EFFECTS OF SOCIOECONOMIC AND CULTURAL FACTORS ON ENGLISH LANGUAGE LEARNING MOTIVATION OF THE UNIVERSITY STUDENTS OF ISLAMABAD

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Effects of Socioeconomic and Cultural Factors on English Language Learning Motivation of the University Students of Islamabad

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ABSTRACT

Title : Effects of Socioeconomic and Cultural Factors on English Language Learning Motivation of the University Students of Islamabad

This study was conducted to gauge the impact and relationship of socio-economic and cultural factors on English language learning motivation among Pakistani students. Carried out among students of Islamabad universities, the data for this M.Phil. dissertation was provided by 130 participants who were studying English in various universities of Islamabad and belonged to a multi-layered socio-economic and cultural background. A questionnaire, based on a study conducted for second language motivation (L2 Motivation) in Chile, gathered extensive information about the demographic profile and marks in latest educational exams along with a plethora of socio-economic and cultural factors. SPSS analysis was conducted to establish statistical associations between and among variables of the study. It was evident that socio-economic and cultural factors do affect English language learning among students in Pakistan, however, their level of impact and relationship with each other yielded stimulating results. For example, as was expected, parents' education, income and profession does have association with the motivation to learn English. However, against our normal perception, it was observed that parents' help and mothers' profession did not impact the students' motivation. In the same way, cultural factors also had an impact on L2 motivation, but their degree of impact is not as much as it was in the case of socio-economic factors. The students perceiving English as a threat to their culture, religious beliefs and to Urdu were less motivated to learn English. Again, against the customary perception, people's responses to speaking English and to making mistakes in public did not impact students' motivations.

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Last but not the least, this study was not possible without the support and help of my husband and family. I am gratified for their appreciation, patience and compromises they had to make while I was committed to my course and research work.

DEDICATION

This study is dedicated to,

My parents, who enabled me to be confident in taking the pledge and completing it.
My mother in law (Late), who throughout supported me emotionally and practically.
My husband, without his patronage this task was impossible.
My supervisor, for being tolerant and always reachable for guidance.

CHAPTER 1

INTRODUCTION

Second Language Acquisition (SLA) or L2 is the process which involves the interplay of many factors and one of them is motivation. Derived from the Latin word 'movere', motivation is the process which stimulates a person to accomplish something. Motivation adjusts the goals, frames the attitudes and shapes the perceptions of a L2 learner towards the learning process. It, then, sets the tone of the learning process and facilitates the predicting of the outcomes. Motivation is defined as the process which begins with a need and stirs a person to achieve something in his life (Melendy, 2008). It alludes to the efforts and aspirations to the L2 learning with a positive attitude (Dornyei, 1994.) For a researcher, studying motivation is utmost important because it is observed that, sans motivation, a person cannot learn a second language. Even the most promising learners fail to accomplish this daunting task effectively without substantial motivation. L2 learners need to have ample motivation, otherwise, even the best curricula, teaching environment and student's best cognitive capabilities cannot lead to productive outcomes (Guilleoteaux and Dornyei, 2008).

In the globalized world of 21st century, English has become a *lingua franca*. Due to the hyper-connected linkages among the societies of the world, English language does not belong only to its native speakers. All over the world, the people are motivated to learn English and there are many factors behind it. There is always some form of integrative or instrumental motivation at play, evident by the goals that a learner sets by himself. Indeed, motivation is an apt explanation for why people peruse a certain activity, carry it forward or abandon it (Dörnyei, 2001). It has many components but, according to Dornyei, three components are more related to stimulation and continuation of language

learning process, also termed as Second Language Learning Acquisition (SLA). One of the motivational theorists, Gardner worked on differentiating between instrumental and integrative goals. For him, instrumental motivation is mostly ascribed by utility of a foreign language whereas integrative goals account for students' aspiration to become better integrated in a society (Gardner,1985; Gardner, 2006; Gardner and Lambert, 1959; Gardner and Masgoret, 2003).

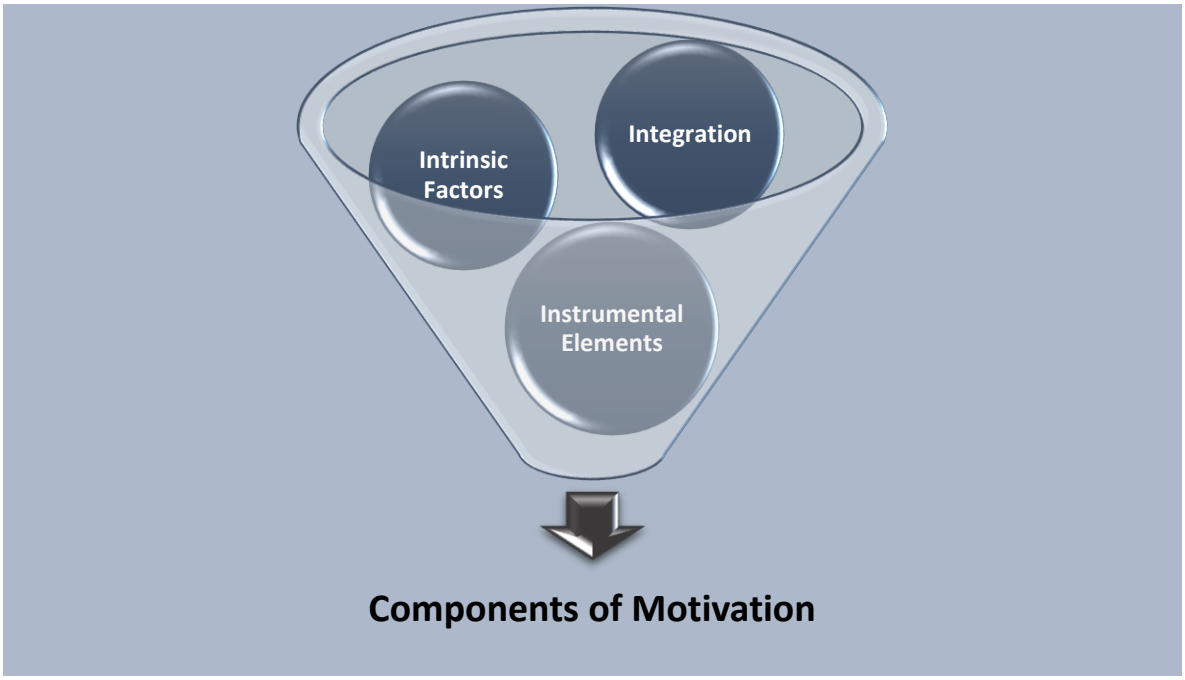

Figure 1.1: Components of Motivation for learning L2(Gardner, 1985)

Motivation and its different components vary according to socio-cultural setup, socio-economic and other factors. As it is evident, there are certain motivational dimensions which produces different effect when compared with other motivational factors. For instance, those people who are well-acquainted with modern technology get more chances to make friends in international community, therefore, their English is better than those who do not have this opportunity. Other people who are only motivated by their academic compulsions remain highly vulnerable to socio-economic process, so does their

language learning process. (Bandura et al., 1996). If learners are provided with more avenues to speak English frequently, this will result into better results in terms of SLA, also there are more chances that this form of motivation is impeded by socio-economic factors. According to the research conducted by Dörnyei, Csizér and Németh's (2006) localities and areas that are reflective of a person's socio-economic status leave an indelible effect throughout English language learning process. It has been found out, through many studies, that those students who belong to lower and middle classes are often confronted with the issues of not getting in touch with foreign cultures and settings, resultantly, their learning process is affected.

Moreover, personal beliefs and perceptions play an essential role in motivating a person to learn a second language. According to Bandura's social cognitive theory (1986, 1997), people's belief in their capabilities and capacities, termed as self-efficacy, exerts a strong influence on language skills, achievements and accomplishments in this process and the related knowledge experiences. Bandura et al. (1996) discovered that self-efficacy of parents and their expectations towards their children's academic performance results in a profound effect on language learning process They believe that self-motivation and discipline play an important role in this process as it helps students organize and manage their tasks during learning English language, most importantly their self-competency perceptions, emotional issues such as anxiety and depression, and other related behaviors that might arise in the related environment (Pintrich & De Groot, 1990).

1.1. Statement of the Problem

In a socially, culturally and economically discriminated society, motivation towards language learning can be hindered by the inequalities based upon caste, gender, kinship, religion and ethnicity (Motron& Toohey, 2011). In Pakistan too, these factors play a vital role in encouraging and discouraging a person towards learning English language.

Moreover, in the context of Pakistani society, perceptions, attitudes and beliefs about learning English language have become equally important to study English because it has become a significant instrument to excel in the professional fields: scientific communications, business world, cultural interchanges, political issues, etc. Set in this context, it is only natural to explore how socio-economic and cultural factors are shaping English language learning behaviors in the local context. To serve this purpose, this study is aimed at analyzing, discussing and assessing English language learning motivation of university students in Islamabad by factoring in the role of cultural and socio-economic factors. Therefore, this research tends to investigate the effects of socio-economic (parental income, occupation and level of education) and cultural factors (religion, social norms/beliefs and social background) upon language learning motivation of learners, in Pakistani context.

1.2. Objectives of the Study

With the overwhelming importance of English language in the Pakistani context, this research is an effort to meet three major objectives:

i. To determine the strength or weakness of association between English language learning motivation of BS students in Islamabad universities and socio-economic factors;
ii. To understand the nature of association between English language learning motivation of BS students in Islamabad universities and cultural factors;
iii. To analyze the impact of these factors on English language learning motivation of BS students in Islamabad universities.

1.3. Research Questions

To achieve the above mentioned objectives, this study explores one primary research question:

Q1. How socio-economic and cultural factors are affecting English language learning motivation of the university students in Islamabad?

This question is answered with the help of two sub-questions:

Q1 (a). What is the relationship between socio-economic factors and English language learning motivation of the students in Islamabad universities?

Q1 (b). What is the relationship between cultural factors and English language learning motivation of the students in Islamabad universities?

1.4. Significance of the Study

The process of English language learning is intertwined with the history of South Asia, hence, it bears a direct relevance towards socio-economic and cultural settings of the South Asian countries. It is true in the Pakistani context, where English is an official language and has become a national and international asset for its citizens, the process of learning English language has always been problematic because most of its population is residing in the rural areas where socioeconomic and cultural factors seldom provide any motivation to the language learner. The study will be a source of awareness among language learners to identify the problem areas all along their academic journey and map their motivational level and the factors that affect their motivation.

This study will contribute a great deal to academic performance of the educational institutions and can help them to plan an effective syllabus and lessons that can cater to the motivational needs of their students. It is also important, as it might prove helpful for the policy-making elite in the education sector, for gaining insight into the motivational rubric of the learners of the country. Moreover, it will facilitate the teachers in guiding and directing their students to better resolve their issues with regards to motivational drivers of the English language.

By exploring the effects of socioeconomic and cultural factors on English language learning of different districts, a trend of change in these factors and their effects can be observed which will indicate the overall social behavior of students, from different backgrounds, towards English language learning. In this way, this study can help evolve the previous understanding of the concerned sections of the society about the inefficient learning of the students.

1.5. Delimitations of the Study

Impact of socioeconomic and cultural factors on language learning motivation is a vast subject for research. However, firstly, I delimit my research to the following socioeconomic and cultural factors:

- family's educational level
- parental occupation
- family's income
- religious and social beliefs
- social background
- language used for communication

Secondly, only 10 universities of Islamabad are selected due to time-space constraints.

Thirdly, only BS students were involved in the study.

1.6. Chapter Breakdown

To engage in a scholarly discussion on the topic under consideration, the present study comprises of five chapters. The first chapter introduces the research and depicts a sketchy framework of the roadmap of the study. The second chapter divulges into an in-depth study of the existing literature on the subject under discussion. It divides the existing literature into different categories and then thoroughly presents the picture of the available literature on the motivational factors of English learning in Pakistan. It encompasses the literary works which has been done previously on the related issue. The third chapter describes the methodology used for conducting research at length. It explains the research design, population, sample, tools, and other relevant details. The fourth chapter presents data and its analysis. The final chapter have detailed discussions on the results and researcher's interpretation. This chapter will have conclusion and suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

This chapter includes the introduction of basic relevant concepts and different theories of all the significant terms and references used in the study. This section explores different dimensions of socioeconomic and cultural factors and their impact on motivation towards language learning and highlights the importance of the topic selected for this research.

Literature review, in this chapter, is organized in the following mentioned sections:

i. L2 Motivation: A Historical Perspective
ii. Theories on L2 Motivation
iii. Role of Socio-Economic Factors
iv. Role of Cultural Factors
v. Summary
vi. Effects of Socio-economic and Cultural Factors on English Language Learning: A Pakistani Context

2.1. Motivation: A Historical Perspective

Motivation is a complex and relative phenomenon. It accounts for one of the reasons why different researchers defined, conceptualized, and categorized it differently. Cognitive perspectives generally categorize motivation into two forms: intrinsic and extrinsic (Deci and Ryan, 1985). Intrinsic motivation involves the feelings, desires, aspirations and

wishes of the learner while extrinsic motivation lies in the social domain and largely includes gaining rewards and avoiding punishments (Slavin, 2003). In other words, intrinsic motivation refers to personal satisfaction and extrinsic motivation is the urge to perform an action to gain incentives and avoid negative outcomes (Dornyei, 2001). One example of intrinsic motivation is the case of a person who is self-driven to learn English language and if a person is willing to do the same because he is directed to improve on his capacity building, his actions will be driven by extrinsic motivation.

Extrinsic and intrinsic are the two forms of motivation which have been extensively used in L2 motivation literature (Chen et al, 2005; Wu Man-Fat, 20017; Lamb, 20017). Many researchers discovered the patterns of motivation according to the nature of motivation, specifics of a situation, the contextual features and specific participants. Warden and Lin (2000) used the term Required Motivation and Julkunen (2001) coined the terms of situation-specific and task-specific motivation. According to Wlodkowski (1984), described three major patrons: Needs and attitudes; affects and simulation; and competence and reinforcement. Although the research on L2 motivation began with the influential work of Lambert and Gardner's socio-educational model and attitudes and motivations theory, there have emerged many constructs, theories and models to understand the relationship between motivational factors and L2 learning.

There are many types of difficulties an individual face while going through the process of learning a second language. A common observation is that the children learn or acquire a second language in a quicker manner than that of adults. Adults face a lot of difficulties in learning a second language. One of the difficulties is that in the process of learning the second language, adults do not grow in the surroundings which us that language all the time. They do not find enough exposure to the target language in spoken or written form. They can only have such surrounding when they are in the country where target second language is spoken. Another difficulty is that the use of terminologies is different from children to adults. Children may use very basic and simple language terms but on the other hand, adults have to learn and come up with more serious and mature terminologies while using their second language. Hence, they have to learn a different set

of vocabulary than that of children. Such issues need to be addressed properly in order to learn a second language and be fluent in it (McLaughlin and Rossman,1983).

In Pakistan, English language has far many connotations that one can generally attribute to. Honor, power and success are the names to few (Rehman, 2003). Students are taught as a compulsory subject from their primary education to university degrees. The most important factor is instrumental and personal motivations. Indeed, English is the epitome of success in one's career and profession as it is the official language in Pakistan (Warsi, 2004). English dominates the power corridors, businesses tiers, the court rooms, the barracks, media and even streets and cafes (Shamim, 2008). Therefore, English is the earmark of success and the power handle in social and official circles (Mansoor, 1993).

However, despite these all outstanding factors, the Pakistani students fail to gain the fluency and proficiency in English language. It is somewhat confounding for a researcher that why the students who dedicate their 14 to 16 years of studies to English, find it too difficult to communicate adequately in English, be it oral or written (Hashmi, Ahmed and Zafar, 2004).

It becomes utmost important to study whether socio-economic and cultural factors affect the motivation of the L2 learner and, if these factors do affect his motivation then, to what extent. There are many loopholes in the English learning process. This study aims at filling the loopholes at the end of the learner, with a special reference to socio-economic and cultural drivers of a learner. The present study aims at investigating how these motivational factors affect learning the English language. The researcher decided to focus on the relationship between socio-economic and cultural elements and link them with his motivational outlook.

According to Gardner, motivation is the extent to which a learner puts in his efforts for he is desirous of doing so or the fulfillment he experiences in the L2 learning process. Crookes and Schmidt (1991) termed motivation as the L2 learner's orientation towards the goals of L2 learning. Oxford Dictionary defines it as:

a) Reason/s behind one's actions and behaviors
b) Enthusiasm

It is somewhat simplistic to perceive a 'motivated' learner, but it is hard to understand the exact process of motivation. Therefore, the categorization of motivation facilitates the researchers to comprehend motivation in a better way.

It has been studied that those learners who admire the L2 cultural community are likely to be more successful as compared to those who develop a negative disposition towards the L2 community (Falk, 1978). As this form of motivation reflects the learner's desire to integrate in the L2 community, it is called integrative motivation. It is most applicable to those are either in the L2 community or aspiring to live there. In this case, integrative motivation becomes the most influential drivers for an L2 learner. With this background, there emerges two conditions for an L2 learner: either he is the resident of the L2 community or aspires to become one. Therefore, it becomes vital for him to learn the L2 in order to integrate in the society. As explained by Benson (1991), an additional suitable approach to measure the integrative motivation towards learning a language in the context of EFL can be the knowledge of the yearning of an individual to develop into a bilingual, while it bears the sense of becoming bicultural as well. This transpires through the accumulation of another language along with the culture to the learner's own specific cultural identity.

Hudson (2000) categorized instrumental motivation as the desire to getting something concrete out of the L2 learning process. This form of motivation is more of a feedback of the utilitarian values which are generally come in the form of grade assessment in the school, college or university, job application, promotion in one's career, and upgrading social status. Instrumental motivation is factored in the situations where the issue of integration does not apply.

2.2. Theories and Models of L2 Motivation

There is a great deal of literature available on SLA/L2 motivation but the pioneering work on L2 motivation is Lambert's and Gardner's theory and socio-educational model. They formulated a theory on attitudes and motivations towards L2 learning (Samaei et al, 2006). They differentiated between integrative and instrumental motivation. Integrative motivation refers to the drivers which revolve around identification with the L2 cultural community whereas instrumental motivation refers to the utilitarian values of L2 learning, professional obligations are the few to name. Many researchers conducted on the basis of this theory to define motivation, to find out the differences between orientation and motivation, and compared their own research findings with their model and theories (Wei, 2007; Liu, 2007; Wu and Wu, 2008; Feng and Chen, 2009; Balkir and Topkaya, 2009).

The subject of motivational research has been explored at length in motivational psychology, but it is a new phenomenon in education particularly in the field of L2 learning. Gardner was the first person who began to research on this very subject (Dornyei, 2001). He proposed a framework to understand the motivation of the L2 learners based on their attitude towards the learning and cultural factors. His work was very influential and still persists today.

L2 Motivation is quite complicated, hence, it resulted in contradicting conceptualization and findings over the years. The research on L2 learning motivation began with Gardner's and Lambert's (1972) seminal work in which culture and the attitude towards learning was emphasized. In fact, they presented the idea of integrativeness and instrumentality which reflects the learner's wish to integrate in the L2 cultural community and the utilitarian value of L2 learning. From Psychologists' point of view, motivation is a vital feature in learning a second or foreign language. It is believed to be a primary force in this process. Hence, they employed a psychological approach to understanding the process of learning a new language. In this regard, Wallace Lambert

and Robert Gardner's work on establishing a relationship between motivation and language learning is of great significance. They applied a Social Psychology approach towards this interesting phenomenon (Gardner, 1985).

According to Waller and Papi (2017), another key factor of L2 motivation for students is the feedback they receive for their written or spoken discourse. A constructive feedback visibly affects the motivation positively while an adverse feedback works the opposite. This study takes into account the language teachers and other elders who have some sort of impact over the learner's personality. They can be from family, friends or the social set up one belongs to.

From the study of Prinzi (2007) the importance of motivation in learning L2 is quite evident. He claims that second language learning and motivation are very closely related to each other. Students having low motivation towards second language learning would just sit and waste their time and due to this, will miss the experience of some very important part of learning process. This factor will lead to the lesser chances of success in the task and eventually they will become frustrated and the upshot will be further lowered level of their motivation. Krashen (1985, 2004) states that language acquisition is a continuous process of experimenting and making mistakes. Once a learner tries to convey some information using a language and does not succeed in doing so, he tries again and again building upon the lesson he perceives from his error. In this way, eventually, he succeeds in transmitting the correct and accurate piece of desired information. Learning a language through some conscious efforts will result in providing the rules of that language and its structure. This practice will result in building up the monitoring and editing consciousness of the learner.

2.2.1. Gardner's Socio-Educational Model

Gardner was of the view that motivation is rather complicated subject, having multi-faceted features: cognitive, effective and instrumental. He defined motivation as the compass to measure the actual desire which stirs a learner to acquire expertise in a

particular language and perform satisfactory in the personal as well as professional domain (Gardner, 1985).

He categorized motivation into three components:

a) Intensity of motivation
b) Inclination for learning the language
c) Attitudes towards language learning process (Dornyei, 1998, pp 122)

Dornyei explained that Gardner's theory is a two-pronged treatise which includes:

i. Socio-Educational Model
ii. Attitude/Motivation Test Battery

The main hypothesis of Gardner's Socio-Educational Model is that, in the learning process of a second/foreign language, two factors are involved: cognitive and emotional. The cognitive factors are attributed to the syntax, pronunciation, grammatical structure and words. From this aspect, learning a new language is more of learning a new skill and those who have developed a threshold of aptitude for a new language, they only need to have cognitive abilities to learn that language. The second aspect, emotional, is somewhat different. It deems the process of learning a new language a reflection of the social behavior which represent any ethno-linguistic community. This factor is contingent upon socio-economic and cultural underpinnings (Gardner and Lalonde, 1985) Gardner's socio-educational model and theory was so widely accepted that it became a paradigm in studying social and cultural dimension of L2 motivation (Dornyei, 2001).

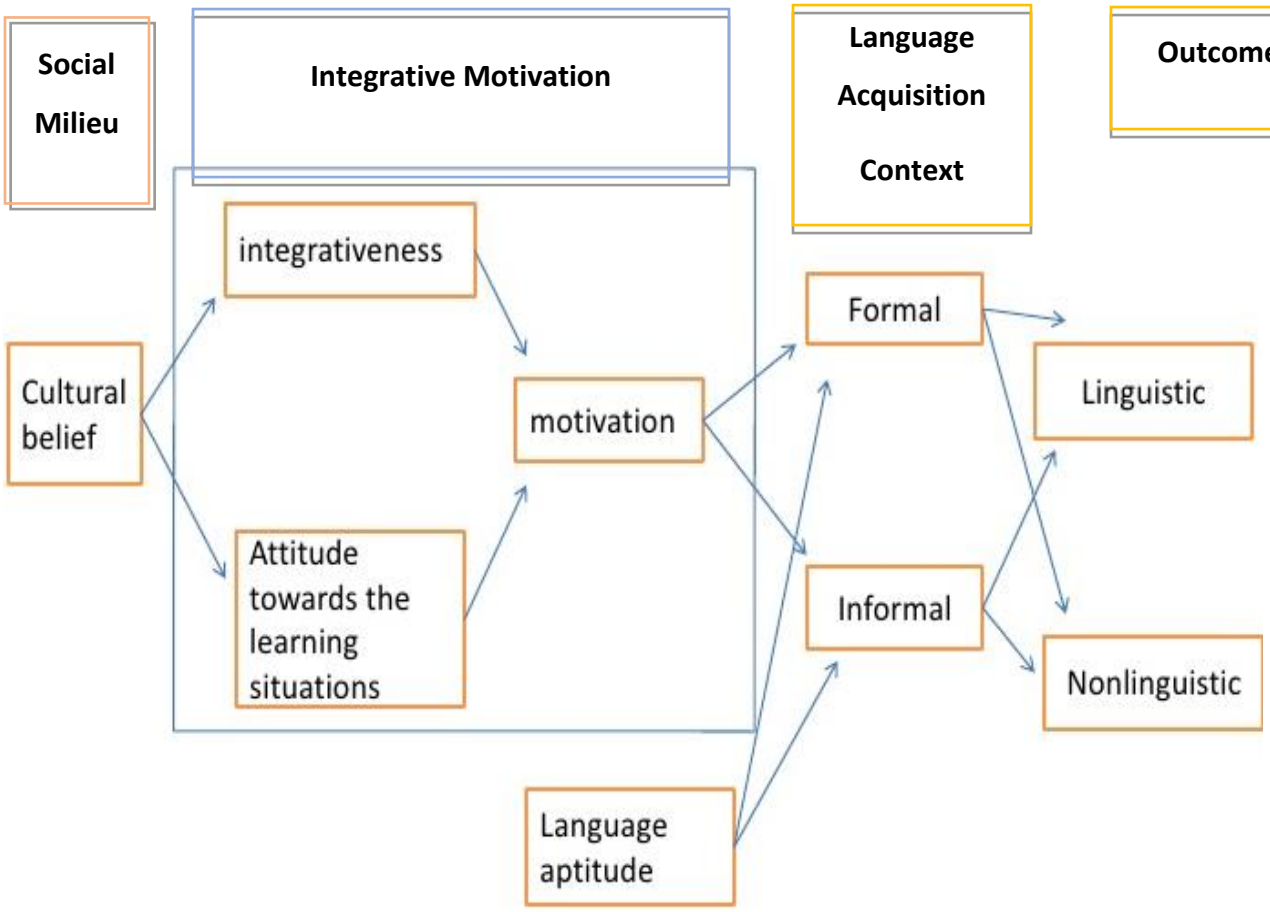

Figure 2.2.1: Gardner's Socio-Educational Model (Gardner and Lalonde, 1985)

2.2.2. Advanced Version of Gardner's Model

Gardner's model has been revised many a time over the due course of time. In 2000, he revised his model and presented a new version. He stated that integrativeness and attitude towards learning situation are highly interlinked. According to this model, if a person has a positive attitude towards L2 learning but not towards the learning situation, it is

unlikely that he ends up with achieving his goals. To him, integrativeness and the learning situation work in a tandem. One fails to be in synch with other results in not getting the expected results.

