motivation" (Dornyei, 2000:196). He further elaborates in the definition "Specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Dornyei, 2000:90). To elaborate this concept, he believes that in the process of learning L2, it is observed that there are certain external motives that either impede the progress or sometimes even terminate the aim of achieving the target, though it was in slow action. In other words, there are negative influences that come from the extrinsic world and affect the learning process of L2 to such an extent that either the students find it futile effort to carry on or simply quit the target of learning L2.

Studies to investigate the demotivating factors or factors that affect motivation have been carried out in different contexts from time to time, where either English is ESL or EFL. The Christophel and Gorham (1992) research in instructional communication studies classes are considered to be major research conducted in this area. The aim was to examine teacher's immediacy behaviour. This

research was conducted to find out the factors that affected motivation through both qualitative as well as quantitative data collection instruments. The major factors were related to teachers' behaviour towards their students. If they did not adhere to immediacy behaviour, the learners were likely to be motivated. Other factors that affected motivation were: Unprepared, authoritative, partial, unorganized teacher, course design, assessment scores etc.

Similar research in this area is traditionally called as "Investigations". Chambers's Investigations in context of England (Chambers, 1993), Oxford's Investigation in context of America (Oxford & Shearin, 1994), Ushioda's Investigation in context of Dublin (Dornyei & Ushioda, 2001b), Dornyei's Investigations in context of Germany (2000), Muhonen's Investigations in context of Finland (Muhonen, 2004), Sakai & Kikuchi Investigations in context of Japan (Kikuchi & Sakai, 2009), Ghaderzadeh's Investigation in context of Iran (Ghaderzadeh, *et.al.*, 2011), Bekeleyan's Investigations (2011) in context of Turkey (Bekleyen, 2011). Although the context of research was diverse, but overall the results were found similar. Some of the factors were teachers' competence and teaching methods', their attitude, personality and commitment, course contents, interference of foreign language, attitude of group members towards peers, compulsory nature of L2.

Therefore, keeping in view these prior studies and similar status of English as ESL, the framework was taken from the Self-Determination Theory. Among all the studies mentioned above Course Contents and Teachers' Competence were two commonly found as factors that affected the motivation for learning L2. Therefore, this study also takes these two variables to investigate and compare which among the two affect the most.

OBJECTIVE & RESEARCH QUESTION

To compare the two extrinsic factors that affects the motivation of the ESL students.

RESEARCH QUESTION

Q: To compare which extrinsic factor affect the motivation of the learners for learning English as a Second Language at Tertiary level at a Public Sector College?

RESEARCH METHODOLOGY

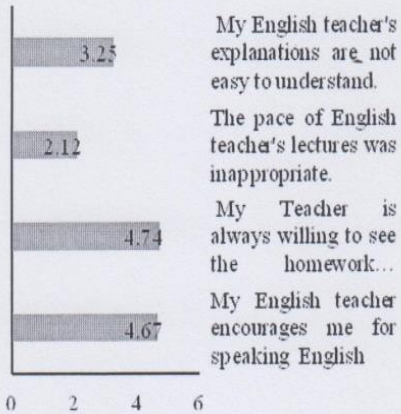
The quantitative methodology was adopted for this study and the research instrument was a Self-administered questionnaire which was adapted from the Sakai and Kikuchi Model (2009). This model was chosen as it explores eight extrinsic factors, among which Course Contents and Teacher Competence were the two factors adapted for this study. Each factor was taken as variable containing 4 statements and a Six Point Likert Scale was designed ranging from Strongly Disagree to Strongly Agree. The number of the participants was $n=147$, who belonged to Tertiary Level of Science Group. Their class, domicile and age were also noted in the questionnaire form.

DATA PRESENTATION & FINDINGS

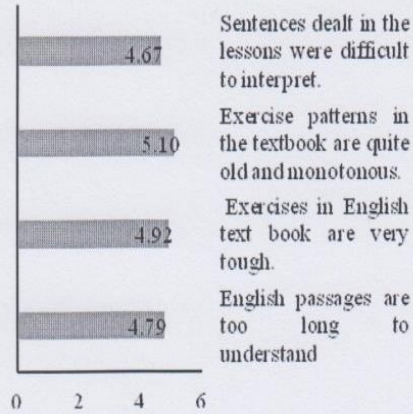
Class=No. Student	Domicile=No. Student	Age (yrs.)=No. Student
BSC 1=70	Urban=47	18=62
BSC 2=77	Rural=100	19=50
		20=24
		21=6
		22=4
		23=1

S #	Extrinsic Factors	Mean	St.Dv	Agree %	Disagree %
	Teacher's competence				
1.	My English teacher encourages me for speaking English	4.67	1.35	88.4	11.6
3.	My Teacher is always willing to see the homework assignments.	4.74	1.63	85.7	14.3
5.	The pace of English teacher's lectures was inappropriate.	2.12	1.90	39.5	60.5
7.	My English teacher's explanations are not easy to understand.	3.25	1.72	82.3	17.7
T.M	14.78				
	Course Contents				
2.	English passages are too long to understand	4.79	1.54	81.6	18.4
4.	Exercises in English text book are very tough.	4.92	1.30	89.1	10.9
6.	Exercise patterns in the textbook are quite old and monotonous.	5.1	1.30	87.8	12.2
8.	Sentences dealt in the lessons were difficult to interpret.	4.67	1.48	87.1	12.9
T.M	19.48				