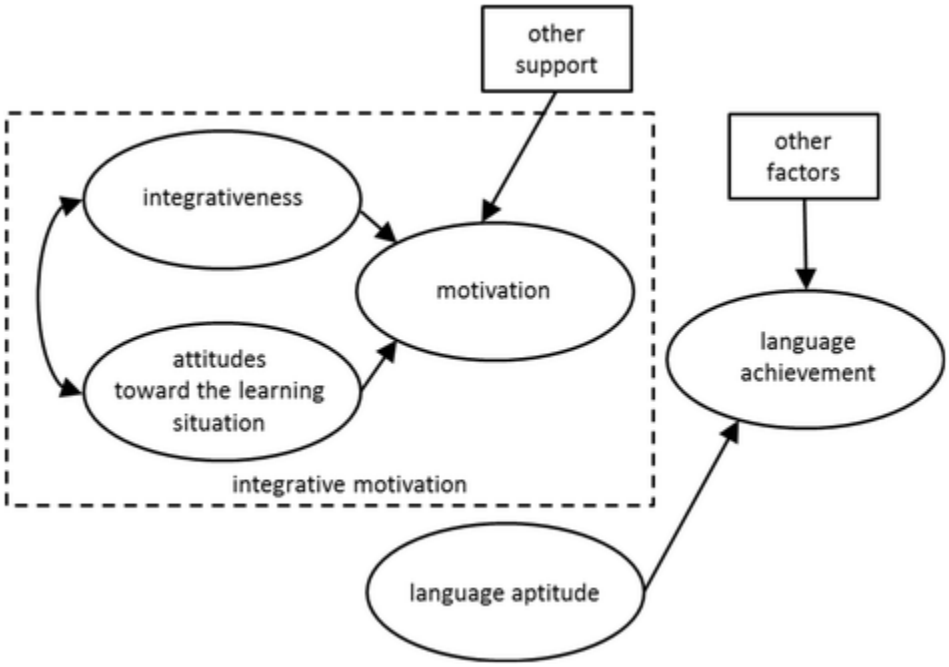

Figure 2.2.2: The Revised Version of Gardner's Socio-Educational Model (Gardner, 2001)

2.3. L2 Motivational Self System Theory

Gardner's model was considered to be ineffectual in understanding social identity in L2 learning, which paved way for the new motivational studies. In his theory, the missed-out factor was of cognitive constructs, so, in the new studies, this factor was explored at length. Self-determination and attribution theories were the outcomes of these extensive studies. These theories laid great stress on the role of intrinsic and extrinsic drivers

(Ghapanchi, et al, 2011). Intrinsic motivation accounts for the personal goals, desires, pleasures, satisfaction and fulfilment of the learner, whereas extrinsic motivation refers to the external incentives, rewards, impositions and behaviors (Dornyei,2001). At present, the learner's social context, his identity and the view of self are also considered to a great extent.

In the Cognitive Evaluation Theory (CET), Deci and Ryan (1985) thoroughly explained the elements of a society which tend to put some sort of effect on the intrinsic motivation. CET, is said to be a sub-theory of the self-determination theory, it states that factors like recognition, positive feedback, some sort of reward etc. play a positive role towards enhancement of intrinsic motivation. Such factors create the feelings of satisfaction which is required by our basic psychological needs. Feeling of achievement is the factor that drives a learner forward intrinsically to learn and compete the odds during the job.

In the same way, the constructive feedback from an average assignment can produce the intrinsic feeling of positivity towards the task and in the next assignment, the performance can be much better. Interestingly, CET also states that only providing this sense of accomplishment and satisfaction is not enough to augment the motivation of a learner, this feeling of accomplishment has to be together with the feeling of independency, that is, the learner should feel itself independent in performing the given task. Hence, it can be concluded that to boost a high level of intrinsic motivation, people must have the feeling of self-sufficiency in performing a related assignment and side by side they should have this confident that they performed it independently or at least contributed through their part effectively. Along with the feeling of competency and independency, support is the factor that will keep a learner going. Continuous support can help to maintain a high level of motivation throughout the learning process.

It had been long felt that such a theory is needed which can be applied to different situations but the earlier theories were mostly centered on integrativeness. They were concerned with those situations, particularly, in which a learner finds it difficult to integrate either with the L2 cultural community or its social identity (Dornyei et al,

20016). As English is a lingua franca now, it no longer can be treated as the language of its native speakers only. This very development has led to the dissatisfaction with the ambiguities in 'integrativeness (Islam et al, 2013).' With this fact in mind, many differences and patterns have emerged in L2 motivation. The most outstanding is, that the learners now aspire to connect not only to native English speakers but also to the international community. In the modern world, one cannot identify himself completely with a model community rather he sees himself enmeshed in the dynamic fabric of global community which speaks global languages, hence, there is a need to broadly classify the integrative motivation.

This need of reconceptualization of L2 motivation theories highlights the importance of factoring in the social context, learner's identity and self-image. Dornyei's theory of the L2 Motivational Self System is one of such theories. It takes into account the aforementioned factors and extends the previous works on this subject. His theory has its roots in the Markus and Nurius' theory of the Possible Selves and Huggins of theory of the Ought Selves (Markus and Nurius, 1986; Higgins, 1987). Markus' concept incorporated three themes: What a learner aspires to become; what he could become; and what he is afraid of becoming. The Possible Selves analyzes the ideas, thoughts and feeling of a learner during the course of L2 learning. On the contrary to it, Higgins identified and described the differences between the *ideal self* and *ought to self*. The ideal self is the symbol of the characteristics that one aspires to develop while the ought self represents the attributes that a person is expected and directed to have in order to fulfill his professional obligations and responsibilities. (Dornyei, 2009).

In 2009, Dornyei put forward the theory of L2 Motivation Self System and described three components of the motivation:

a. The Ideal L2 Self
b. The Ought-to L2 Self
c. The L2 Learning Experience

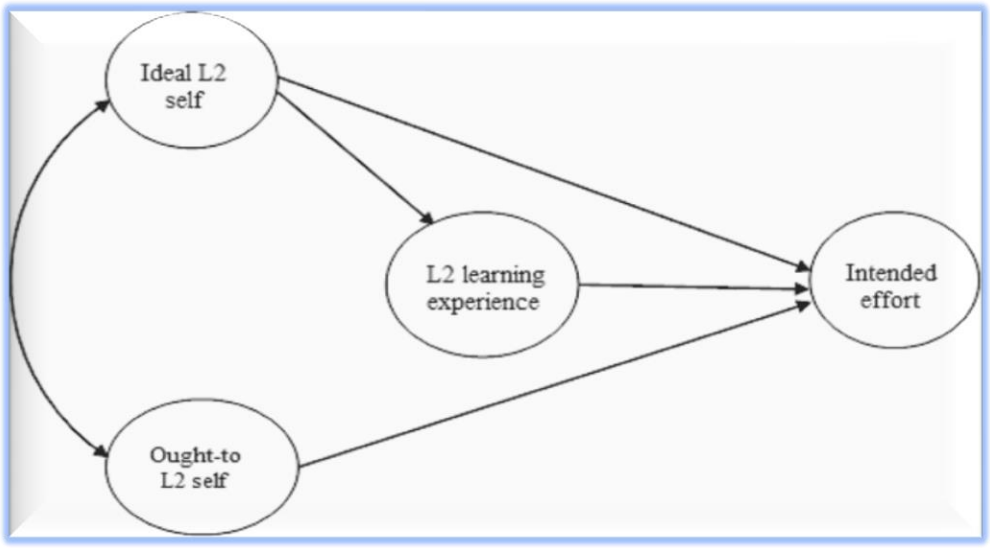

Figure 2.3. : Dornyei's Self-System Theory (Zhang Jianying, 2016)

2.3.1. The Ideal L2 Self

Dornyei called it one's ideal self (Dorneyi, 2009:29) as it mirrors the ideal image of the learner. If a person wishes to, he might envision himself fluently speaking with his international friends. It may serve as a powerful motivator and decrease the dissimilitude between the actual and ideal self. It is the ideal image that a learner can sense. It is referred to the conventional integrative and instrumental motives. This implies that the learner desires himself to interact just as an L2 native speaker. Eventually, if the L2 learner adopts a positive attitude towards the L2 community, it is probable that he is going to learn fast. On the other hand, if he develops a disliking disposition towards L2 community, it is unlikely that his learning process would not be smooth and easy. By imagining him/herself being a part of the L2 community, a learner adopts a positive attitude towards language learning. It enhances his ability to pay consideration and to

bring his mind more effectively towards the task. This phenomenon of Ideal Self is a clear example of intrinsic motivation.

2.3.2. The Ought-to L2 Self

This dimension of Ought-to Self correlates with the attributes that one develops for fulfilling the social and professional obligations in order to avoid negative outcomes. The delegated assignments, duties, responsibilities and obligations reflect this very aspect of L2 motivation. The person motivated by Ought-to L2 Self is generally tries to please his parents, office authorities, and teachers. It is directly related to the external motivation because the reward or acknowledgement is gained from external sources. A learner tends to adopt L2 to enhance his acceptability or sophistication in the society.

2.3.3. The L2 Learning Experience

The L2 Learning Experiences are concerned with the motives which are related to the learning environment and experiences of the learner with regards to L2. They might be situation-specific which includes classroom environment, role of the L2 teacher, study material, and curriculum. They exert a strong influence upon the motivation of the L2 learner (Papi, 2000). It is not related to the personal or one's self-image but to the pleasant or unpleasant experiences. For many learners, self-image or professional impositions are not as powerful motivators as the nature of experiences they are going to have while learning a new language. This implies that the environment which is pleasant and conducive for a new language learning is going to motivate the learner in an effective manner. An optimistic environment can impact the learner's motivation positively while

any undesirable experience in the environment will definitely bring down the level of motivation a learner will have.

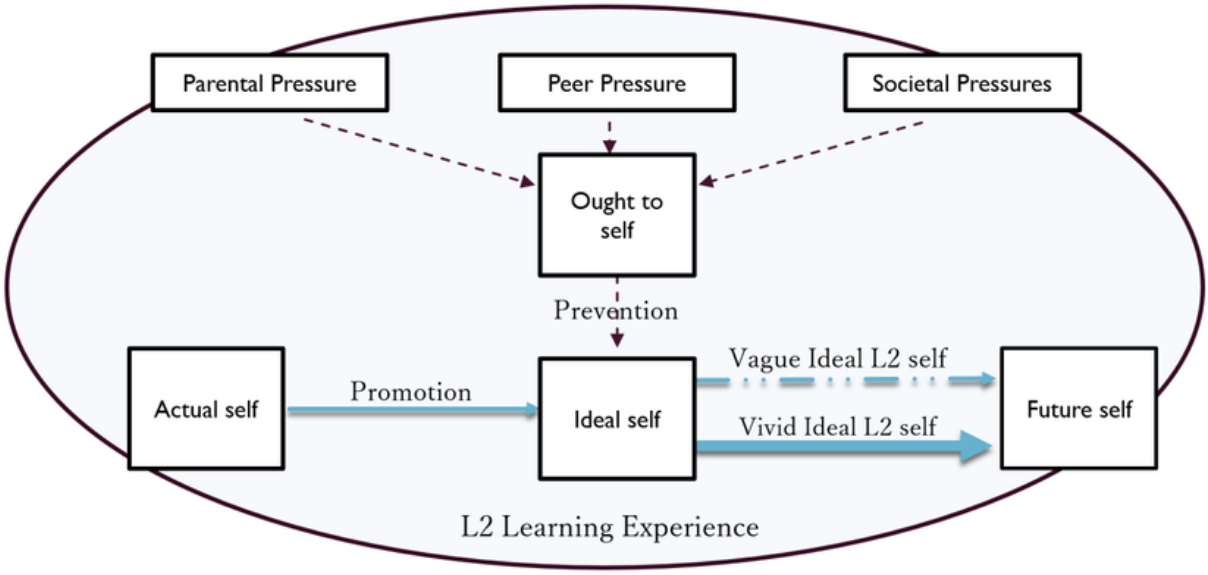

Figure 2.3.3 : Operationalization of Dorney's Self-System Theory (Amelia Yarwood, 2017)

The operationalization of Self-System Theory is very effective and self-explanatory. In the Ideal-Self, only the imagination of a learner ad his desire to see himself in some imagined position of the society plays key role to motivate him/her towards L2 learning. While in the Ought-to Self, the external factors like parental pressure, institutional or official requirements or the social set up one lives in play main role to enhance the motivation of second language learning.

2.4. Role of Socio-Economic Factors on L2 Motivation

The existing literature on the impact of socio-economic factors have highlighted the importance and impact of socio-economic factors in L2 learning. According to the Program for International Student Assessment Report (PISA, 2003), the parent encouragement had a highly positive impact on the English language learning and generally resulted in the language proficiency . In another research (Nikolov, 2009), a strong link has been observed between the parent's level of education and the learners' level of achievement in terms of language learning. It has also been established that socio-economic backgrounds and statuses cast a different impression on different students (Munoz, 2008). He argued that students graduate from different schools such as private, government and semi-government along with getting extra-curricular education from tuition centers, international educational institutes and other entities, therefore, they are exposed to different socio-economic background. In this milieu, their own socio-economic status is bound to have an impact on the English language learning process. These socio-economic factors not only affect the language learning process but also shape the personality of the learner. The focus of this study is on the three elements that the socio-economic factors influence: self-regulation, influence on motivation, and self-related beliefs (Fan, 2011).

Gardner and Lambert (1959; 1985) recognized the significance of socio-economic factors in their studies. They accentuated the significance of parental encouragement and the learner's self-motivated behaviors. Gardner's socio-educational models included the role of other social factors too, which emerged in the William and Burden's Noel's studies (1997; 2001). Several researches established the relationship between parental encouragement and language learning (Magid and Papi, 2009; Ryan, 2009; Kormos and Csizer, 2009; Csizer and Dornyei 2005).

Motivation is the reason why a person chooses to perform a particular activity, how long will he be performing the selected activity, and what efforts he is putting in that activity. According to Dornyei, these are the three components of motivation, which are directly linked with the set goals, their initiation and sustenance. A number of motivational goals have been proposed to understand the puzzling phenomenon of the English language learning. Gardner differentiated between instrumental goals and integrative goals. Contingent upon one's socio-economic and cultural setting, these motivations affect a person's L2 learning in a different way.

The extent of the influence and relevance of the motivational factors depend on the socio-economic, cultural and linguistic settings of an L2 learner. Some of these goals and tendencies affect the L2 learning process in their own unique way. These motivations, their relevance and influence also depend on the situations that an L2 learner faces and the tasks he is assigned. Some other goals such as knowledge orientation are also likely to interact with these aforementioned motivational factors and result in the behaviors and outcomes which need be studied. Still, socio-economic factors hold a special among all the motivational factors as they constrain a person's opportunities to learn English language. The persons from an elevated socio-economic background are likely to get more motivated towards learning the English language whereas the persons with low socio-economic background are not that much motivated unless they are self-driven.

In a study conducted by Csizer, Dornyei and Nemeth (2009), it was observed that the socio-economic statuses of the students greatly influenced the preferences of the language both for the students and their parents, thus, they affected their goal orientations towards language learning. In the same manner, Carr (2006) maintained that the students from poor socio-economic background have very few opportunities to learn the English language. A study conducted in Indonesia (Lamb, 2012) also revealed that the students from less-developed or rural areas were less driven to go abroad and learn English language as compared to those students who were living in the capital or developed

provinces. In his studies, he also observed that instrumental motivation had a great role to play in the Indonesian students.

However, it is not to imply that only instrumental motivation alone is the most important driver. In fact, unless the intrinsic or extrinsic factors are internalized, no form of motivation can result in transpiring the positive outcomes of the English language learning process. Those students who are motivated intrinsically are looking for enjoyment in the L2 learning process whereas those students who are motivated extrinsically are trying to gain a reward and avoid a punishment. Whatever the case may be, the resources of L2 education are also influenced by the socio-economic settings. Along with these factors are the personal beliefs and self-assessment which explains whether a learner considers his learning trajectory positive or negative.

JuditKormos and Thom Kiddle (2013) investigated the impact of socio-economic factors as a motivation to learn English language in a case study of Chile, UK. In Santiago, they visited secondary schools of different social statuses and collected data through questionnaires. Their research suggested that social class has an overall medium-size effect on the motivational factors. They influenced the self-efficacy beliefs and found to have connected with the socio-economic statuses. Self-regulation. and the learner's autonomy was most prominent in the upper-middle and the elite class whereas the inequality was the driving element in the case of lower and lower-middle class of Santiago.

Mohsein and Narjis (2015) also worked on the same lines. They explored the linkages among socio-economic statuses, cultural settings and English language learning in the Iranian students. They collected data from the post-graduate students of the Iranian universities through questionnaire. They also conducted a general efficiency test to assimilate the collected data for mapping the language proficiency in the students. They observed that the students' socio-economic statuses and the outcomes of English language learning are interconnected. They put forward many suggestions based on their research findings. One of them was that the instructors could influence the outcomes of the learning process if they are well aware of the socio-economic status of the students.

Ahmed Kainuwa and Najeema Binti Yousaf (2013) also discussed the impact of socio-economic factors on English language learning in Nigeria. In a case study of Shiraz University, Iran, Syed Ayatollah Razmjoo and Majid Movahid (2009) studied the effect of socio-economic and cultural factors in the MA English students. They established their relationship with English language proficiency. In the University of Edinburg, Angela Gayton (2009) found out the extent to which socio-economic statuses and English language proficiency are interconnected. She extended her research to Germany, France and Scotland and interviewed different school teachers. She discovered that the parents' mother tongue and their socio-economic statuses are highly linked with each other.

Jane Ginsborg (2006) studied many a socio-economic difference among English language learners, identified the patterns of advantages and disadvantages of the students in the targeted population. She also endorsed that socio-economic factors are inextricably linked to the language learning process. Tizzard and Hughes (1984) compared the proficiency of English language in the middle-class families. She selected 30 girls, who were four years old. Half of them were from working class and the rest were from middle-class. It was studied that those children who belonged to the middle-class conversed on a broad range of topics and used wider vocabulary and complex language structures more often than the children of the working-class families. Middle-class children were more inclined towards asking a wide-range of questions and their mothers replied them more than the working-class mothers who often ignored their children's queries.

Socio-economic factors control the language learning motivation and the outcomes in more than one way. Alongside socio-economic milieu, the perceptions and beliefs of the learner's family about the role of the student in the learning process affects the learner's autonomous behavior. In fact, this factor could encourage or discourage the L2 learner, depending upon the parents' attitude towards L2 learning. All the same, the economic factors which explain why a student has more access to the language learning resources, also impact the learning process greatly (Benson, 2007).

It is interesting to note that the socioeconomic conditions of English teachers also affect the learning process of the students. Kamatchi (2017) brings into light a vital role of language teachers in second language learning. If teachers are motivated enough to teach in an appropriate manner, the learners are expected to learn in a positive way. Due to any socioeconomic or cultural factors, if the concerned teacher is demotivated, this will automatically transfer into the students of that language class.

The existing literature on socio-economic factors and English language learning emphasizes the role of social and economic context in mapping the outcomes of English learning process. Socio-economic factors not only influence the outcomes of the English language, but they also leave an indelible impression upon the learner's self-related beliefs, self-regulation and his motivation to learn more.

2.5. Role of Cultural Factors on English Language Learning

Integrative or instrumental motivation has always been behind the aim of English language learning. The power and relevance of the goals, which are set by the learner, always tend to show a great many variation. This broad spectrum of variation has many hues and culture is one of them. Culture shapes the beliefs, perceptions, attitudes and behaviors of the L2 community and of those who aspires to learn L2. The personal beliefs, which explains whether a person thinks of himself as a capable performer or views himself as efficient enough to learn a foreign language, are fashioned by the intricate dynamics of cultural settings. Bandura (1986, 1997) reasoned that the personal beliefs, which are founded on self-efficacy values, exert a strong influence on triggering a person's motivation towards learning, developing the desired expertise, and skills of the English language.

Bandura (1996) discovered that parents' beliefs and their expectations significantly impact the learner's self-efficacy beliefs. It has been observed in the realm of educational psychology that the students who are at the disadvantageous position with

regard to their cultural settings could not develop positive views of their selves and lagged behind from their peers in terms of academic achievements. The rationale they provide is the lack of desired role-models in their cultures. This factor results in brewing conflict with regards to their social and cultural identity. The cultural factors largely affect the motivational processes through developing self-regulation and self-confidence.

Self-regulation is one of the important elements while discussing and analyzing L2 motivation. It facilitates the learners to control their ideas (self-competency beliefs), feelings and emotions (anxiety due to learning a new language), attitudes and behaviors (the approach towards tasks and assignments) and their learning environment (Pintrich, 1990). These factors are important to study because the learners experience all of the aforementioned traits differently and then adopt their own strategies to organize and regulate the L2 learning process.

In the same vein, the efforts that the learners put in to acquire language proficiency and persistence in this process are also influenced by social and cultural factors (Gardner, 1985; 2006; Dornyei, 2006). The scholars of L2 motivation use another term for self-driven behaviors, Autonomous Learning Behavior, and the student who shows the tendencies of this behavior is called Autonomous learner. These learners take the responsibilities of their work, they manage their learning process and streamline the contents as well as the process. It has been seen that cultural impediments and social barriers do not affect them as much as they do to other learners (Benson, 2001). This very factor includes the learner's cognitive and affective dynamics of the learning, be it in the classroom or about the curriculum-related decisions. The autonomous learners tend to develop better skills of language and have the capacity to learn the L2 independently (Benson, 2001).

It is not to imply that only instrumental motivation alone is the most important driver. In fact, unless the intrinsic or extrinsic factors are internalized, no form of motivation can result in transpiring the positive outcomes of the English language learning process. Those students who are motivated intrinsically are looking for enjoyment in the L2 learning process whereas those students who are motivated

extrinsically are trying to gain a reward and avoid a punishment. Whatever the case may be, the resources of L2 education are also influenced by the socio-economic settings. Along with these factors are the personal beliefs and self-assessment which explains whether a learner considers his learning trajectory positive or negative.

Although 'Feedback' is stated as a negative input towards the students because learners become conscious of their mistakes through it, but feedback is a very crucial tool in second language learning (Sato and Lyster, 2012). As per Flor's findings (2010), feedback can not be neglected in terms of second language learning. Another cultural factor effecting L2 learning is the 'Peer Interaction'. Through peer communication and discussion, a language classroom is made interactive and it proves to be a key element towards second language learning. Students working in form of pairs or small groups tend to write longer sentences in second language than they can create individually. In groups or pairs, they get better chances to share their knowledge and also learn from another participants' knowledge while working together. While working in pairs, students tend to write longer texts with more information than students working individually. This kind of interaction can also be utilized for providing the review or feedback to the students. Peer reviews tend to be more friendly and positive. It enhances the motivation of a learner for learning target language. The peer review should be supervised by an effective teacher.

Ohta (1995) conducted a research with seven adult students, learning a second language – Japanese. The results of that study demonstrated effective peer support during verbal interactions. The students adopted the strategies of repairing and co-construction to support their partners. The researcher sates that this study was successful only because the students were helping their peers out through the tough situations in verbal communication. It also elaborates the ability of students to find out the right utterance/ answer to a linguistic situation while learning through and building upon each other's knowledge. The relationship between the new speaker of a second language and the listener matters a lot. The less fear a speaker has for making grammatical or structural

mistakes, the better performance he/she gives. Hence the response of the social set a learner is using his second language into, matters a lot.

Self-confidence and independency are the cultural factors having incredible impact on second language learning. Clément, Dörnyei, and Noels (1994) proclaimed that self-efficacy is actually an individual's own ruling about his/her ability to accomplish an explicit act. In the development of self-efficacy, the previous achievements of a learner play a noteworthy role; however, this feeling can also be developed through observing the peers or other desired people around. This feeling comes from the encouraging remarks of teachers, parents, friends or other influential people of one's life. Once a strong feeling of self-confidence is developed, the failure at some pint might not have any serious impact on learner's learning behaviour. Therefore, it can safely be said that the teachers play very important role in the language learning process of a students. Their encouragement, positive feedback and constructive eradication of errors can help developing a great sense of self-efficacy in a student which will pave his/her way towards successful accomplishment of second language learning. Private speech of a learner is considered to be another important sociocultural factor. A speech has two major functions which include, self-oriented speech and communicative speech. The first type, self-oriented speech is signified as private speech, and it has an entirely different resolve from communicative speech. Private speech is addressed to oneself, that means it is self-directed (Vygotsky, 1981). While the communicative speech serves the purpose of communication in the society and conveying the information to other, private speech tends to have an instructional conversation with oneself. It includes positive or negative utterance which are usually said carelessly but have a great impact on motivation on the learner. Some examples of such utterances are, 'what?, no, wait, next, I can, I can't' etc.

In short, all of the aforementioned factors which are, in way or another, controlled by social, economic and cultural factors are linked with English language learning process. The learner's educational environment, their family's perceptions and beliefs, their interactions with the friends, and socio-economic settings and backgrounds do play

an important role in shaping the learner's self-efficacy beliefs, the efforts he puts in to learn the English language, and the persistence with which he carries out the task related to the learning process. This dynamic interplay then considerably influences the motivational variables which transpire in self-regulatory behaviors and attitudes towards English language learning.

2.6. Effects of Socio-economic and Cultural Factors on English Language Learning: A Pakistani Context

M. S. Farooq et al. (2011) studied the factors that affect student's academic performance at secondary level. In this study, a survey was conducted in Pakistan's metropolitan city and it was observed that socio-economic status and parent's education play a cardinal role in shaping the students' academic performance. They noticed that high and average socio-economic background are more influential than the lower level and also that females performed better than the males. In this study, parent's education was found to be more instrumental than their profession. However, this research is not broader scope; it took only a few parameters to gauge the academic performance of secondary level students in Karachi.

Maryam Dar (2009) in her research, "Analyzing Target Needs of the Students of Advanced English Language Diploma: A Case Study of National University of Modern Language", identified the basic needs of the NUML students and detailed the motivational factors which encourage the students to enroll in the English language diploma. She conducted the study though questionnaires, semi-structured interviews and observations, and concluded that mainly students take up this diploma to enhance their communication skills by improving spoken English. The second important motivational factor she discerned was professional needs and competition of these students. In this way, she concluded that the role of instrumental motivation was of high importance. Yet,

this research failed in mapping all the socioeconomic and cultural factors that are essential in motivating or demotivating a student in learning English language.

Muhammad Yousaf (2013) concluded in his research "A Sociolinguistics Study of Students' Identity, Language Choice and Attitude towards Languages in Multilingual Punjab" that Urdu has replaced Punjabi in the personal and formal settings while the use of Punjabi is decreasing in these sittings. He employed a mixed method approach to collect the data. Moreover, the research suggested that English is being preferred for communication in with the formal communication. In fact, the author stated, most of the population lays more emphasis on national identity instead of regional identity. Mohammad Yousaf's study highlighted an emerging trend, nationalism, in the literature on motivation factor in learning English language, particularly in the context of Pakistani society. Again, this study does not depict an overall picture of motivational factors nor does it comprehensively relate it to socio-economic and cultural factors that acquire a special place in the process of L2 learning, especially English.

Muhammad Arshad (2012) conducted a self-reported survey questionnaire to study the impact of parents' profession on learning English. He contextualized his study in the underlying paradigm of instrumental, intrinsic and integrative motivation. This study observed that there is a high level of correlation between parents' profession and learning English. The parents working in government sectors tend to assign more value to their children's education and, eventually so, they stand to motivate, help and prepare their children better oriented towards learning English. Parents' income was also observed to be a highly substantial factor. This research is helpful in understanding only the impact of parents' profession and does not offer much in terms of specific details.

Muhammad Akram and Muhammad Ghani (2013) conducted a research and assessed the impact of socio-economic factors and English learning motivation. They made a case for the utmost significance of socio-economic factors on learning English, however, they limited these factors to socio-economic status (SES) only. They collected

data from different intermediate students and analyzed it with SPSS XIV. They did find out that higher SES does bring an “enriched capital” but this does not affect their motivational level significantly. G. R. Memom, Muhammad Farooq Joubish, and Muhammad Ashraf Khurram discussed how parental socio-economic status on students’ educational achievements at secondary schools in district Malir, Karachi.

2.7. Summary

As the literature review has shown that motivation plays a central role in the process of English language learning. In Pakistani context however, this aspect has not been explored fully. Though there are researches and various studies which have been conducted on the role of socio-economic and cultural factors in affecting English language learning motivation. These studies explored the relationships of the socio-economic and cultural factors independently, no research has studied the role of both socio-economic and cultural factors in L2 motivation deep enough to check the impact of each socio-economic or cultural variable on motivation. There is a need to fill this gap in the existing literature, therefore, this thesis is an endeavor to study the effect of both socio-economic and cultural factors in the Pakistani context.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, a brief account of the research questions is provided which deliver the actual framework of the research. The chapter briefly deals with the research methods applied for the current study. It explains about the research design, population, sampling techniques adopted to facilitate the study and research tools used in order to gather relevant data. This section systematically explains the steps followed to conduct the research, starting from the selection and collection of data to the inferences of the research.

3.1. Research Design

The study in hand is inspired by the research model of Kormos and Kiddle's case study of Chile (2013) which follows the below mentioned pattern.

Research methodology suggests a philosophical approach to the methods and techniques which are employed in a particular branch of knowledge. It is a methodological way of resolving research problems and the scientific study of how a research should be conducted. It is defined as "the procedures by which researchers go about their work of describing, explaining, and predicting a social or physical phenomenon." (Research Methodology, pg.5)

This study applied Dornyie's Self-System theory which has its foundation in the Gardner's socio-educational model. Gardner was of the view that motivation is rather complicated subject, having multi-faceted features: cognitive, effective and instrumental.

He defined motivation as the compass to measure the actual desire which stirs a learner to acquire expertise in a particular language and perform satisfactory in the personal as well as professional domain (Gardner, 1985).

He categorized motivation into three components:

i. Motivational intensity
ii. Inclination to learn the language
iii. Attitudes towards language learning process (Dornyei, 1998)

For this study, survey research method was adopted, using a questionnaire for data collection. Survey research is carried out either by asking questions, interviews, or distributing a questionnaire among the targeted population. Surveys are very popular among social and natural scientists. One of the reasons is that, they are not difficult to conduct. A questionnaire can be distributed through emails, messages, posts, or can be handed out in person. As this was a survey research, a questionnaire had been formulated to find out the relationship between the socio-economic and cultural factors of the students' motivation to learn English language. The elements from Gardner's socio-educational model and Dornyei's self-system theory have been employed while formulating the survey form.

Herbert Mc. Closky (1969), termed it as the procedures of data collection by taking samples from a large pool of population through making direct request, one-on-one interviews, telephonic interviews, and questionnaire. Survey research falls in the category of quantitative and descriptive research methods in which primary data is collected from target population through oral or verbal communication. Kerlinger (1978) furthered the debate on survey research and its methodology by terming it a form of social research method which is oriented towards people, their opinions, beliefs, attitudes, perceptions, motivations and outlooks.

Survey research is advantageous for a researcher in many ways. A great deal of information can be gathered in a credible way with fast pace. In the large pool of targeted populations, a large number of individuals can be accessed (Kumar, 2005). However,

survey has its demerits too. It is time consuming and become too expensive if the targeted population is spread across a large swathe of land. The factor of biasedness cannot be ruled out completely. Sometimes, it becomes difficult to get the desired response from the participants. Also, at times, surveys ended up with collecting exaggerated information and imaginary details from the participants as he might get overstimulated by the presence of the interviewee.

Case-Study method had been adopted for the current research because the research was focusing students of Islamabad's universities only. A case study research method focuses on only one unit, person or area since Islamabad is selected specifically due to its dynamic student population with different socio-economic and cultural backgrounds.

3.2. Population

This study has been conducted to investigate the English language learners in the universities of Islamabad, the capital of Pakistan. It is home to 188 educational institutes including 20 universities. BS students studying in the universities of Islamabad (both public and private) are taken as the population of this study.

With 2.01 million population, Islamabad stands as the 9th largest city and the third most populous metropolitan area of the country. It is also called a beta-world city and considered as a node in the global economic network. It has been ranked second highest in Human Development Index (HDI), 0.8271. People from all socio-economic and cultural background live in the city, the percentage of middle and upper-middle class is more than others.

Since Islamabad has many similarities with other metropolitan city, so it is the perfect fit to test the motivational factors of the English language learners. The sample for this

study is taken from a large pool of population which comprises of 10 universities, situated in Islamabad:

1. COMSATS Institute of Modern Technology (Public)
2. International Islamic University (Public)
3. National University of Computer and Emerging Science (Public)
4. Iqra University (Private)
5. Virtual University (Public)
6. Air University (Public)
7. Bahria University (Public)
8. National College of Arts (Public)
9. National University of Modern Languages (NUML) (Public)
10. Federal Urdu University of Arts, Science and Technology (FAST) (Public)

These universities varied according to the socio-economic background. For example, Bahria University, Air University and National College of Arts have a major chunk of their student population from middle and upper-middle class but overall it represents the upper-middle class. NUML, FAST, Iqra, National University of Computer and Emerging Science, and COMSAT have all the colors of socio-economic backgrounds, but it has a dominant hue from middle class. International Islamic University and Virtual University have a mix of all social strata.

Most of the selected universities are public universities and funded by the government of Pakistan. It has been observed that most of these universities are attended by middle and upper-middle class, therefore, they have a medium to excellent quality of the language learning environment. These universities are either completely or partially funded by the government. For instance, FAST is completely funded by the government whereas, NUML is semi-government educational institute which is partially funded by the state. In these institutes, the language-learning materials and resources are provided by the state. These materials and texts are generally aimed at building the learner's grammatical skills. The little evidence is seen in terms of effective and influential communicating methods. The hours of English speaking, writing, reading and listening

are generally set at the minimum level in general. In the classrooms, especially in the English language class, students and teachers make the maximum effort to converse in English. It is true in those universities which are representatives of the middle-class and completely funded by the state.

Majority of the middle-class study in those public universities which are partly funded by the state and partly by different kinds of organizations/institutions. In these institutes, a great emphasis is laid down on the quality education and communication methods. In the universities which represent upper-middle class, the students are more encouraged by their parents and environment to learn English. They spend more time than the assigned time in communicating in English.

3.3. Sampling

Convenient sampling was used as sampling technique. Selection of respondents was subjected to their willingness, availability and seriousness towards the assignment. 200 students from government and private universities were selected as sample for this study, 169 responses were received from which 130 valid responses were made the part of data analysis.

3.4. Research Instruments

A questionnaire, adapted from the questionnaire used by Kormos and Kiddle (2013) in their case study of Chile, was used to collect data from the participants (attached at Appendix A). The academic documents of the participants (Result card of latest degree/exam, preferably intermediate result card) were collected (where possible) in order to validate the results of the study.

In this study, a questionnaire has been formulated to find a relationship between English language learning motivation of the student and their socio-economic and

cultural backgrounds. Additional questions were also asked to gain bio and demographic information of the participants (name, age, home district, mother tongue, gender, parents' level of education, etc.). The survey included the most significant motivational factors in 2 learning: self-regulatory strategies and autonomous learning behavior.

The following mentioned list contains the all the variable which are used in the survey.

1. Ideal L2-self Items
2. Instrumental Motivation
3. Intrinsic Motivation
4. Self-Driven Learning Behavior
5. Self-Regulated Learning Behavior
6. Beliefs Related to Self-Efficacy
7. Independent Use of Learning Resources
8. Parental Encouragement
9. Socio-Economic Factors
10. Socio-Cultural Factors

The questionnaire had been divided into four parts:

Part-A: demographic information and linguistic background of the students

This part traces the information of the participants in terms of his or her age, gender, and proficiency in English language through Reading, Writing, Listening and Speaking. Additional questions about marks in English, mother tongue and home-town have also been asked in this part. This part helped to collect the basic personal information which was then statistically tested across motivation. The option of providing 'Name' was kept optional to ensure respondent's privacy and comfort.

Part-B: the statements which reflect socio-economic context of the respondent

This part traces the financial and educational background of the participants: profession of his parents, their education and whether they helped the participant in learning English

language or not. Some of the questions about father and mother's monthly income, the availability of some vehicle in home and ownership of the home were asked to understand the socio-economic background of the participants.

Part-C: the cultural factors which may affect the English language learning and use

This part extensively covers the exposure of English language and culture in the life of the participant by asking if he/she watches English programs; does he speak English in his social circles, whether he is encouraged or discouraged while conversing in English and while making mistake, where in social gatherings is he/she most comfortable in using English? etc.

Part-D: the questions related to motivation towards learning and using English language.

In this section, motivation of the participant towards English learning is explored through the questions about his/her attitude towards mistakes in speech or in written tasks, frequency of language use, his/her first attempt to use English for communication, his/her interest in correcting the mistakes and taking the initiative to complete some extra English assignment etc.

Along with the questionnaire, to keep the results valid, a copy of the latest result of some exam (preferably intermediate) was asked from the participants. This helped in validating the information provided by the respondent and also gave a better insight on his/her proficiency in the language.

3.4.1. Pilot Testing

The first draft of the questionnaire was provided to some language experts of NUML and to ten university students studying in BS, for the pilot testing. Further modifications were processed in the first draft as per the feedback and recommendations of the English language experts and some questions were reshaped according to the responses of the students.

3.5. Data Collection and Analysis

Data collected through questionnaire was analyzed statistically through SPSS version 21. A range of data was collected through a comprehensive questionnaire from 200 participants, of which 169 responses were received back and 130 responses were valid enough to be the part of analysis process. Chi square test was run to compare variables in the questionnaire with motivational factors. For example, demographic, socio-economic and cultural factors were compared with L2 motivation of the students. For that to infer, SPSS tab was formed first, then Null and Alternative hypotheses were formulated, and, in the end, chi-square and two supportive tests – Directional Measures and Symmetric Measures, were run to see whether there is any association between the compared variables and whether the association is strong or weak. Based on this association, a detailed analysis was conducted on how socio-economic and cultural factors are effecting the motivation of BS students in Islamabad universities.

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CHAPTER 4

DATA PRESENTATION AND ANALYSIS

This chapter deals with the presentation of data and its detailed analysis. The analysis is divided into three parts. First part presents data on demographic factors, second comprises of socio-economic and the third encompasses cultural factors and their effects on English learning motivation. Socio-economic factors were compared with various types of English learning motivation in the questionnaire. In the same manner, cultural factors were also compared with each category of English learning motivation. For instance, socio-economic factors were compared with seven motivational indicators, listed as:

I. D-35
II. D-37
III. D-40
IV. D-42
V. D-44
VI. D-49
VII. D-51

After comparing each socio-economic factor with these six motivational indicators, 42 statistical results were produced which could not be presented as such. Therefore, tests with D-35 were taken as a primary reference and explained independently only when there were unique results. The same method was applied in demographic and cultural factors as well. Demographic factors were included in the study as they have an indirect impact on socio-economic and cultural factors.

4.1.1. Section – I: Demographics and L2 Motivation

In this section, other factors such as academic performance and demographic factors were compared with each other.

4.1.1. Age and Use of English

90 participants were belonged to 16-25 age group,

31 to 26-35 age group,

7 to 36-45 and 1 to above 45.

Then a relationship was established between age and C-12. The crosstab details the count separately and within C-12 category.

Table 4.1.1. Age and Use of English

			C12			
			A - Regular	B - Sometimes	C - Never	Total
Age	16-25	Count	9a	53a	28a	90
		% within C12	60.0%	66.3%	82.4%	69.8%
	26-35	Count	6a	19a	6a	31
		% within C12	40.0%	23.8%	17.6%	24.0%
	36-45	Count	0a	7a	0a	7
		% within C12	0.0%	8.8%	0.0%	5.4%
	>45	Count	0a	1a	0a	1
		% within C12	0.0%	1.3%	0.0%	0.8%
Total		Count	15	80	34	129
		% within C12	100.0%	100.0%	100.0%	100.0%

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables, C-12 and age

Null Hypothesis: There is no relationship between C-12 and age.

Alternative Hypothesis: There is relationship between C-12 and age.

The significance value for rejecting null hypothesis is 0.05

4.1.1. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.190[a]	6	.225
Likelihood Ratio	10.696	6	.098
Linear-by-Linear Association	2.762	1	.097
N of Valid Cases	129		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .12.

The Pearson Chi-Square is more significant, and its value is 8.190 whereas the p-value is 0.225. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis that there is no relationship between C-12 and age.

Later, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of C-12 and age. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.1. Directional Measures

			Value	Asymptotic Standard Error[a]		
Nominal by Nominal	Uncertainty Coefficient	Symmetric	.049	.019		
		Age Dependent	.053	.020		
		C12 Dependent	.046	.019		

The Symmetric Measures Table was formulated to see the strength and weakness of the association between the two variables.

4.1.1. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.147	.063	-1.673	.097[c]
Ordinal by Ordinal	Spearman Correlation	-.165	.077	-1.886	.062[c]
N of Valid Cases		129			

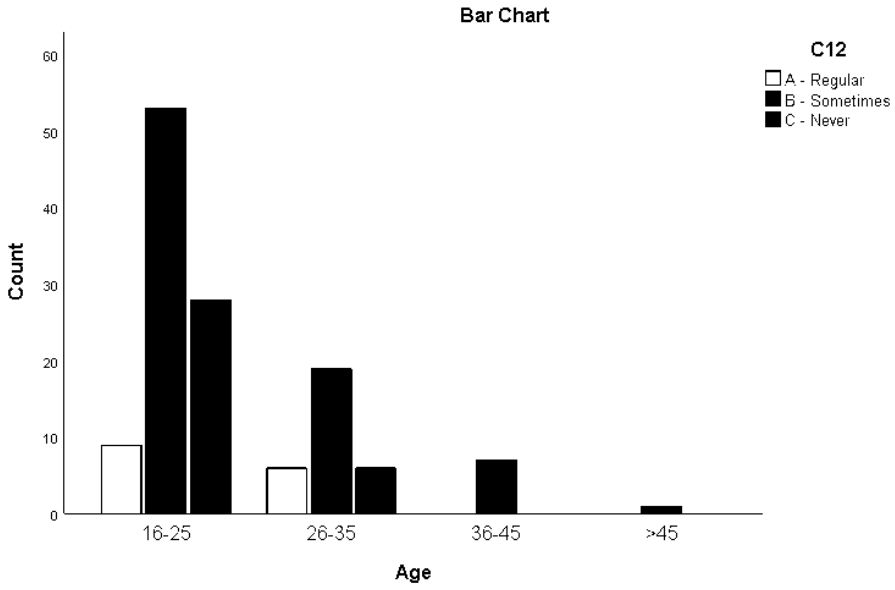
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of age and C-12 do not vary much, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

Apparently, bar chart presents a different visualization. However, a careful analysis reveals that those students who opted for “regular” were almost equal to the age group 26-35.



4.1.2. Gender and English Assignments

A relationship was established between gender and motivational factor, D-40. Crosstab gives a detailed account of these two variables.

4.1.2. Gender and English Assignments

			C12			
			A - Regular	B - Sometimes	C - Never	Total
Sex	M	Count	11$_{a, b}$	41$_{b}$	31$_{a}$	83
		% within C12	73.3%	51.2%	91.2%	64.3%
	F	Count	4$_{a, b}$	39$_{b}$	3$_{a}$	46
		% within C12	26.7%	48.8%	8.8%	35.7%
Total		Count	15	80	34	129
		% within C12	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of C12 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between gender and D-40.

Null Hypothesis: There is no association between gender and D-40.

Alternative Hypothesis: There is an association between gender and D-40.

The significance value for rejecting null hypothesis is 0.05

4.1.2. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.176[a]	2	.000
Likelihood Ratio	19.524	2	.000
Linear-by-Linear Association	5.659	1	.017
N of Valid Cases	129		

0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.35.

The Pearson Chi-Square is more significant, and its value is 13.888 whereas the p-value is 0.001. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis that there is an association between gender and D-40.

4.1.2. Directional Measures

			Value	Asymptotic Standard Error[a]		
Nominal by Nominal	Uncertainty Coefficient	Symmetric	.098	.039		
		Sex Dependent	.116	.046		
		C12 Dependent	.084	.034		

The Symmetric Measures Table was formulated between the two variables.

4.1.2. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.210	.075	-2.424	.017[c]
Ordinal by Ordinal	Spearman Correlation	-.230	.076	-2.665	.009[c]
N of Valid Cases		129			

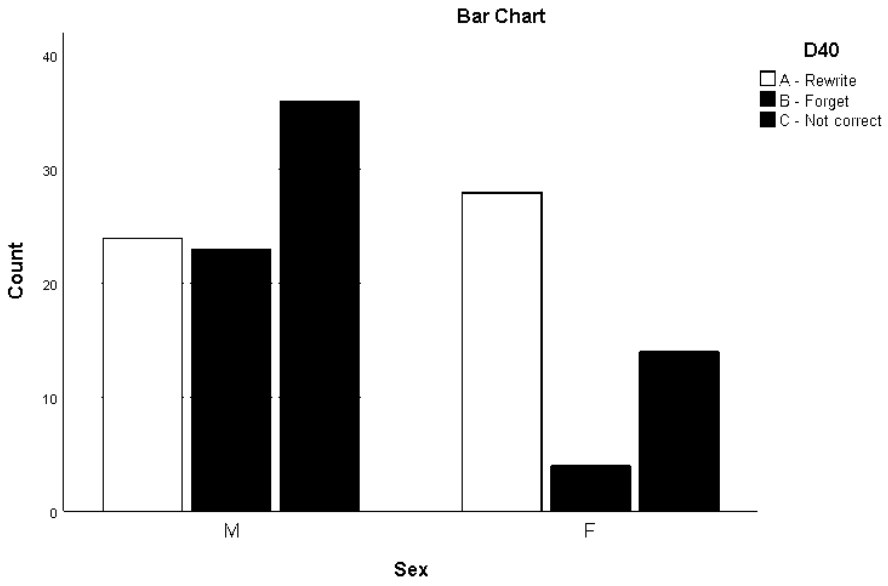
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

The values of gender and D-40 do not vary much, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.