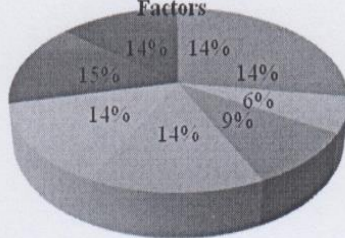
**Mean for extrinsic factor:
Teachers' Competence**



**Mean for Extrinsic Factor:
Course Contents**



Comparison of Mean of Extrinsic Factors



- My English teacher encourages me for speaking English
- My Teacher is always willing to see the homework assignments.
- The pace of English teacher's lectures was inappropriate.
- My English teacher's explanations are not easy to understand.
- English passages are too long to understand
- Exercises in English text book are very tough.
- Exercise patterns in the textbook are quite old and monotonous.
- Sentences dealt in the lessons were difficult to interpret.

DATA ANALYSIS AND DISCUSSION

The data was analyzed through SPSS Version 20 software and basic descriptive statistics which included: Mean, standard deviation and Percentage was used to compare the two factors. The Teacher Competence statements were: The four statements were: “My English teacher encourages me for speaking English”, its Mean value stood at $M=4.67$, its Standard Deviation stood at $St.Dv=1.35$. 88.4 % agreed to this statement, while only 11.6% disagreed. The Second statement was “My teacher is always willing to see homework assignments”, its Mean value $M= 4.74$, its standard deviation stood at $St.Dv=1.63$, with 85.7% agreed percentage and 14.3% disagreed with this statement. The third statement was, “The pace of English teacher's lectures was inappropriate”, its Mean value was $M=2.12$, its standard deviation was $St.Dv=1.90$, with 39.5% learners agreed , while 60.1 % disagreed to the statement , Finally the fourth statement was , “My English teacher's explanations are not easy to understand”, its Mean Value stood at $M=3.25$, its standard deviation was 1.72. 82.3% agreed, while 17.7 % percent disagreed to the statement. Over all mean stood at 14.78.

The statistics suggest that overall response for the variable Teachers' Competence went in the favor of the ESL teachers. Overall, percentage remained between 80s excepting third statement, whose percentage was 39.5. However, inwardly that statement also complied with other results because it was only 39.5 percent who agreed that the teacher paid lesser attention to homework assignment. 60.1 percent disagreed with this statement. The overall results demonstrated that this factor did not affect the motivation of the ESL learners.

While the second variable was course contents. The first statement for this variable was, “English passages are too long to understand” the Mean Value recorded for this statement was $M= 4.79$, the standard deviation was $St.Dv=1.54$. 81.6% agreed, while 18.4% disagreed with the statement. The Second Statement was, “Exercises in English text book are very tough”, the Mean Value was $M=4.92$, $St.Dv=1.30$, 89.1% agreed and 10.9% disagreed. The third statement was, “Exercise patterns in the textbook are quite old and monotonous”. The observed Mean Value was $M=5.1$, the standard deviation $St.Dv=1.30$, 87.8% agreed and 12.2% disagreed with the statement. The forth statement was, “Sentences dealt in the lessons were difficult to interpret”. The Mean Value was $M=4.67$, the

standard deviation $St.Dv=1.48$, 87.1% agreed, while 12.9% disagreed to the statement. The total mean for this factor was 19.48.

The statistics for this factor reveal a marked difference with the first factor. The overall percentage remained in 80's and above. Even the Mean for the Third statement reached 5.1 with its percentage reaching 87.1%, which was recorded the highest not only among the four statements of the Course Contents factor, but also between the two factors.

When comparing the Mean for two factors: Teachers' Competence Mean was $M=14.78$, while Mean for Course Contents was $M=19.48$. The results showed that the later factor affected the motivation more than the earlier factor in this context.

Studies conducted prior this research suggest that the Course Contents have a marked influence on the motivation for the L2 learners. This factor goes in the current with the previous ones. However, results for Teachers' Competence were quite different and unexpected because the preceding studies count this as a factor affecting motivation.

CONCLUSION AND RECOMMENDATIONS

To conclude this research, one may draw attention towards Course Contents, which is a factor of keen importance. The questionnaire statements were based on some very important areas in the ELT course book taught at the research site. The focus of the questionnaire was on long passages, tough exercises, monotonous exercise patterns and difficult sentences. A major cohort of students reaching approximately 90% agreed that their course contents were difficult and did not match their level of understanding of L2, because of which, the motivation for learning L2 was badly affected. From the results obtained from this research, it can be suggested that the course contents or the suggested book for syllabus may be revised time to time and may be designed according to the needs analysis of the learners.

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