4.1.3. Marks and Use of English

Table 4.1.3. Marks

			C12			
			A - Regular	B - Sometimes	C - Never	Total
Marks	40-50	Count	1[a]	6[a]	25[b]	32
		% within C12	7.1%	7.9%	80.6%	26.4%
	51-60	Count	1[a]	10[a]	1[a]	12
		% within C12	7.1%	13.2%	3.2%	9.9%
	61-70	Count	5[a]	23[a]	3[a]	31
		% within C12	35.7%	30.3%	9.7%	25.6%
	>71	Count	7[a]	37[a]	2[b]	46
		% within C12	50.0%	48.7%	6.5%	38.0%
Total		Count	14	76	31	121
		% within C12	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of C12 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables C-12 and marks.

Null Hypothesis: Variable 1, C-12 is independent of variable 2, marks.

Alternative Hypothesis: Variable 1, C-12 is dependent of variable 2, marks.

The significance value for rejecting null hypothesis is 0.05

4.1.3. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	63.809[a]	6	.000
Likelihood Ratio	61.561	6	.000
Linear-by-Linear Association	37.535	1	.000
N of Valid Cases	121		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 1.39.

The Pearson Chi-Square is more significant, and its value is 63.809 whereas the p-value is 0.000. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis that there is no association between C-12 and marks.

Two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of C-12 and marks. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.3. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.233	.052		
			Marks Dependent	.196	.045		
			C12 Dependent	.286	.064		

4.1.3. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.559	.070	-7.360	.000[c]
Ordinal by Ordinal	Spearman Correlation	-.543	.075	-7.051	.000[c]
N of Valid Cases		121			

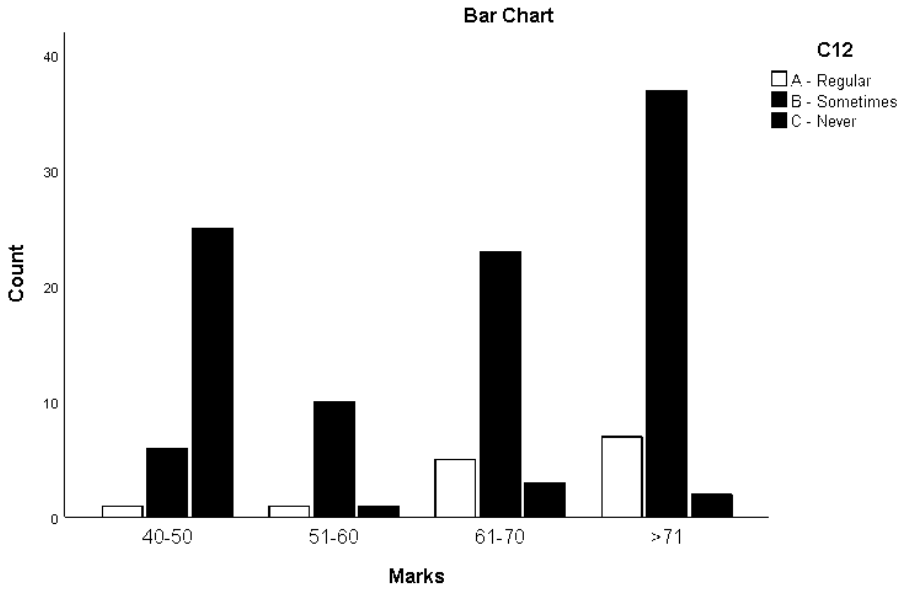
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of marks and C-12 do not vary much, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

The bar chart below confirms the that those students whose marks were higher opted for 'sometime' whereas the ratio was negligible or almost zero in other categories.



4.1.4. Marks in English and Motivational Factors

A question was asked in the survey about students' marks in their latest education exams while four options were given to them:

1. 40-50%
2. 51-60%
3. 61-70%
4. Above 70%

A relationship was established between their percentage of marks and their motivation towards English language learning. In part-D, variable 35, 40, 42, 43, 45, 49 and 51 were evaluated.

Table 4.1.4. Marks and Motivational Factors

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
Marks	40-50	Count	4$_a$	19$_b$	9$_a$	32
		% within D35	11.1%	48.7%	19.6%	26.4%
	51-60	Count	3$_a$	1$_a$	8$_a$	12
		% within D35	8.3%	2.6%	17.4%	9.9%
	61-70	Count	12$_a$	7$_a$	13$_a$	32
		% within D35	33.3%	17.9%	28.3%	26.4%
	>71	Count	17$_a$	12$_a$	16$_a$	45
		% within D35	47.2%	30.8%	34.8%	37.2%
Total		Count	36	39	46	121
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables, marks and motivational factor, D-40.

Null Hypothesis: There is no relationship between marks and D-40.

Alternative Hypothesis: There is a relationship between marks and D-40.

The significance value for rejecting null hypothesis is 0.05

4.1.4. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.394[a]	6	.004
Likelihood Ratio	19.374	6	.004
Linear-by-Linear Association	1.508	1	.219
N of Valid Cases	121		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 3.57.

The Pearson Chi-Square is more significant, and its value is 19.394 whereas the p-value is 0.004. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis that there is no association between marks and D-40.

Later, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.4. Directional Measures

			Value	Asymptotic Standard Error[a]		
Nominal by Nominal	Uncertainty Coefficient	Symmetric	.067	.029		
		Marks Dependent	.062	.027		
		D35 Dependent	.073	.032		

4.1.4. Symmetric Measures

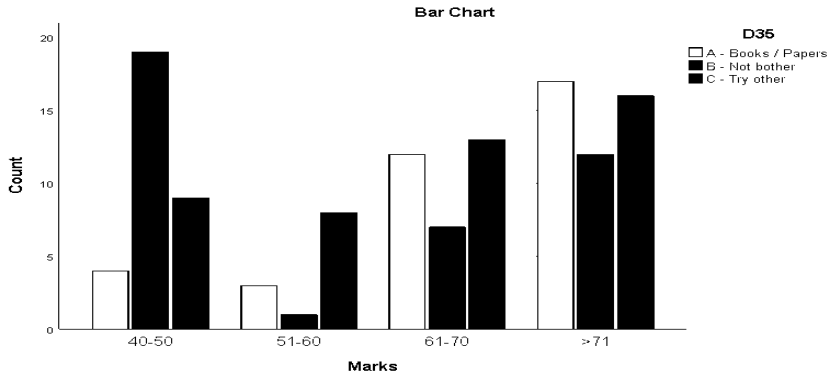
		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.112	.081	-1.231	.221[c]
Ordinal by Ordinal	Spearman Correlation	-.105	.085	-1.150	.252[c]
N of Valid Cases		121			

a. Not assuming the null hypothesis.

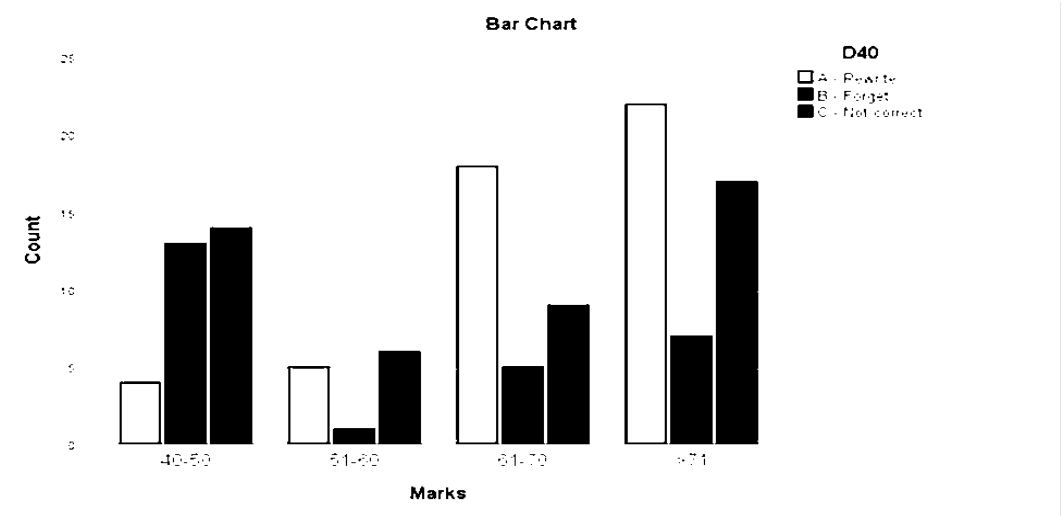
b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

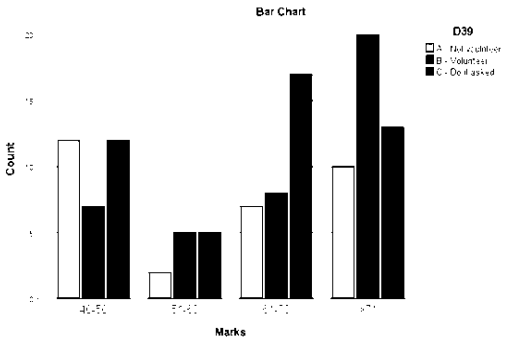
The values of variables do not vary much, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables. The bar chart below confirms the results mentioned above. Those students whose marks were above 70 percent were more motivated to learn English as compared to those whose marks ranged between 40 to 60 percentage. It was found out that those students who scored high in their latest educational exams performed better as compared to those who scored less in their educational exams. Students with, more than 70% marks, were better motivated and preferred to pick up English in everyday life. However, the tendency towards 'not bothering learning English' was found more in those who scored between 40-50% in their educational exams.

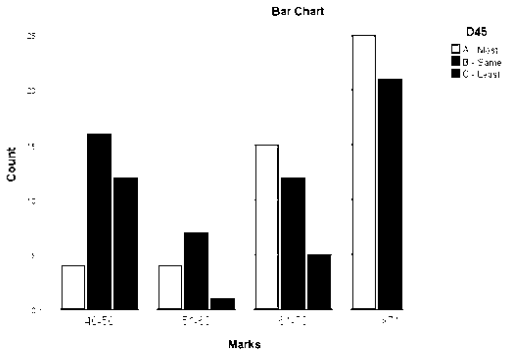


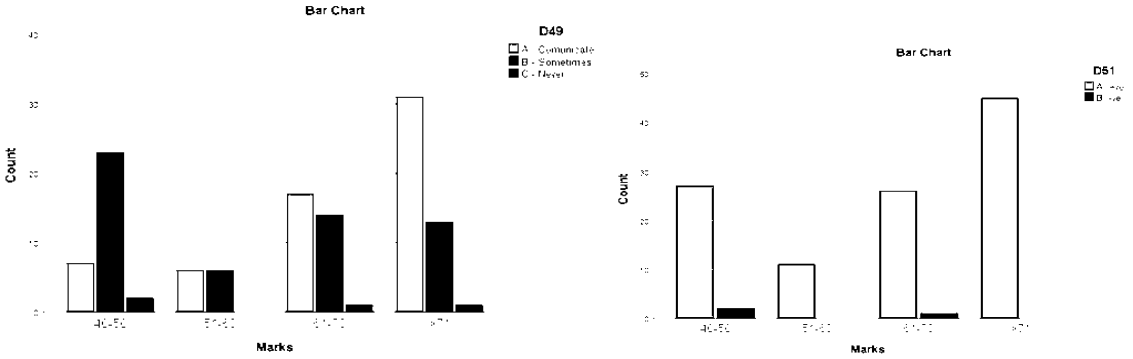
Similar trends were observed in other categories.



Again, in this category too, students with high marks were more prone to rewrite their assignments and work hard according to teachers' directions, and those whose marks were low, they were not inclined to rewrite their work. This shows a difference in their motivation towards English language learning process.







4.1.5. Marks and Preference to Speak English

Crosstab gives a detailed count of marks and preferences to speak English.

Table 4.1.5. Marks and Speaking English

			D43			
			A - Mix	B - Urdu-Punjabi	C - English	Total
Marks	40-50	Count	18$_a$	6$_{a, b}$	8$_b$	32
		% within D43	38.3%	30.0%	14.5%	26.2%
	51-60	Count	4$_a$	2$_a$	6$_a$	12
		% within D43	8.5%	10.0%	10.9%	9.8%
	61-70	Count	10$_a$	7$_a$	15$_a$	32
		% within D43	21.3%	35.0%	27.3%	26.2%
	>71	Count	15$_a$	5$_a$	26$_a$	46
		% within D43	31.9%	25.0%	47.3%	37.7%
Total		Count	47	20	55	122
		% within D43	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D43 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between marks and D-43.

Null Hypothesis: There is no relationship between marks and D-43.

Alternative Hypothesis: There is a relationship between marks and D-43.

The significance value for rejecting null hypothesis is 0.05

4.1.5. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.388[a]	6	.153
Likelihood Ratio	9.627	6	.141
Linear-by-Linear Association	6.402	1	.011
N of Valid Cases	122		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 1.97.

The Pearson Chi-Square is more significant, and its value is 9.388 whereas the p-value is 0.153. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis that there is no association between marks and D-43.
Later, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of these two variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.5. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.034	.021		
			Marks Dependent	.030	.019		
			D43 Dependent	.039	.024		

The Symmetric Measures Tables was formulated to see the strength and weakness of the association between these two variables.

4.1.5. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	.230	.088	2.589	.011[c]
Ordinal by Ordinal	Spearman Correlation	.220	.089	2.476	.015[c]
N of Valid Cases		122			

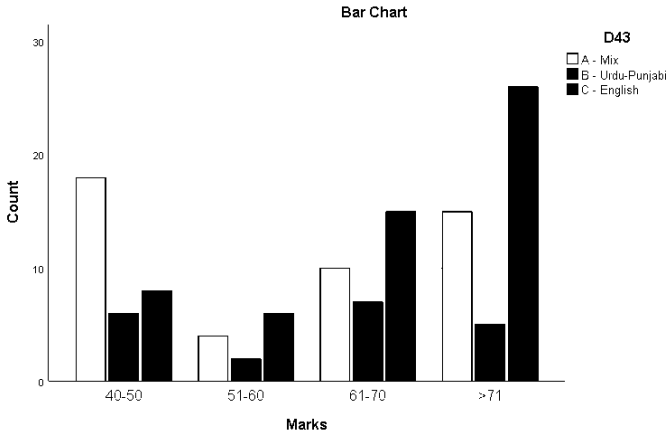
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of variables do not vary much, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

In the chart below, it was seen that overall there was no overwhelming impact of marks on D-43 as the trend to speak mix of languages and Urdu-Punjabi was similar. However, it was observed that there were more participants (whose marks more than 71%) opted for speaking English.



4.1.6. Mother Tongue and Motivational Factor

The crosstab below details mother tongue and motivational factor, D-40.

Table 4.1.6. Mother Tongue and Motivational Factor

			D40			
			A - Rewrite	B - Forget	C - Not correct	Total
Tongue	Urdu	Count	18$_{a}$	2$_{b}$	12$_{a, b}$	32
		% within D40	34.6%	7.4%	24.0%	24.8%
	Punjabi	Count	26$_{a}$	16$_{a}$	27$_{a}$	69
		% within D40	50.0%	59.3%	54.0%	53.5%
	Pashto	Count	0$_{a}$	4$_{b}$	2$_{a, b}$	6
		% within D40	0.0%	14.8%	4.0%	4.7%
	Balochi	Count	0$_{a}$	0$_{a}$	2$_{a}$	2
		% within D40	0.0%	0.0%	4.0%	1.6%
	Other	Count	8$_{a}$	5$_{a}$	7$_{a}$	20
		% within D40	15.4%	18.5%	14.0%	15.5%
Total		Count	52	27	50	129
		% within D40	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D40 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables (Mother tongue D-40 and D-35: Motivational factor).

Null Hypothesis: Mother tongue has no relationship with D-35.

Alternative Hypothesis: Mother tongue has relationship with D-35.

The significance value for rejecting null hypothesis is 0.05

4.1.6. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.466[a]	8	.026
Likelihood Ratio	19.334	8	.013
Linear-by-Linear Association	.591	1	.442
N of Valid Cases	129		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is .42.

The Pearson Chi-Square is more significant, and its value is 17.466 whereas the p-value is 0.026. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis that there is no association between mother tongue and D-35.

Later on, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of C-12 and mother tongue. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.6. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.067	.023		
			Tongue Dependent	.064	.021		
			D40 Dependent	.071	.025		

Then symmetric measures table was formulated to see strength or weakness of the association between these two variables.

4.1.6. Symmetric Measures Table

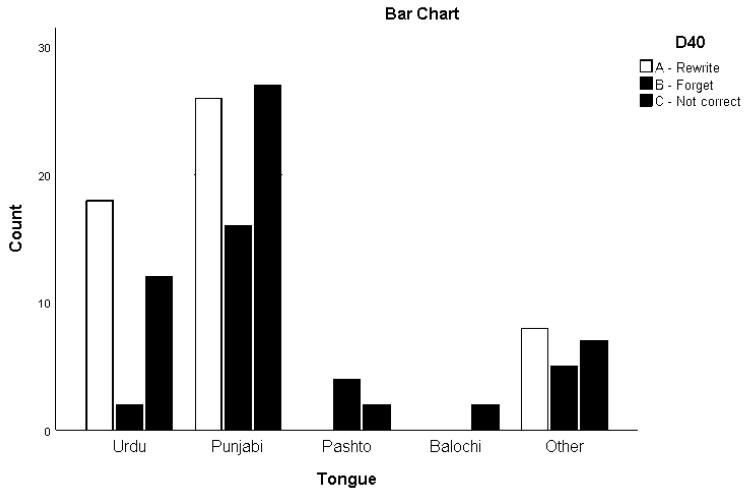
		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	.068	.087	.768	.444[c]
Ordinal by Ordinal	Spearman Correlation	.105	.090	1.193	.235[c]
N of Valid Cases		129			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of variables vary greatly, therefore, it can be inferred that Directional Measures and Symmetric Measures show negative correlation between the two variables. The bar chart below indicates that the tendency of forgetting or not correcting their assignments when asked to correct is almost similar in all categories. A few of the students whose mother tongue were Urdu and Punjabi, favored to rewrite their assignments.



4.1.7. Marks and Parents' Profession

Crosstabs details the marks and parents' profession: government job, private job, agriculture and profession. A relationship was established between these two variables.

Table 4.1.7. Marks and Parents' Profession

			B1				
			A-Govt job	B-Pvt job	C-Business	D-Agriculture	Total
Marks	40-50	Count	4$_a$	14$_b$	10$_b$	4$_b$	32
		% within B1	8.0%	38.9%	34.5%	57.1%	26.2%
	51-60	Count	8$_a$	1$_a$	3$_a$	0$_a$	12
		% within B1	16.0%	2.8%	10.3%	0.0%	9.8%
	61-70	Count	13$_a$	10$_a$	7$_a$	2$_a$	32
		% within B1	26.0%	27.8%	24.1%	28.6%	26.2%
	>71	Count	25$_a$	11$_a$	9$_a$	1$_a$	46
		% within B1	50.0%	30.6%	31.0%	14.3%	37.7%
Total		Count	50	36	29	7	122
		% within B1	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of B1 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these parents' profession and students' marks in latest education exams.

Null Hypothesis: Students' marks have no relationship with parents' profession.

Alternative Hypothesis: Students' marks have a relationship with parents' profession.

The significance value for rejecting null hypothesis is 0.05

4.1.7. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.239[a]	9	.016
Likelihood Ratio	22.925	9	.006
Linear-by-Linear Association	9.528	1	.002
N of Valid Cases	122		

a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is .69.

The Pearson Chi-Square is more significant, and its value is 20.239 whereas the p-value is 0.016. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis that academic marks and parents' profession are independent of each other.

Two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.7. Directional Measures

			Value	Asymptotic Standard Error[a]		
Nominal by Nominal	Uncertainty Coefficient	Symmetric	.074	.027		
		Marks Dependent	.072	.026		
		B1 Dependent	.076	.028		

4.1.7. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.281	.083	-3.203	.002[c]
Ordinal by Ordinal	Spearman Correlation	-.278	.084	-3.171	.002[c]
N of Valid Cases		122			

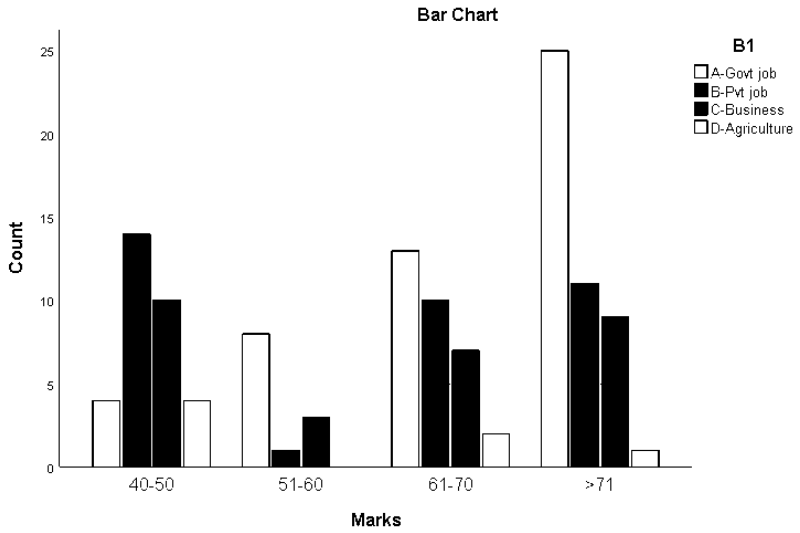
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of variables do not vary greatly, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

The bar chart below confirms the results given above. Except in the option A, Govt Job, where most of the students who secured more marks above 70, the rest of the results were same.



4.1.8. Gender and Socio-Economic Factors

Table 4.1.8. Gender and Socio-Economic Factors

			B1				
			A-Govt job	B-Pvt job	C-Business	D-Agriculture	Total
Sex	M	Count	29[a]	22[a]	26[a]	7[a]	84
		% within B1	54.7%	57.9%	81.3%	100.0%	64.6%
	F	Count	24[a]	16[a]	6[a]	0[a]	46
		% within B1	45.3%	42.1%	18.8%	0.0%	35.4%
Total		Count	53	38	32	7	130
		% within B1	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of B1 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables (Parents' profession B-1 as a socio-economic indicator and gender of the respondent).

Null Hypothesis: Variable 1 (B-1) is independent of variable 2 (gender of the respondent).

Alternative Hypothesis: Variable 1 (B-1) is not independent of variable 2 (gender of the respondent).

The significance value for rejecting null hypothesis is 0.05

4.1.8. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.728[a]	3	.013
Likelihood Ratio	13.333	3	.004
Linear-by-Linear Association	9.286	1	.002
N of Valid Cases	130		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.48.

The Pearson Chi-Square is more significant, and its value is 21.561 whereas the p-value is 0.006. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis that there is an association between parent's profession and gender of the respondent.

Later, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.8. Directional Measures

			Value	Asymptotic Standard Error[a]		
Nominal by Nominal	Uncertainty Coefficient	Symmetric	.055	.022		
		Sex Dependent	.079	.033		
		B1 Dependent	.042	.017		

4.1.8. Symmetric Measures

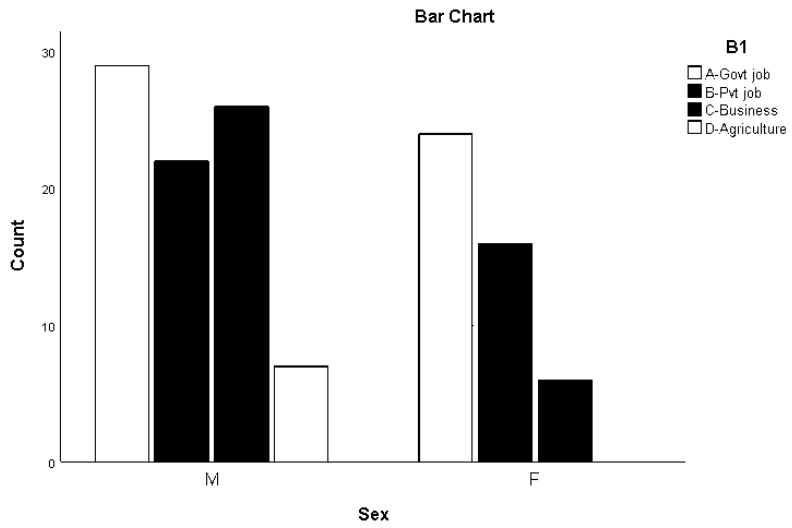
		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.268	.073	-3.151	.002[c]
Ordinal by Ordinal	Spearman Correlation	-.254	.078	-2.973	.004[c]
N of Valid Cases		130			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of variables vary; therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.



4.1.9. Mother Tongue and Mother's Profession

Mother tongue and parents' profession were studied. Crosstab below gives the detail count of mother tongue and parents' profession.

Table 4.1.9. Mother Tongue and Mother's Profession

			B1				
			A-Govt job	B-Pvt job	C-Business	D-Agriculture	Total
Tongue	Urdu	Count	19$_a$	6$_a$	7$_a$	0$_a$	32
		% within B1	35.8%	15.8%	21.9%	0.0%	24.6%
	Punjabi	Count	23$_a$	25$_a$	19$_a$	2$_a$	69
		% within B1	43.4%	65.8%	59.4%	28.6%	53.1%
	Pashto	Count	1$_a$	3$_{a, b}$	1$_{a, b}$	2$_b$	7
		% within B1	1.9%	7.9%	3.1%	28.6%	5.4%
	Balochi	Count	2$_a$	0$_a$	0$_a$	0$_a$	2
		% within B1	3.8%	0.0%	0.0%	0.0%	1.5%
	Other	Count	8$_a$	4$_a$	5$_a$	3$_a$	20
		% within B1	15.1%	10.5%	15.6%	42.9%	15.4%
Total		Count	53	38	32	7	130
		% within B1	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of B1 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables.

Null Hypothesis: There is no relationship between mother tongue and mother's profession.

Alternative Hypothesis: There is a relationship between mother tongue and parents' profession

The significance value for rejecting null hypothesis is 0.05.

4.1.9. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.733[a]	12	.016
Likelihood Ratio	22.898	12	.029
Linear-by-Linear Association	2.781	1	.095
N of Valid Cases	130		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .11.

The Pearson Chi-Square is more significant, and its value is 24.733 whereas the p-value is 0.016. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis that there is no association between mother tongue and mother's profession.

Afterwards, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.9. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.073	.027		
			Tongue Dependent	.074	.027		
			B1 Dependent	.072	.026		

4.1.9. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	.147	.097	1.679	.096[c]
Ordinal by Ordinal	Spearman Correlation	.180	.091	2.073	.040[c]
N of Valid Cases		130			

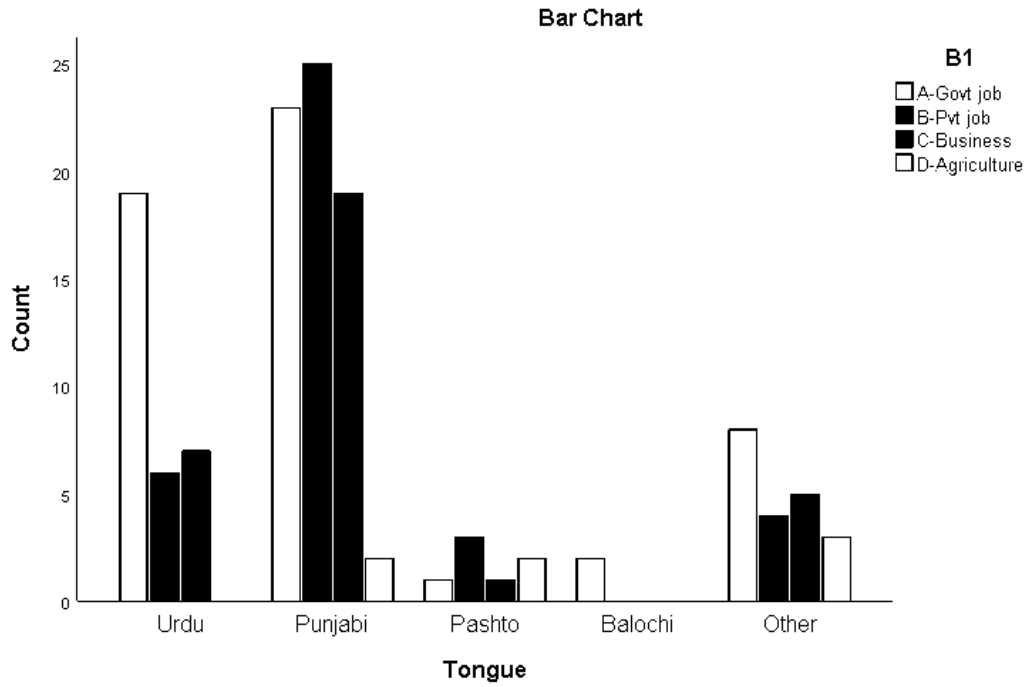
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of variables vary greatly, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables. In fact, this indicates negative correlation.

The bar chart below confirms the results mentioned above.



4.1.10. Mother Tongue and Father's Profession

Mother tongue and parents' profession was studied. Crosstab below gives the detail count of mother tongue and parents' profession.

Table 4.1.10. Mother Tongue and Father's Profession

			B1				
			A-Govt job	B-Pvt job	C-Business	D-Agriculture	Total
Tongue	Urdu	Count	19$_a$	6$_a$	7$_a$	0$_a$	32
		% within B1	35.8%	15.8%	21.9%	0.0%	24.6%
	Punjabi	Count	23$_a$	25$_a$	19$_a$	2$_a$	69
		% within B1	43.4%	65.8%	59.4%	28.6%	53.1%
	Pashto	Count	1$_a$	3$_{a, b}$	1$_{a, b}$	2$_b$	7
		% within B1	1.9%	7.9%	3.1%	28.6%	5.4%
	Balochi	Count	2$_a$	0$_a$	0$_a$	0$_a$	2
		% within B1	3.8%	0.0%	0.0%	0.0%	1.5%
	Other	Count	8$_a$	4$_a$	5$_a$	3$_a$	20
		% within B1	15.1%	10.5%	15.6%	42.9%	15.4%
Total		Count	53	38	32	7	130
		% within B1	100.0%	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of B1 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables.

Null Hypothesis: There is no relationship between mother tongue and father's profession.

Alternative Hypothesis: There is a relationship between mother tongue and father's profession

The significance value for rejecting null hypothesis is 0.05.

4.1.10. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.733[a]	12	.016
Likelihood Ratio	22.898	12	.029
Linear-by-Linear Association	2.781	1	.095
N of Valid Cases	130		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .11.

The Pearson Chi-Square is more significant, and its value is 24.733 whereas the p-value is 0.016. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis that there is no association between mother tongue and father's profession.

Afterwards, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.10. Directional Measures

			Value	Asymptotic Standard Error[a]		
Nominal by Nominal	Uncertainty Coefficient	Symmetric	.073	.027		
		Tongue Dependent	.074	.027		
		B1 Dependent	.072	.026		

4.1.10. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	.147	.097	1.679	.096[c]
Ordinal by Ordinal	Spearman Correlation	.180	.091	2.073	.040[c]
N of Valid Cases		130			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of variables vary greatly, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables. In fact, this indicates negative correlation.

The bar chart below confirms the results mentioned above.

4.1.11. Gender and Use of English

A relationship was established between gender and C-12, the crosstab below details the count within the gender and C-12. 83 participants were males and 46 were females. The crosstab below gives the detailed count within C-12 and gender separately.

Table 4.1.11. Gender and Use of English

			C12			
			A - Regular	B - Sometimes	C - Never	Total
Sex	M	Count	$11_{a, b}$	41_{b}	31_{a}	83
		% within C12	73.3%	51.2%	91.2%	64.3%
	F	Count	$4_{a, b}$	39_{b}	3_{a}	46
		% within C12	26.7%	48.8%	8.8%	35.7%
Total		Count	15	80	34	129
		% within C12	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of C12 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables, gender and C-12.

Null Hypothesis: C-12 is independent of gender.

Alternative Hypothesis: C-12 is not independent of gender.

The significance value for rejecting null hypothesis is 0.05

4.1.11. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.176[a]	2	.000
Likelihood Ratio	19.524	2	.000
Linear-by-Linear Association	5.659	1	.017
N of Valid Cases	129		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.35.

The Pearson Chi-Square is more significant, and its value is 17.176 whereas the p-value is 0.000. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis that C-12 is independent of gender.

Then, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.1.11. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.098	.039		
			Sex Dependent	.116	.046		
			C12 Dependent	.084	.034		

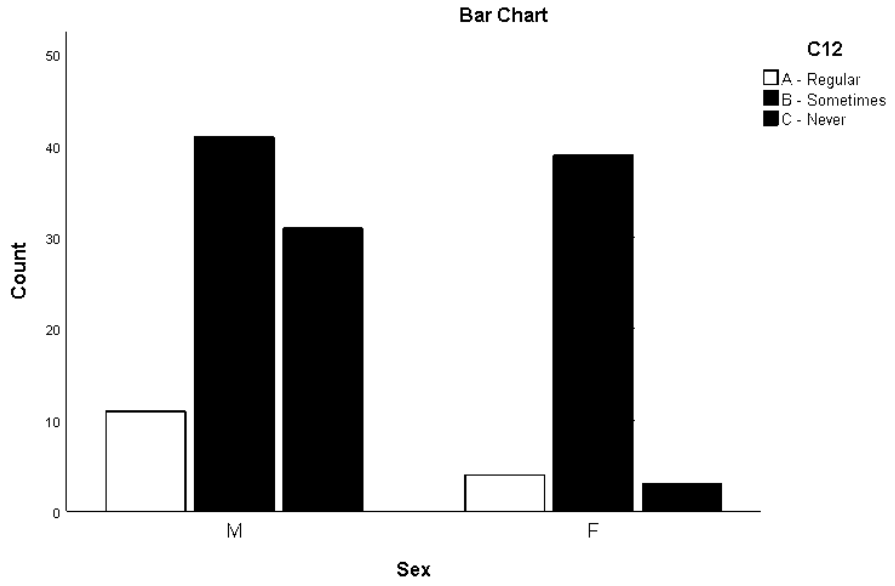
4.1.11. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.210	.075	-2.424	.017[c]
Ordinal by Ordinal	Spearman Correlation	-.230	.076	-2.665	.009[c]
N of Valid Cases		129			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

The values of variables do not vary greatly, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

The bar chart confirms the results given above. Males and females almost equally preferred option B, “sometime.”



4.2. Section – II: Socio-Economic Factors and L2 Motivation

4.2.1. Parents’ Education (B4)

In this category, parents’ education and its impact on students’ motivation for English language learning was assessed. Impact of father’s and mother’s education was evaluated separately.

Father's Education (B4-F)

Out of 130 participants, 26 were those whose father's education was below matriculation, 28 were matric, 35 were intermediate, 25 were graduation and 14 were having a master or higher degree of education. Then, a relationship was established between father's education and English language learning motivation. The crosstabs 4.1-F details the count separately and within D-35 category.

Table 4.2.1-F: Father's Education

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
B4_F	A <Matric	Count	4$_a$	10$_a$	12$_a$	26
		% within D35	10.8%	25.0%	23.5%	20.3%
	B Matric	Count	4$_a$	15$_b$	9$_{a, b}$	28
		% within D35	10.8%	37.5%	17.6%	21.9%
	C Inter	Count	10$_a$	8$_a$	17$_a$	35
		% within D35	27.0%	20.0%	33.3%	27.3%
	D Grad	Count	14$_a$	5$_b$	6$_b$	25
		% within D35	37.8%	12.5%	11.8%	19.5%
	E >=Master	Count	5$_a$	2$_a$	7$_a$	14
		% within D35	13.5%	5.0%	13.7%	10.9%
Total		Count	37	40	51	128
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables (B4-F: Father's education as a socio-economic indicator and D-35: Motivational factor).

Null Hypothesis: Variable 1 (D-35) is independent of variable 2 (B4-F).

Alternative Hypothesis: Variable 1 (D-35) is not independent of variable 2 (B4-F).

4.2.1-F. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.561[a]	8	.006
Likelihood Ratio	20.932	8	.007
Linear-by-Linear Association	3.444	1	.063
N of Valid Cases	128		

The significance value for rejecting null hypothesis is 0.05

The Pearson Chi-Square is more significant. Its value is 21.561 whereas the p-value is 0.006. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis that D-35 is independent of B4-F

Later, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.2.1-F. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.061	.026		
			B4_F Dependent	.052	.022		
			D35 Dependent	.075	.032		

The Symmetric Measures Table was formulated to see how strongly the variables are associated with each other.

4.2.1-F. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.165	.088	-1.874	.063[c]
Ordinal by Ordinal	Spearman Correlation	-.162	.089	-1.847	.067[c]
N of Valid Cases		128			

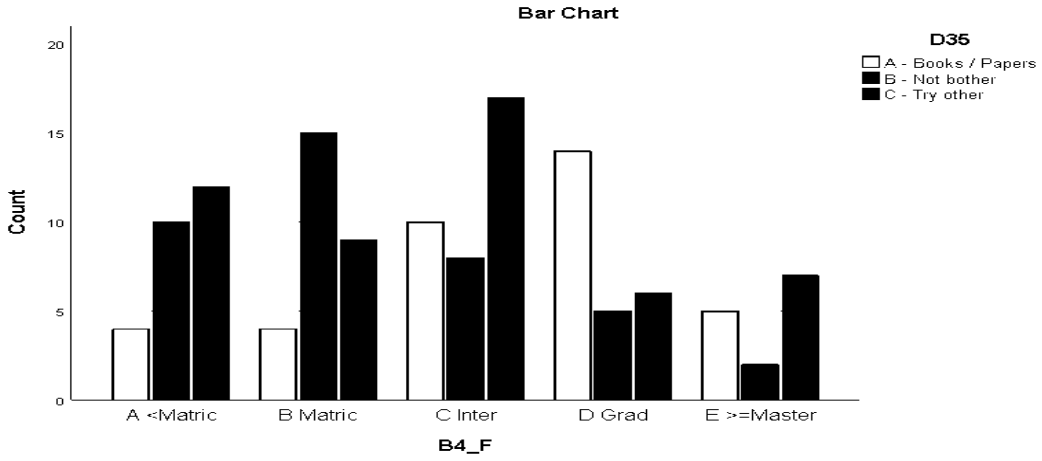
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of variables differ greatly, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

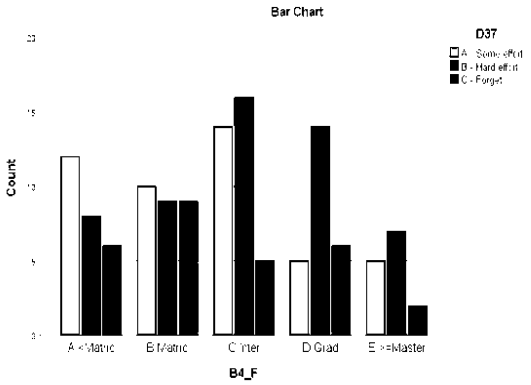
A Bar Chart was also formulated for better visualization of the statistical operations and results.

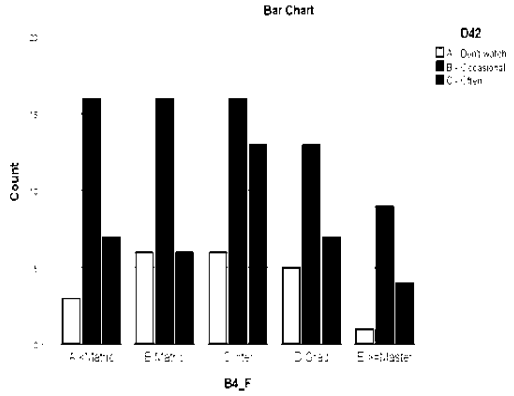


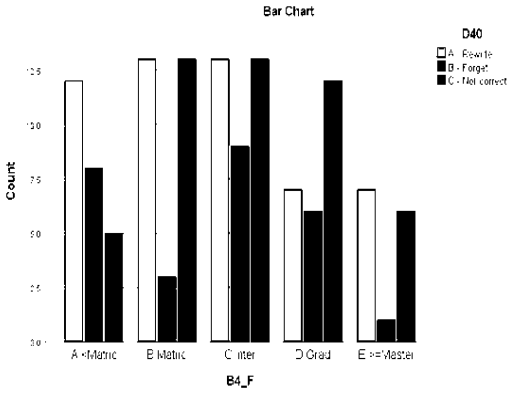
This chart confirms the results generated by the previous statistical operation that father's education and L2 are dependent on each other. However, it was interesting to see that

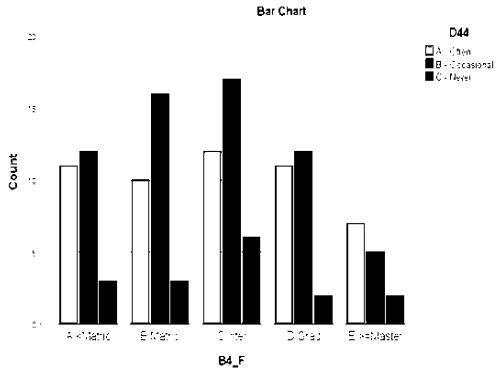
although father's education is associated with L2 motivation in student, the category where the students were more motivated belonged to those parents whose parents were intermediate and graduates. Similar trends were observed in other D-factors also.

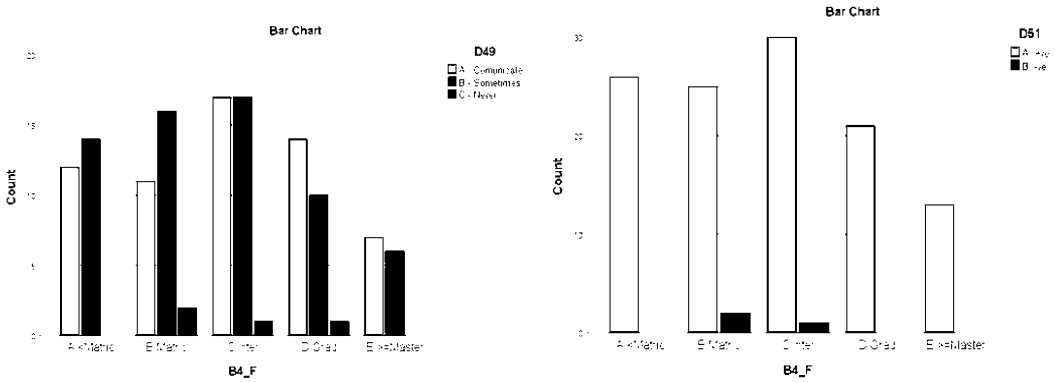
Similar trends were observed with motivational factors such as D-37, D-40, D-42, D-44, D-49 and D-51. (see the charts below)











4.2.1 (M) Mother's Education (B4-M)

127 participants responded in this category. 54 participants were those whose mother's education was below matric. 29 were metric; 19 were Intermediate and 19 were graduates. 6 mothers had higher education, masters or more than masters. A relationship was established between B4-M and D-35. Then, a relationship was established between father's education and English language learning motivation. The crosstabs 4.1-M details the count separately and within D-35 category.

4.2.1-M. Mother's Education

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
B4_M	A <Matric	Count	8_a	23_b	$23_{a, b}$	54
		% within D35	21.6%	57.5%	46.0%	42.5%
	B Matric	Count	4_a	10_a	15_a	29
		% within D35	10.8%	25.0%	30.0%	22.8%
	C Inter	Count	11_a	$4_{a, b}$	4_b	19
		% within D35	29.7%	10.0%	8.0%	15.0%
	D Grad	Count	11_a	2_b	$6_{a, b}$	19
		% within D35	29.7%	5.0%	12.0%	15.0%
	E >=Master	Count	3_a	1_a	2_a	6

	% within D35	8.1%	2.5%	4.0%	4.7%
Total	Count	37	40	50	127
	% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables (B4-M: Mother's education as a socio-economic indicator and D-35: Motivational factor).

Null Hypothesis: Variable 1(D-35) is independent of variable 2 (B4-M).

Alternative Hypothesis: Variable 1 (D-35) is not independent of variable 2 (B4-M).

The significance value for rejecting null hypothesis is 0.05.

4.2.1-M. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.986[a]	8	.001
Likelihood Ratio	26.957	8	.001
Linear-by-Linear Association	10.173	1	.001
N of Valid Cases	127		

a. 3 cells (20.0%) have expected count less than 5. The minimum expected count is 1.75.

The Pearson Chi-Square is more significant, and its value is 26.986 whereas the p-value is 0.001. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis that D-35 is independent of B4-M.

There is an association between parent's education and L2 motivation.

Later on, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.2.1-M. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.085	.031		
			B4_M Dependent	.075	.027		
			D35 Dependent	.097	.036		

The Symmetric Measures Table was formulated to see how strongly the variables are associated with each other.

4.2.1-M. Symmetric Measures

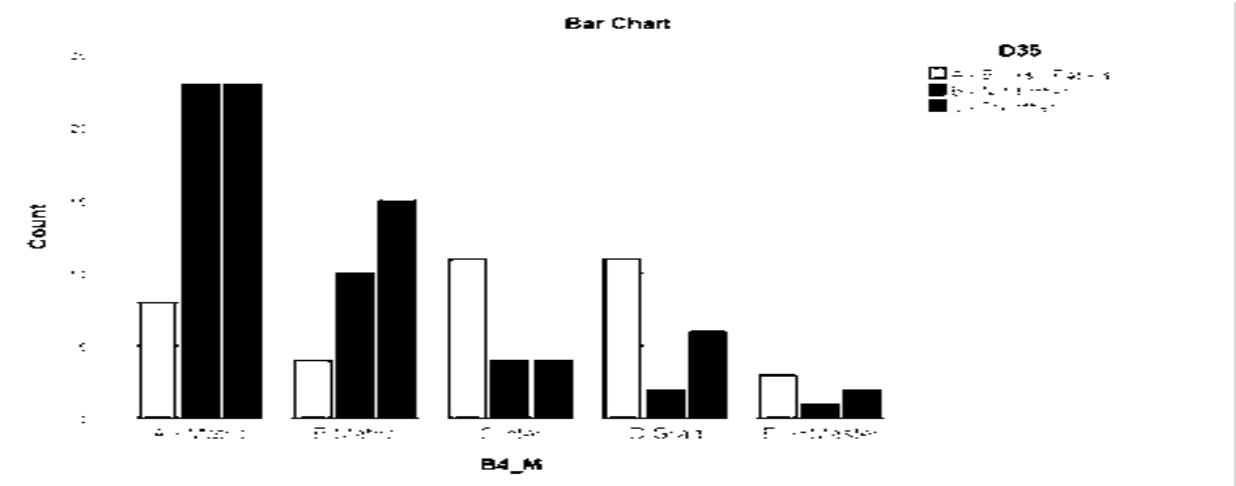
		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.284	.088	-3.313	.001[c]
Ordinal by Ordinal	Spearman Correlation	-.262	.089	-3.030	.003[c]
N of Valid Cases		127			

a. Not assuming the null hypothesis.

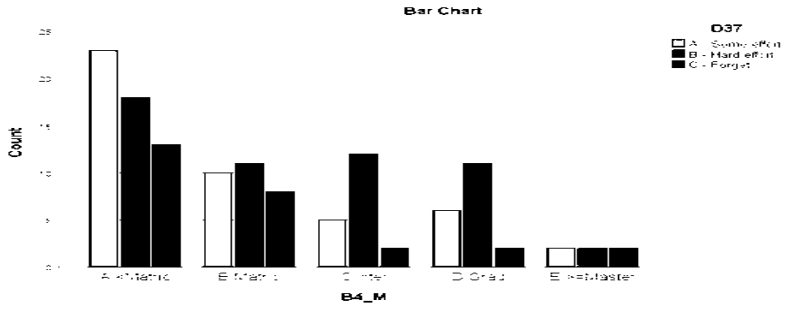
b. Using the asymptotic standard error assuming the null hypothesis.

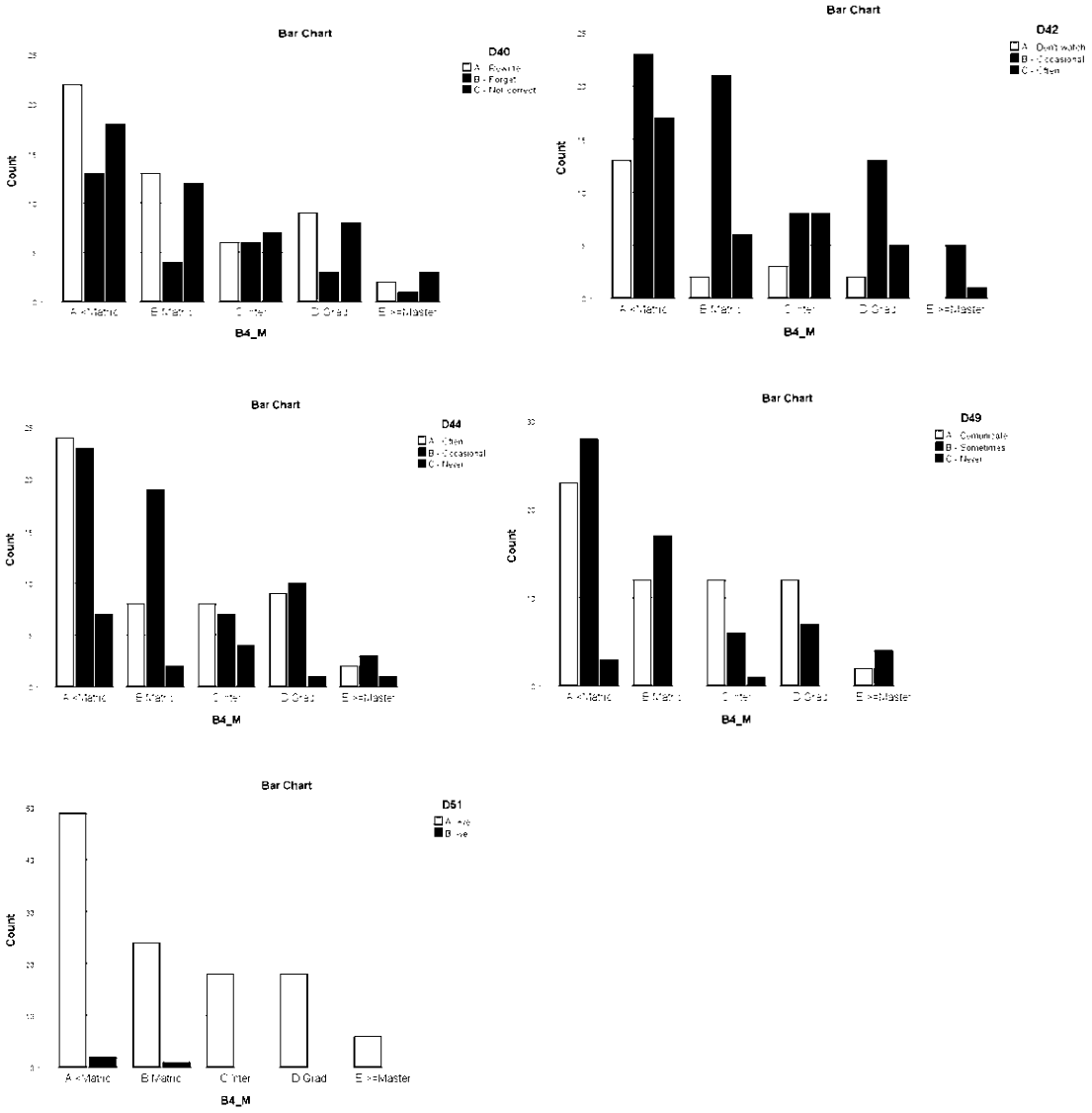
c. Based on normal approximation.

The values of variables do vary greatly, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.



This chart confirms the results generated by the previous statistical operation that mother's education and L2 are dependent on each other. However, it was interesting to see that although mother's education is associated with L2 motivation in student, the category where the students were more motivated belonged to those parents whose parents were intermediate and graduates. Similar trends were observed in other D-factors also. (see the charts below)





4.2.2. Parental Help (B-5)

Among 130 participants, 129 responded while 1 did not pick any option. The responses of the participants were as follows:

53 students were always helped by their parents.

50 were helped their parents sometimes.

25 never got any help.

Then, a relationship was established between parents' help and English language learning motivation. The crosstabs 4.1 details the count separately and within D-35 category.

Table 4.2.2. Parental Help

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
B5	A - Yes	Count	15[a]	15[a]	23[a]	53
		% within D35	39.5%	37.5%	45.1%	41.1%
	B - Sometimes	Count	18[a]	15[a]	17[a]	50
		% within D35	47.4%	37.5%	33.3%	38.8%
	C - No	Count	4[a]	10[a]	11[a]	25
		% within D35	10.5%	25.0%	21.6%	19.4%
	4	Count	1[a]	0[a]	0[a]	1
		% within D35	2.6%	0.0%	0.0%	0.8%
Total		Count	38	40	51	129
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables (B5: parents' help as a socio-economic indicator and D-35: Motivational factor).

Null Hypothesis: Variable 1 (B-5) is independent of variable 2 (D-35).

Alternative Hypothesis: Variable 1 (B5) is not independent of variable 2 (D-35).

The significance value for rejecting null hypothesis is 0.05

4.2.2. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.189[a]	6	.402
Likelihood Ratio	6.457	6	.374
Linear-by-Linear Association	.003	1	.958
N of Valid Cases	129		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is .29.

The Pearson Chi-Square is more significant, and its value is 6.189 whereas the p-value is 0.402. Since the p-value is much more than our chosen significance level which is a=0.05, we can accept the null hypothesis and conclude that there is no strong association between parents' help and L2 motivation.

Later on, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.2.2. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.023	.016		
			B5 Dependent	.023	.016		
			D35 Dependent	.023	.016		

The Symmetric Measures Table was formulated to see how strongly the variables are

associated with each other.

4.2.2. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.005	.087	-.052	.958[c]
Ordinal by Ordinal	Spearman Correlation	-.010	.087	-.108	.914[c]
N of Valid Cases		129			

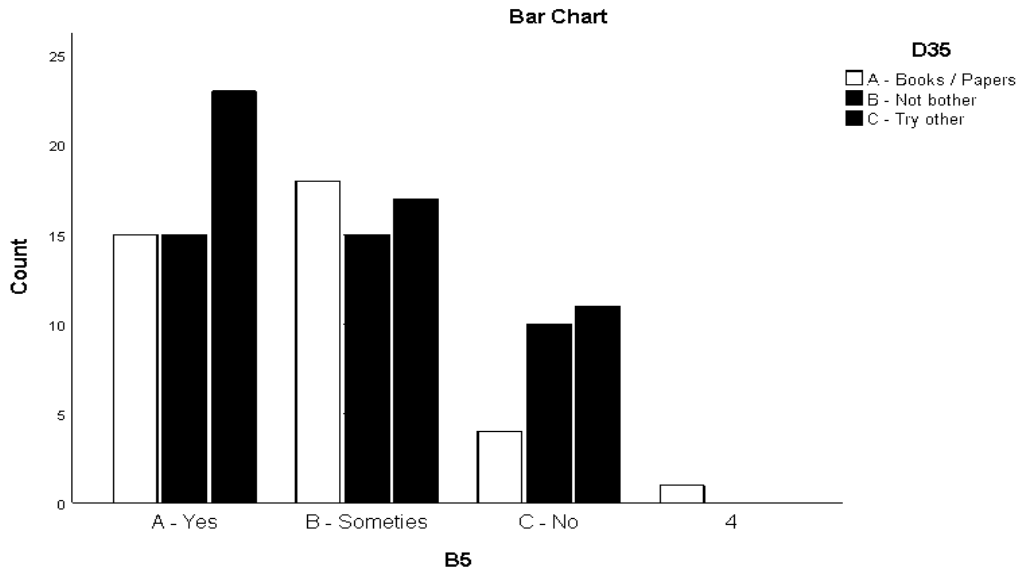
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

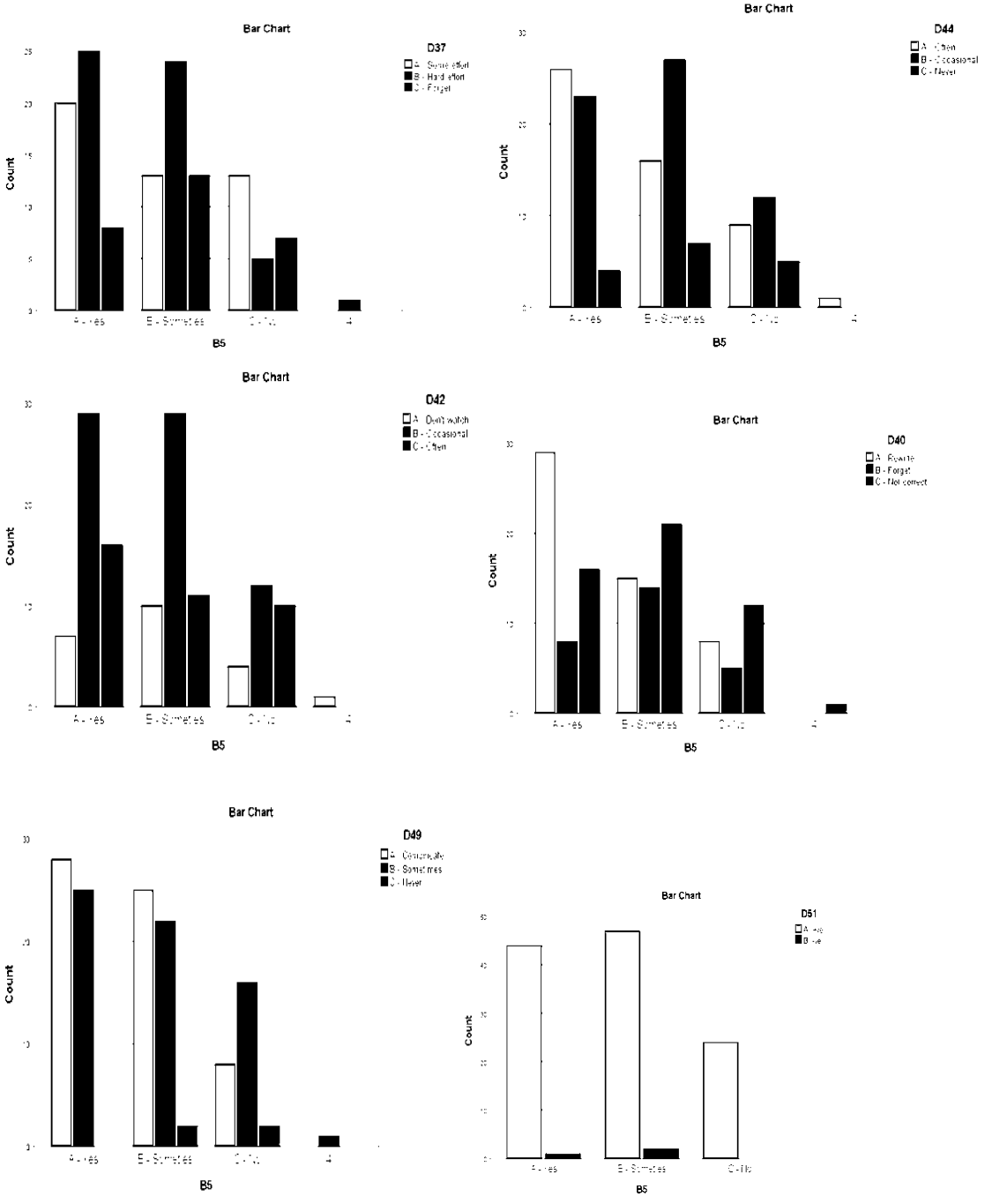
c. Based on normal approximation.

The values of variables do not vary greatly, therefore, it can be inferred that Directional Measures and Symmetric Measures does not show a strong correlation between the two variables.

This chart confirms the results generated by the previous statistical operation that L2 is not strongly associated with parents help.



Similar trends were observed in other motivational factors such as D-37, D-40, D-42, D-44, D-49 and D-51.



4.2.3. Parental Income (B3)

Out of 130 participants, 129 responded while 1 did not pick any of the option. Data composition of B3 remained as follows:

7 belonged to 5-15k income group

17 belonged to 15-25k income group

23 belonged to 25-35k income group

82 belonged to 35k and above income group

Table 4.2.3. Parental Income

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
B3	A 5-15K	Count	0_a	1_a	6_a	7
		% within D35	0.0%	2.5%	11.8%	5.4%
	B 15-25K	Count	3_a	6_a	8_a	17
		% within D35	7.9%	15.0%	15.7%	13.2%
	C 25-35K	Count	3_a	12_b	$8_{a, b}$	23
		% within D35	7.9%	30.0%	15.7%	17.8%
	D >35K	Count	32_a	21_b	29_b	82
		% within D35	84.2%	52.5%	56.9%	63.6%
Total		Count	38	40	51	129
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables B3and D-35.

Null Hypothesis: Variable 1 (B3) is independent of variable 2 (D-35).

Alternative Hypothesis: Variable 1 (B3) is not independent of variable 2 (D-35).

The significance value for rejecting null hypothesis is 0.05

4.2.3. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.855[a]	6	.010
Likelihood Ratio	18.057	6	.006
Linear-by-Linear Association	8.635	1	.003
N of Valid Cases	129		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 2.06.

The Pearson Chi-Square is more significant. Its value is 16.855 and the p-value is 0.010. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis and infer that there is an association between parent's income and L2 motivation.

Two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.2.3. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.066	.027		
			B3 Dependent	.069	.027		
			D35 Dependent	.064	.026		

The Symmetric Measures Table was formulated to see how strongly the variables are associated with each other.

4.2.3. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.260	.075	-3.031	.003[c]
Ordinal by Ordinal	Spearman Correlation	-.238	.081	-2.756	.007[c]
N of Valid Cases		129			

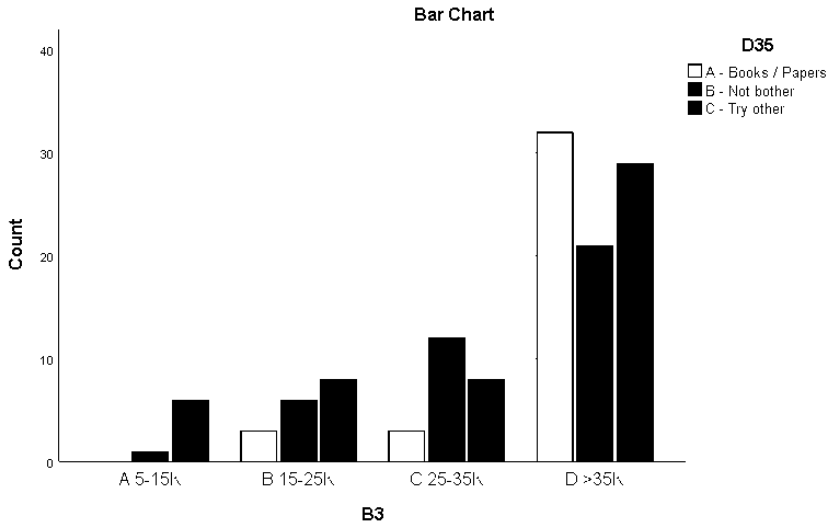
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

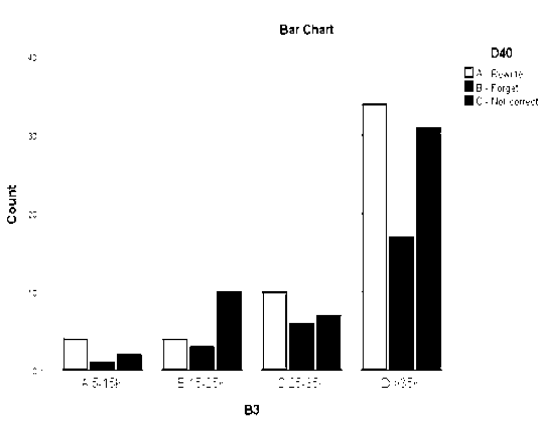
c. Based on normal approximation.

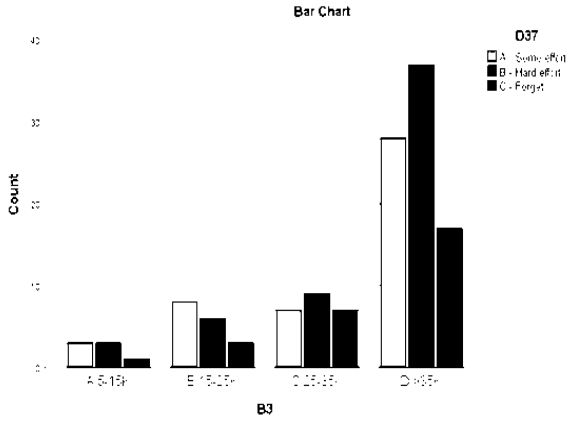
The values of variables vary greatly, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

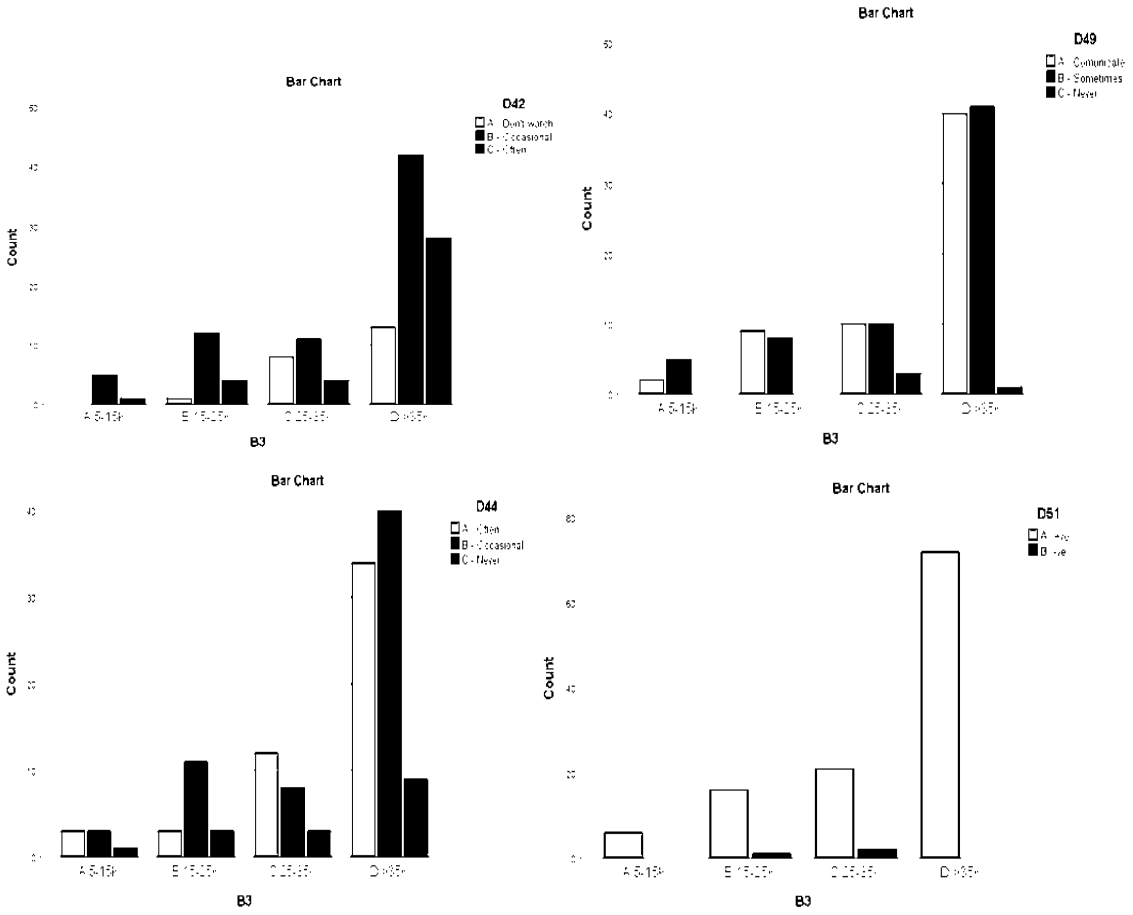
This chart below confirms the results generated by the previous statistical operation that parents' income and L2 are dependent on each other. As evident by the chart, those students whose parents were earning handsome amounts were more motivated than those whose parents' income were less. The category who belonged to category A were not motivated by all. Category B (15-25k) and C (25-35k) were also not showing different results. However, those belonged to relatively higher income group were more motivated to learn English.



Similar trends were observed with motivational factors such as D-37, D-40, D-42, D-44, D-49 and D-51.(see the charts below)







4.2.4. Parents' Profession (B1)

Impact of father's and mother's profession was assessed separately.

4.2.4.(a) Fathers (B1-F)

The professions of fathers in this category was as follows:

53 were doing government job

37 were doing private job

32 were conducting independent business

7 were in agriculture department/field

Then, a relationship was established between father's profession and English language learning motivation. The crosstabs below detail the count separately and within D-35 category.

Table 4.2.4. Father's Profession

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
B1	A-Govt job	Count	23$_{a}$	11$_{b}$	19$_{a, b}$	53
		% within D35	60.5%	27.5%	37.3%	41.1%
	B-Pvt job	Count	10$_{a}$	11$_{a}$	16$_{a}$	37
		% within D35	26.3%	27.5%	31.4%	28.7%
	C-Business	Count	3$_{a}$	15$_{b}$	14$_{a, b}$	32
		% within D35	7.9%	37.5%	27.5%	24.8%
	D-Agriculture	Count	2$_{a}$	3$_{a}$	2$_{a}$	7
		% within D35	5.3%	7.5%	3.9%	5.4%
Total		Count	38	40	51	129
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables.

Null Hypothesis: Variable 1 (B1) is independent of variable 2 (D-35).

Alternative Hypothesis: Variable 1 (B1) is not independent of variable 2 (D-35).

The significance value for rejecting null hypothesis is 0.05

4.2.4(a) Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.352[a]	6	.038
Likelihood Ratio	14.377	6	.026
Linear-by-Linear Association	3.197	1	.074
N of Valid Cases	129		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 2.06.

The Pearson Chi-Square is more significant. Its value is 12.352 whereas the p-value is 0.038. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis and infer that there is an association between father's profession and L2 motivation.

Also, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.2.4. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.048	.024		
			B1 Dependent	.045	.022		
			D35 Dependent	.051	.025		

The Symmetric Measures Table was formulated to see how strongly the variables are associated with each other.

4.2.4. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	.158	.084	1.804	.074[c]
Ordinal by Ordinal	Spearman Correlation	.164	.086	1.869	.064[c]
N of Valid Cases		129			

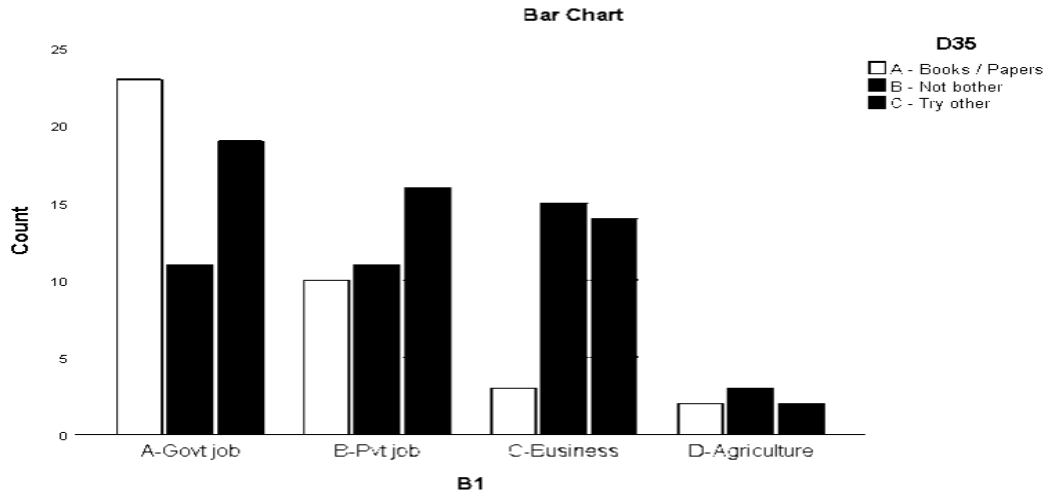
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

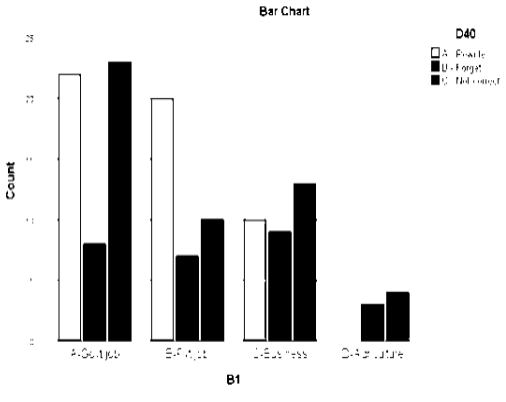
c. Based on normal approximation.

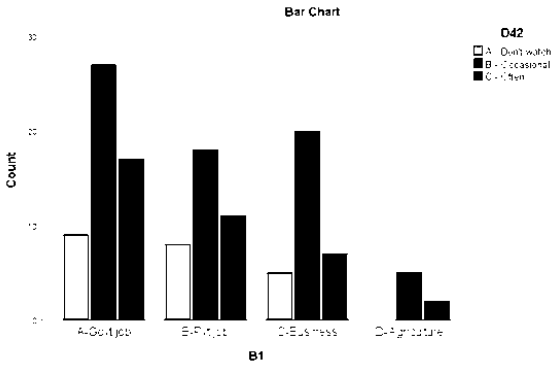
The values of variables do not vary greatly, therefore, it can be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

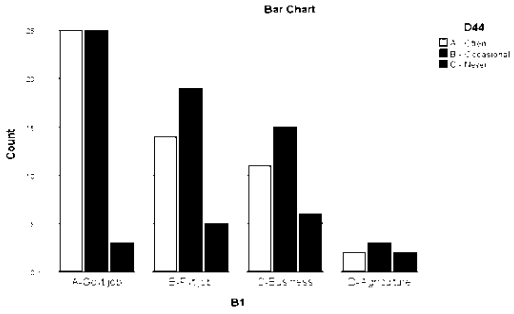
The bar chart below confirms the results generated by the previous statistical operation that B1 and L2 are dependent on each other. The students whose parents were doing jobs in government department were far more motivated than those who were in agriculture. The second motivated were those students whose parents were doing private jobs. Those fathers who were doing an independent business were doing slightly better than those whose parents were in agriculture.

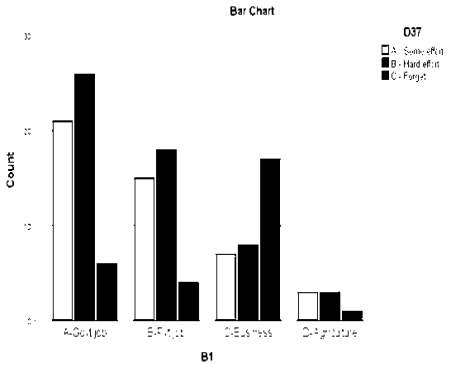


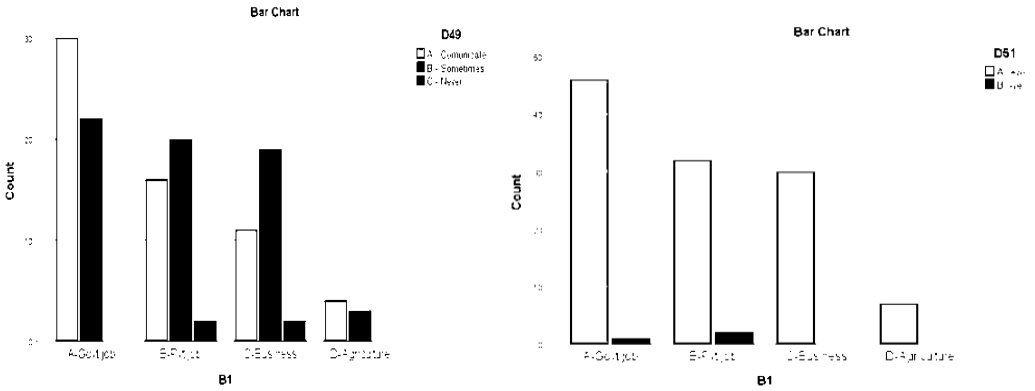
Similar trends were observed with motivational factors such as D-37, D-40, D-42, D-44, D-49 and D-51. (see the charts below)











4.2.4. (b) Mother's Profession (B1-M)

In mother's profession, housewife was a predominant category. 103 out of 129 students were those whose mothers were housewife. 13 students were those mothers worked in government sector, 7 mothers worked in private sector and 6 were those whose mothers were doing some independent business.

Then, a relationship was established between father's education and English language learning motivation. The crosstabs 4.1 details the count separately and within D-35 category.

Table 4.2.4. (b) Mother's Profession (B1-M)

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
B2	A-Govt job	Count	6a	5a	2a	13
		% within D35	15.8%	12.5%	3.9%	10.1%
	B-Pvt job	Count	1a	2a	4a	7
		% within D35	2.6%	5.0%	7.8%	5.4%
	C-Business	Count	3a	1a	2a	6
		% within D35	7.9%	2.5%	3.9%	4.7%
	D-House wife	Count	28a	32a	43a	103
		% within D35	73.7%	80.0%	84.3%	79.8%
Total		Count	38	40	51	129
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables B1-M and D-35.

Null Hypothesis: Variable 1 (B4-F) is independent of variable 2 (D-35).

Alternative Hypothesis: Variable 1 (B4-F) is not independent of variable 2 (D-35).

The significance value for rejecting null hypothesis is 0.05

4.2.4. (b) Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.115[a]	6	.410
Likelihood Ratio	6.501	6	.369
Linear-by-Linear Association	1.973	1	.160
N of Valid Cases	129		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is 1.77.

The Pearson Chi-Square is more significant, and its value is 6.115 whereas the p-value is .410. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis that there is no association between mother's profession and L2 motivation.

Also, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.2.4. (b) Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.028	.021		
			B2 Dependent	.035	.026		
			D35 Dependent	.023	.017		

4.3.4. (b) Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	.124	.084	1.410	.161[c]
Ordinal by Ordinal	Spearman Correlation	.117	.087	1.326	.187[c]
N of Valid Cases		129			

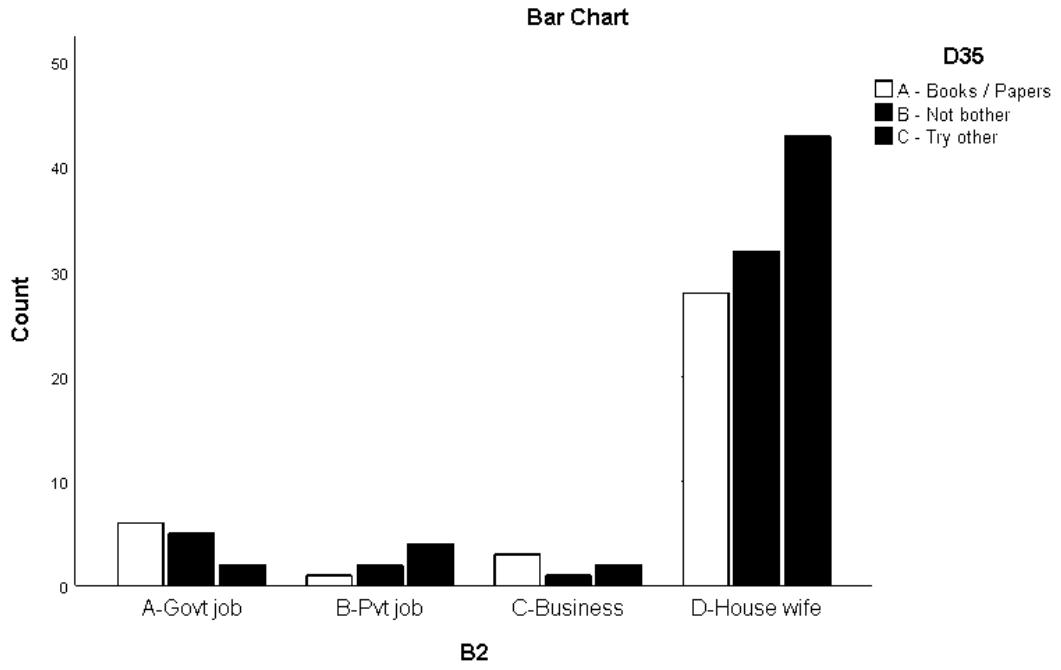
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

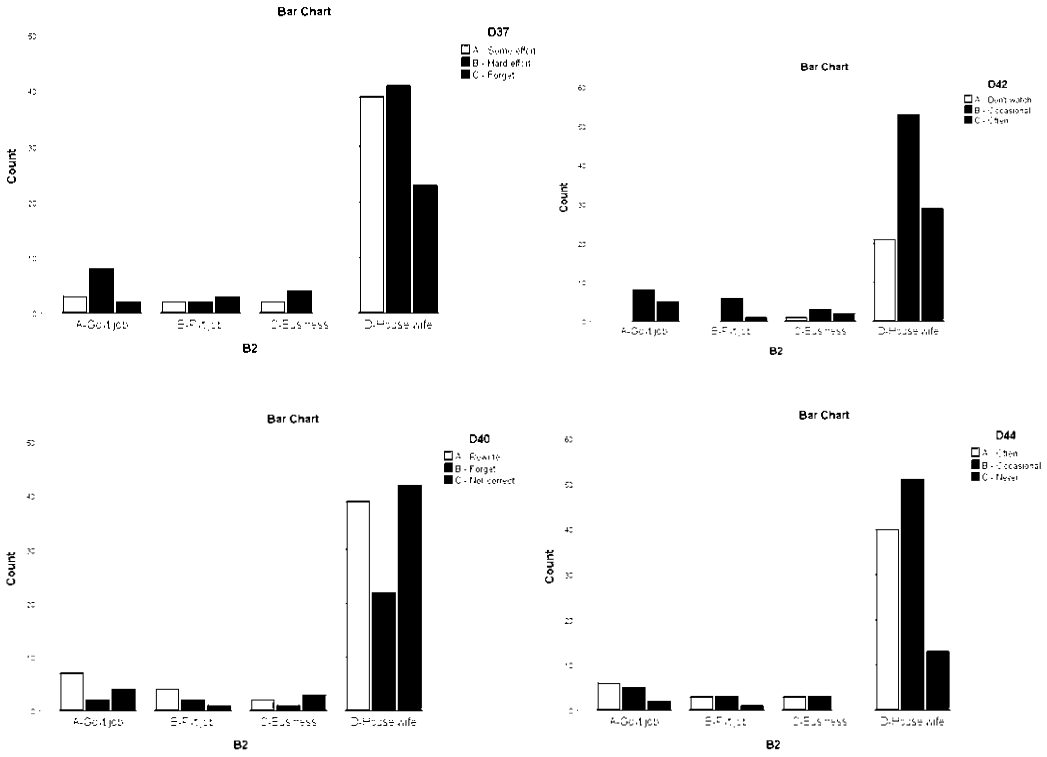
c. Based on normal approximation.

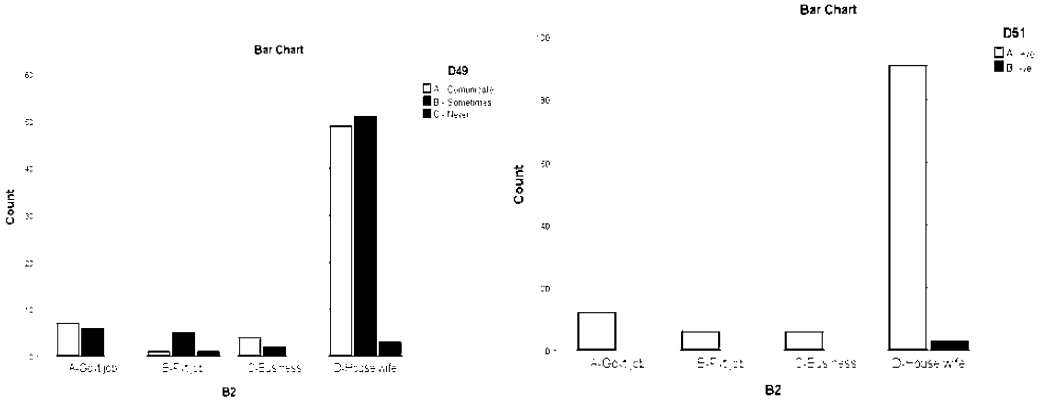
The values of variables do vary greatly, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

This chart confirms the results generated by the previous statistical operation that mother's profession and motivation towards L2 are independent of each other.



Similar trends were observed with motivational factors such as D-37, D-40, D-42, D-44, D-49 and D-51.(see the charts below)





4.3. Section – III : Cultural Factors and L2 Motivation

4.3.1. English Language Learning Means Learning English Culture?(C-20)

In the question whether students' think that English language learning is like learning English culture, following responses were gathered:

11 participants responded with yes.

21 participants were uncertain.

97 participants responded with no.

1 participant did not pick any of the given option.

Then, a relationship was established between C-20 and English language learning motivation. The crosstabs below detail the count separately and within D-35 category.

Table 4.3.1. English language means English Culture (C-20)

			A - Books / Papers	B - Not bother	C - Try other	
C20	A - Yes	Count	0_a	8_b	$3_{a, b}$	11
		% within D35	0.0%	20.0%	5.9%	8.5%
	B - Uncertain	Count	8_a	9_a	4_a	21
		% within D35	21.1%	22.5%	7.8%	16.3%
	C - No	Count	$30_{a, b}$	23_b	44_a	97
		% within D35	78.9%	57.5%	86.3%	75.2%
Total		Count	38	40	51	129
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables, C-20 and D-35.

Null Hypothesis: Variable 1, C-20- is independent of variable 2 (D-35).

Alternative Hypothesis: Variable 1, C-20 is not independent of variable 2 (D-35).

The significance value for rejecting null hypothesis is 0.05

4.3.1. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.115^a	4	.003
Likelihood Ratio	18.188	4	.001
Linear-by-Linear Association	.157	1	.692
N of Valid Cases	129		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 3.24.

The Pearson Chi-Square is more significant. Its value is 16.115 and the p-value is 0.003. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis and infer that there is an association between C-20 and L2 motivation. Later, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.3.1. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.078	.028		
			C20 Dependent	.098	.034		
			D35 Dependent	.065	.024		

The Symmetric Measures Table was formulated to see how strongly the variables are associated with each other.

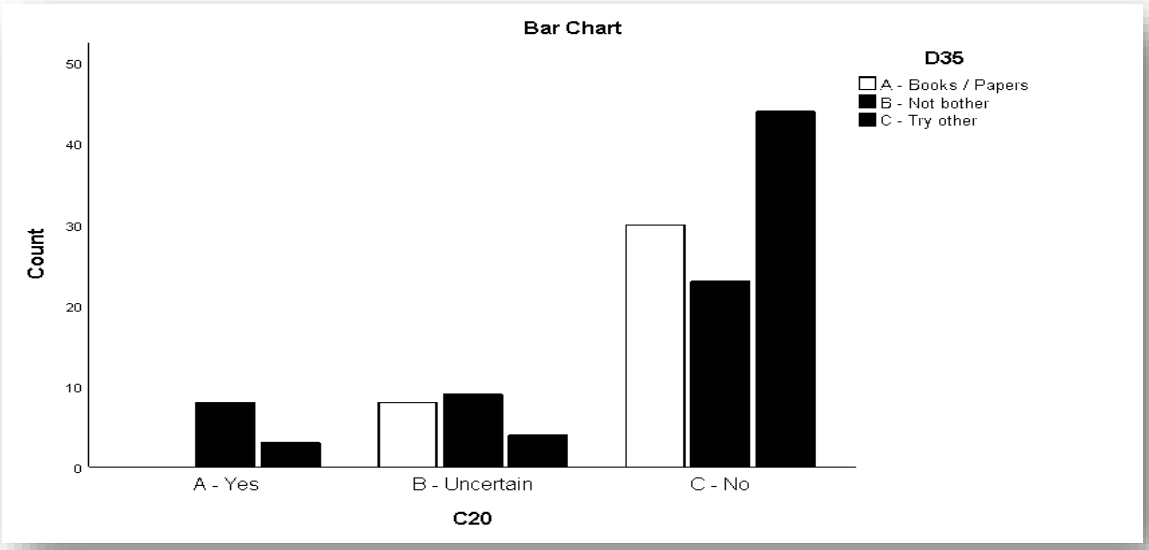
4.3.1. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	.035	.069	.395	.694[c]
Ordinal by Ordinal	Spearman Correlation	.085	.078	.967	.335[c]
N of Valid Cases		129			

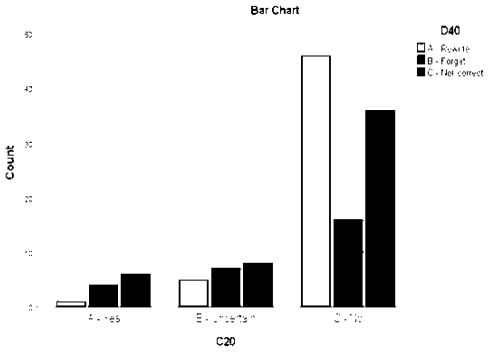
a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

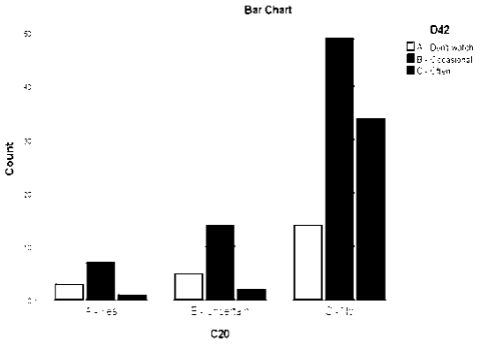
The values of variables do vary greatly, therefore, it can be inferred that Directional Measures and Symmetric Measures show negative correlation between the two variables.

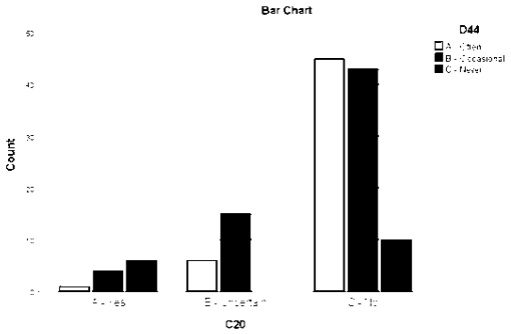
This chart confirms the results generated by the previous statistical operation that father's education and L2 are dependent on each other. It was found out that D-35 is dependent on C-20. Those students who thought that English language learning is not like English culture were more motivated. On the other hand, those who were uncertain and thought it an activity like learning English culture were not motivated.

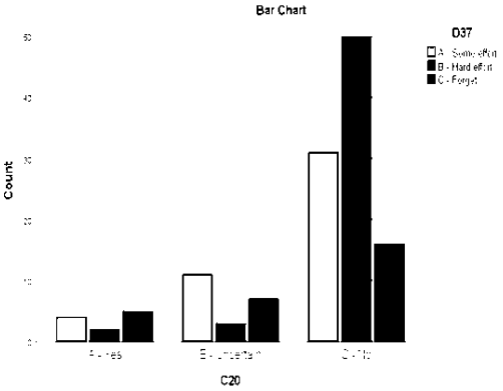


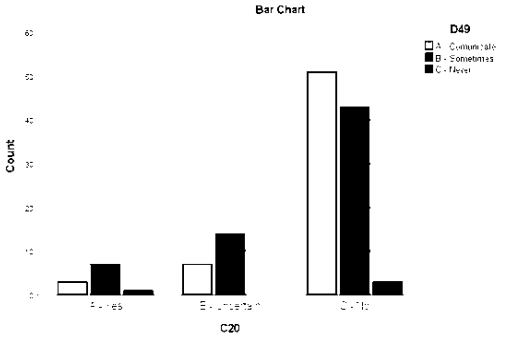
Similar trends were also observed in other motivational factors such as D-37, D-40, D-42, D-44, D-49 and D-51.

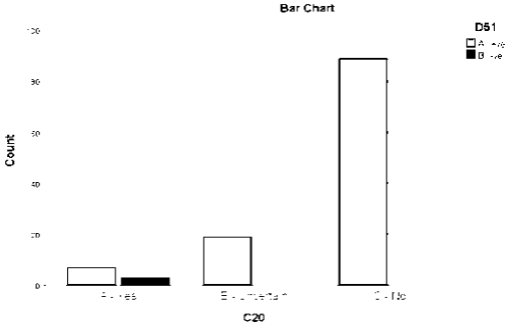

Bar Chart
D40
A - Rarely
B - Forget
C - Not correct
Count
C20


Bar Chart
D42
A - Don't watch
B - Occasional
C - Often
Count
C20


Bar Chart
D44
A - Often
B - Occasional
C - Never
Count
C20


Bar Chart
D37
A - Some effort
B - Hard effort
C - Forget
Count
C20


Bar Chart
D49
A - Commonsense
B - Sometimes
C - Never
Count
C20


Bar Chart
D51
A - +ve
B - -ve
Count
C20

4.3.2. Does English Affect Religious Beliefs?(C-21)

To the question where students are asked whether English affects their religious beliefs or not, the answers predominantly came up in negation. There were 130 participants and the ratio of responses was as follows:

19 participants responded with yes.

22 participants were uncertain.

88 participants negated the question entirely.

This question was termed as C-1 and then compared with other motivational factors listed in the D-section of the survey. Following table "Relationship between C-21 and D-35" is the statistical count of the observations, gathered in the survey.

Table4.3.2. English and Religious Beliefs

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
C21	A - Yes	Count	2[a]	12[b]	5[a]	19
		% within D35	5.3%	30.0%	9.8%	14.7%
	B - Uncertain	Count	4[a]	9[a]	9[a]	22
		% within D35	10.5%	22.5%	17.6%	17.1%
	C - No	Count	32[a]	19[b]	37[a]	88
		% within D35	84.2%	47.5%	72.5%	68.2%
Total		Count	38	40	51	129
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables C-21 and D-35.

Null Hypothesis: Variable 1 (C-21) is independent of variable 2 (D-35).

Alternative Hypothesis: Variable 1 (C-21) is not independent of variable 2 (D-35).

The significance value for rejecting null hypothesis is 0.05

4.3.2. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.222[a]	4	.004
Likelihood Ratio	14.912	4	.005
Linear-by-Linear Association	.511	1	.475
N of Valid Cases	129		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.60.

The Pearson Chi-Square is more significant. Its value is 15.22 and the p-value is 0.004. Since the p-value is less than our chosen significance level which is a=0.05, we can reject the null hypothesis that D-35 is independent of C-21. These results indicate that D-35 is dependent on C-21.

Later, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.3.2. The Directional Measures Table

			Value	Asymptotic Standard Error[a]		
Nominal by Nominal	Uncertainty Coefficient	Symmetric	.060	.030		
		C21 Dependent	.068	.034		
		D35 Dependent	.053	.027		

The Symmetric Measures Table was formulated to see how strongly the variables are associated with each other.

4.3.2. The Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.063	.074	-.713	.477[c]
Ordinal by Ordinal	Spearman Correlation	-.058	.081	-.658	.512[c]
N of Valid Cases		129			

a. Not assuming the null hypothesis.

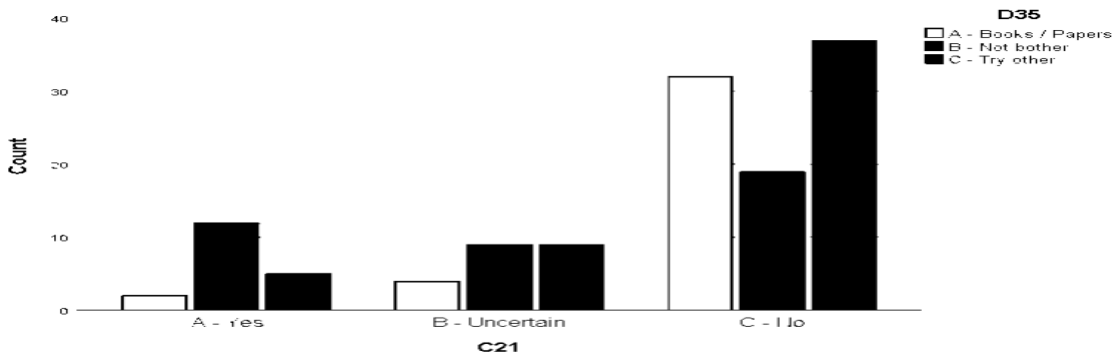
b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

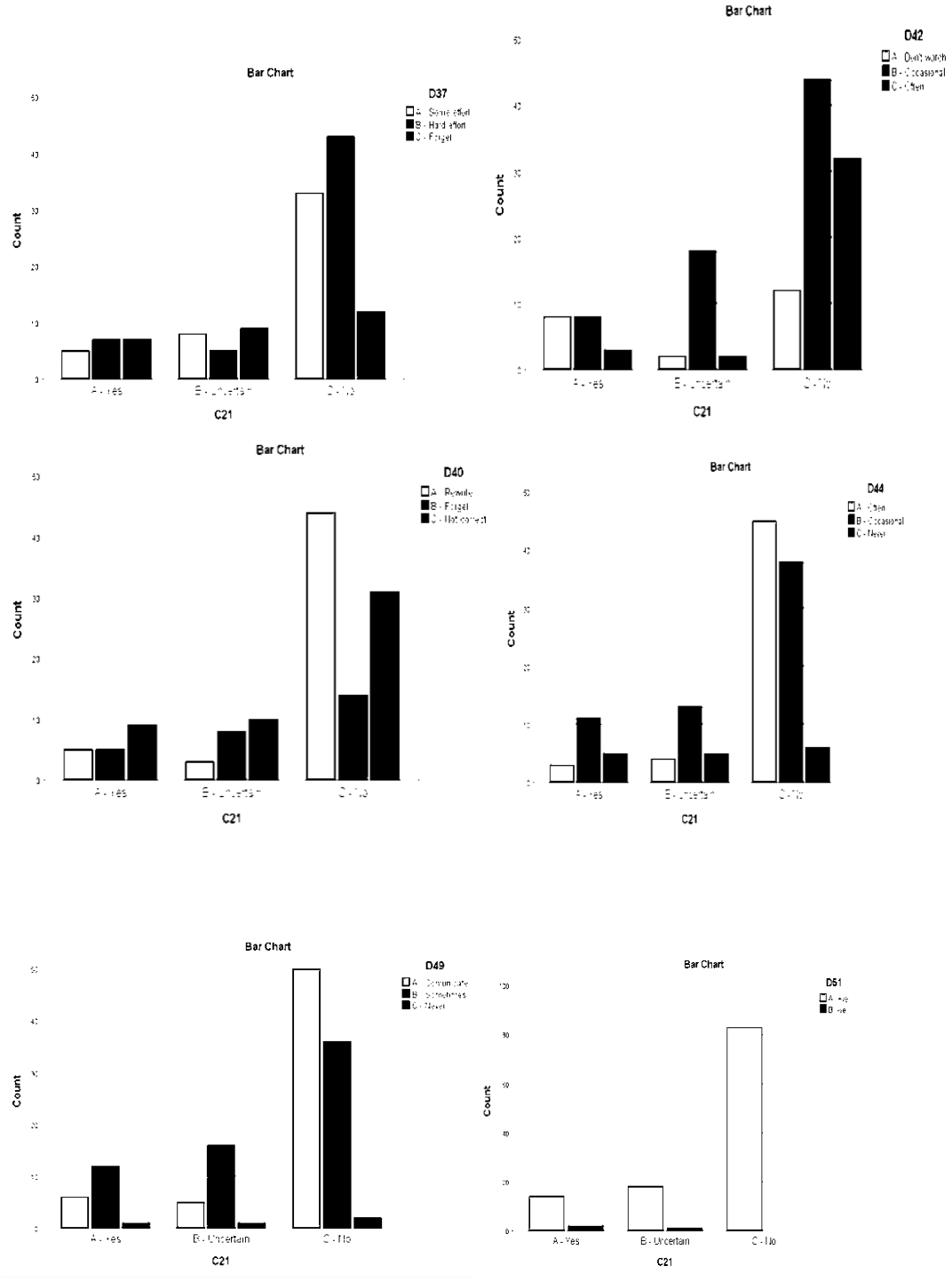
The values of variables do not vary greatly, therefore, it can be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

The bar chart below allows a better visualization of the results, suggesting that the variable,

C-21 affects the English language learning and most of the students preferred either to opt for reading English newspapers and book or for obtaining lessons in English somewhere else.



Almost similar trends were observed while comparing C-21 with D-37, D-40, D-42, D-44, D-49, and D-51.



4.3.3. Is English a Threat to Urdu? (C-25)

The question was asked whether students think that English is a threat to Urdu, the mix of responses was as such:

33 participants responded with yes.

25 were uncertain.

71 participants were not in support of this argument.

1 participant did not pick any option.

Table 4.3.3. English a Threat to Urdu

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
C25	A - Yes	Count	4_a	17_b	$12_{a, b}$	33
		% within D35	10.5%	42.5%	23.5%	25.6%
	B - Uncertain	Count	6_a	7_a	12_a	25
		% within D35	15.8%	17.5%	23.5%	19.4%
	C - No	Count	28_a	16_b	$27_{a, b}$	71
		% within D35	73.7%	40.0%	52.9%	55.0%
Total		Count	38	40	51	129
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables, C-25 and D-35.

Null Hypothesis: Variable 1 D-35 is independent of variable 2, D-35.

Alternative Hypothesis: D-35 is not independent of C-25.

The significance value for rejecting null hypothesis is 0.05

4.3.3. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.790[a]	4	.012
Likelihood Ratio	12.945	4	.012
Linear-by-Linear Association	2.589	1	.108
N of Valid Cases	129		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.36.

The Pearson Chi-Square is more significant. Its value is 12.790 and the p-value is 0.012. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis and infer that there is an association between C-25 and L2 motivation.

The values of Chi-Squares were less than 5 while the minimum expected count was 7.36. Therefore, it is assumed that the two variables are strongly associated as one would expect it to be.

Later on, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.3.3. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.048	.026		
			C24 Dependent	.050	.027		
			D35 Dependent	.046	.025		

4.3.3. Symmetric Measures

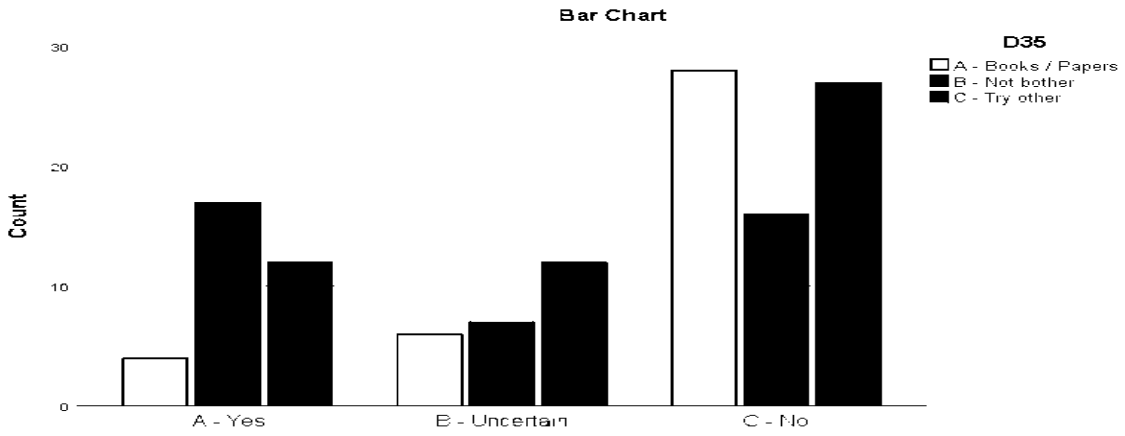
		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.142	.079	-1.619	.108[c]
Ordinal by Ordinal	Spearman Correlation	-.137	.083	-1.557	.122[c]
N of Valid Cases		129			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

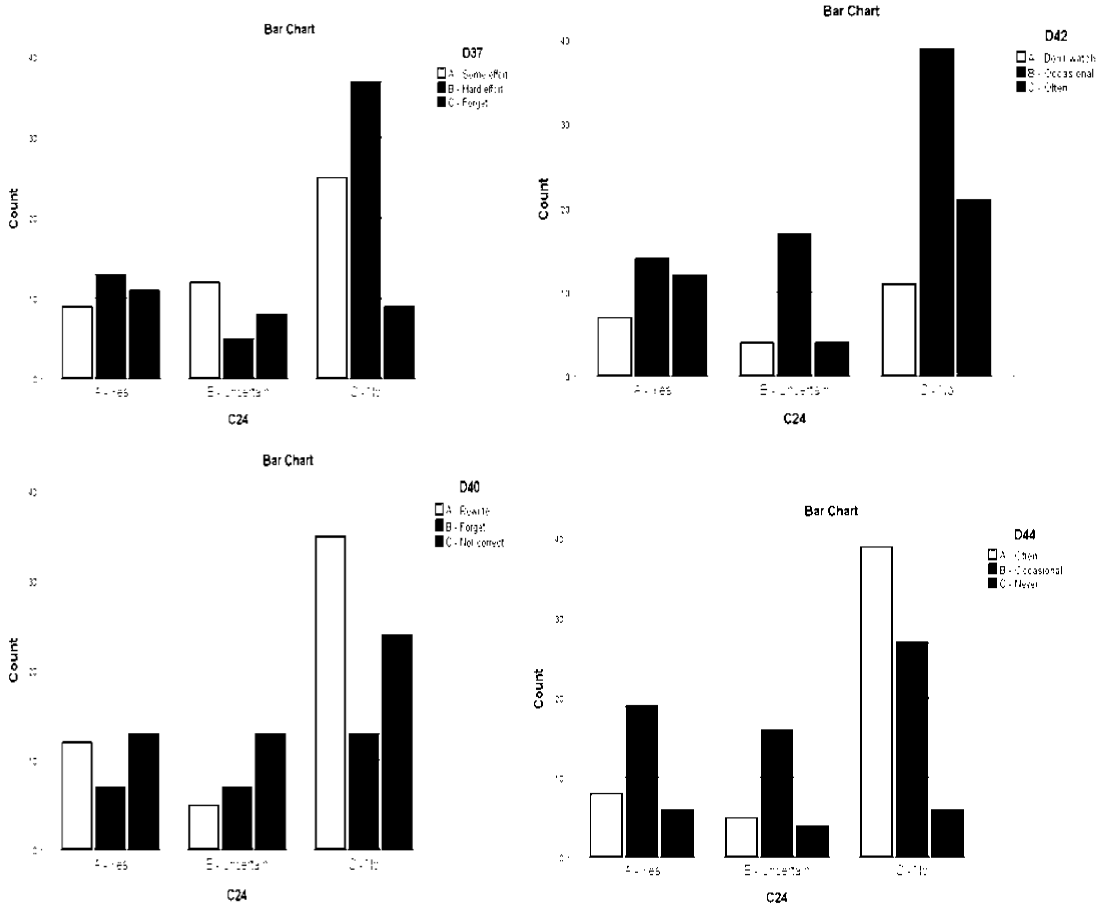
c. Based on normal approximation.

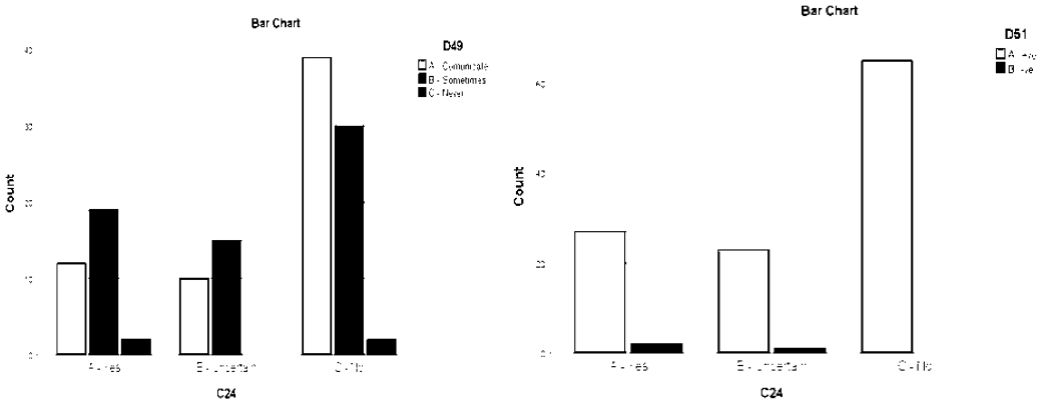
The values of variables do not vary greatly, therefore, it can be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.



C-25

The above bar chart gives a better visualization of the results. It reflects the participants' motivational choices in each category. Most of the participants who perceived English a threat to Urdu, they opined that they would not bother to opt for English if it were not taught in their educational institutes. Those who were uncertain favored either not to try or go for other options. The dominant category which negated the question that English is a threat to Urdu, preferred to read English books and newspapers or obtained other lessons in English from elsewhere.





4.3.4. People's Reaction while Speaking English in Public (C-28)

In the survey, students were also questioned about the reactions of the people when they spoke English in public. The responses of this category were as follows:

42 participants responded with yes.

34 participants replied that they were discouraged.

51 participants said that they did not get any special response.

2 participants chose none of the options.

Table 4.3.4. People's Reaction for Speaking English

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
C28	A - Encouraged	Count	16_a	9_a	17_a	42
		% within D35	42.1%	22.5%	34.0%	32.8%
	B - Discouraged	Count	$10_{a, b}$	16_b	8_a	34
		% within D35	26.3%	40.0%	16.0%	26.6%
	C - None	Count	12_a	15_a	24_a	51
		% within D35	31.6%	37.5%	48.0%	39.8%
	4	Count	0_a	0_a	1_a	1
		% within D35	0.0%	0.0%	2.0%	0.8%
Total		Count	38	40	50	128
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables C-28 and D-35.

Null Hypothesis: Variable 1 (C-28) is independent of variable 2 (D-35).

Alternative Hypothesis: Variable 1 (C-28) is not independent of variable 2 (D-35).

The significance value for rejecting null hypothesis is 0.05

4.3.4. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.239[a]	6	.115
Likelihood Ratio	10.621	6	.101
Linear-by-Linear Association	2.180	1	.140
N of Valid Cases	128		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is .30.

The Pearson Chi-Square is more significant. Its value is 10.239 whereas the p-value is 0.115. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis that there is no association between C-28 and L2 motivation.

Later, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of C-12 and age. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.3.4. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	.131	.091	1.483	.140[c]
Ordinal by Ordinal	Spearman Correlation	.129	.091	1.459	.147[c]
N of Valid Cases		128			

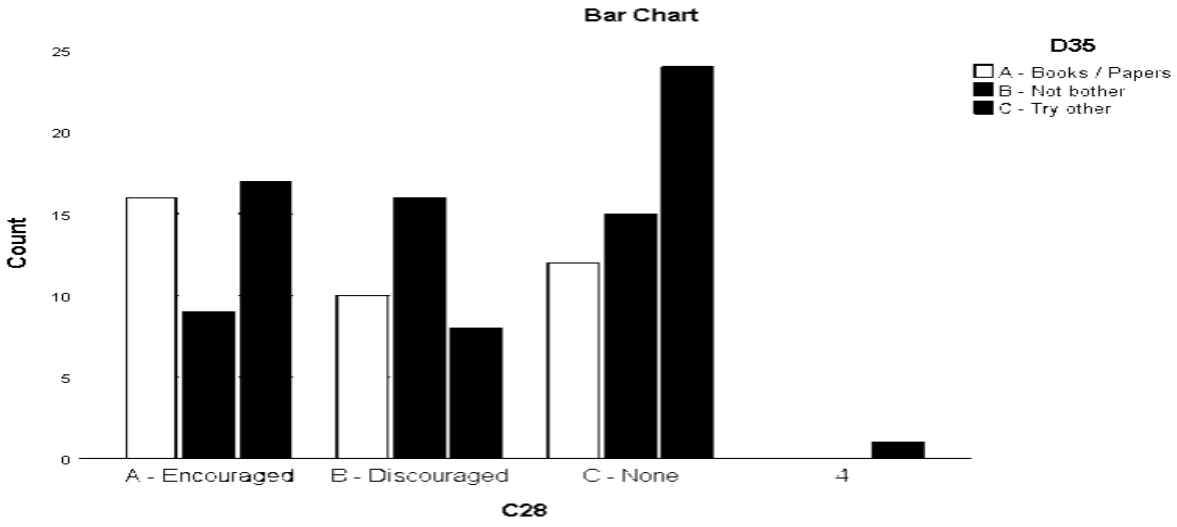
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The values of variables do not vary greatly, therefore, it can be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

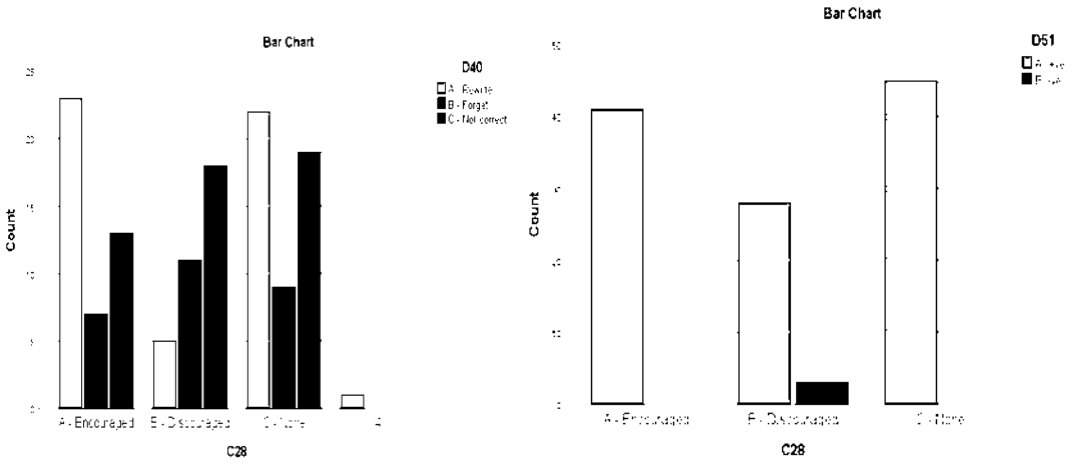
The bar chart below gives more interesting insight into the kind of association between the variables.



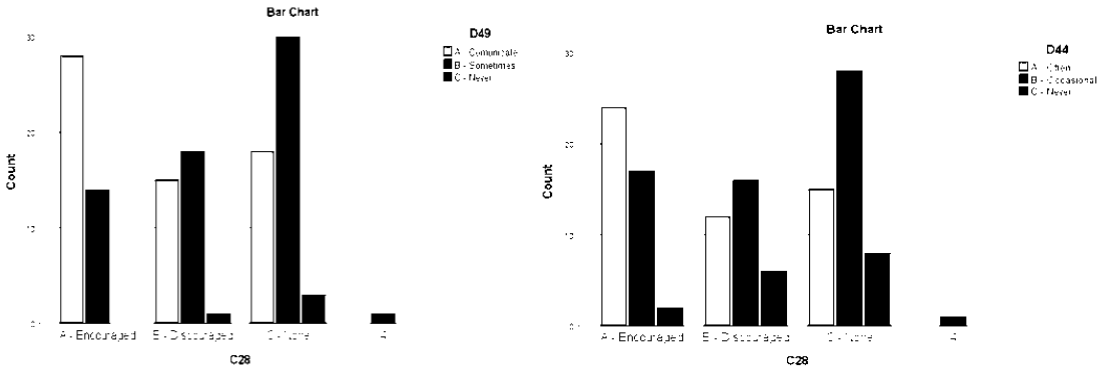
As was expected, those are discouraged were not motivated to learn English language. Most of this category chose not to bother to learn English if it were not taught in their educational institute. In this category, some interesting and somewhat unconventional

observations were also made. On the two extremes, the results were unexpected. Those who were encouraged did not perform well as compared to those who did not get any special response from the public. Those who got no response were more motivated to learn English as compared to other two categories.

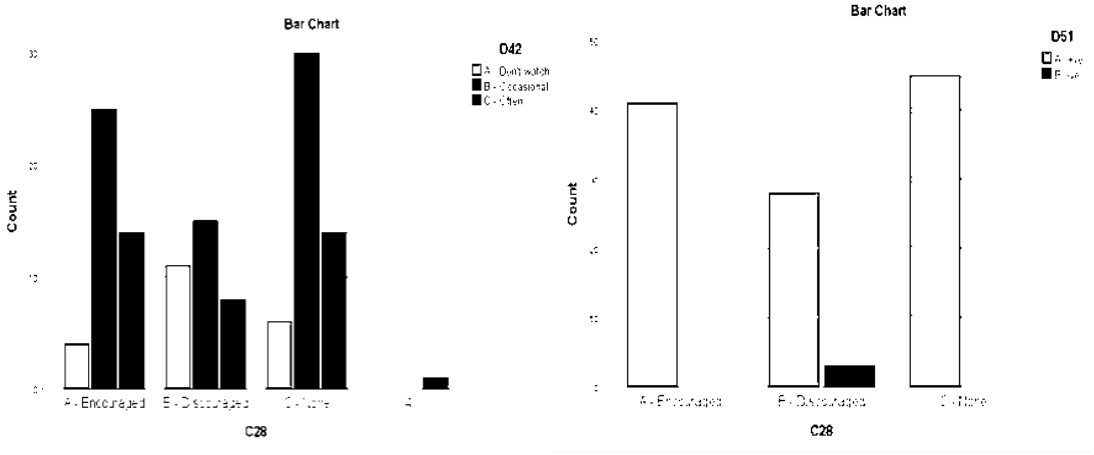
Same trend was observed in D-40 and D-51, the motivation of those who did not get any response and those who were encouraged by public were slightly different. Please see the bar chart given below.



There were other categories in which, expectedly, those who were encouraged were more motivated. Please see the charts below.



In other motivational categories, students who did not get any response were more motivated than those who were not given any public response. Please see the charts below.



4.3.5. People's Reactions Towards Mistakes While Speaking English (C-29)

To the query how participants met with public response on making mistakes while speaking English, according to the crosstab given below, the responses were as follows:

32 participants met with ridicule.

43 were corrected.

30 went unnoticed.

24 got no response.

2 participants chose none of the given options.

Table 4.3.5. People's Reactions Towards Mistakes

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
C29	A - Ridiculed	Count	5$_{a}$	15$_{b}$	12$_{a, b}$	32
		% within D35	13.2%	37.5%	23.5%	24.8%
	B - Corrected	Count	19$_{a}$	8$_{b}$	16$_{a, b}$	43
		% within D35	50.0%	20.0%	31.4%	33.3%
	C - Unnoticed	Count	8$_{a}$	9$_{a}$	13$_{a}$	30
		% within D35	21.1%	22.5%	25.5%	23.3%
	D - None	Count	6$_{a}$	8$_{a}$	10$_{a}$	24
		% within D35	15.8%	20.0%	19.6%	18.6%
Total		Count	38	40	51	129
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables, C-29 and D-35.

Null Hypothesis: Variable 1, D-35 is independent of C-29.

Alternative Hypothesis: Variable 1, D-35 is not independent of C-29.

The significance value for rejecting null hypothesis is 0.05

4.3.5. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.499[a]	6	.105
Likelihood Ratio	10.520	6	.104
Linear-by-Linear Association	.019	1	.890
N of Valid Cases	129		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.07.

The Pearson Chi-Square is more significant, and its value is 10.499 whereas the p-value is 0.105. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis that there is no association between C-29 and D-35.

Afterwards, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.3.5. Directional Measures

				Value	Asymptotic Standard Error[a]		
Nominal by Nominal		Uncertainty Coefficient	Symmetric	.033	.020		
			C29 Dependent	.030	.018		
			D35 Dependent	.037	.023		

The Directional Measures Table gives the values suggesting weak association.

The Symmetric Measures Table was formulated to see how strongly the variables are associated with each other.

4.3.5. Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	.012	.082	.138	.890[c]
Ordinal by Ordinal	Spearman Correlation	.011	.083	.129	.898[c]
N of Valid Cases		129			

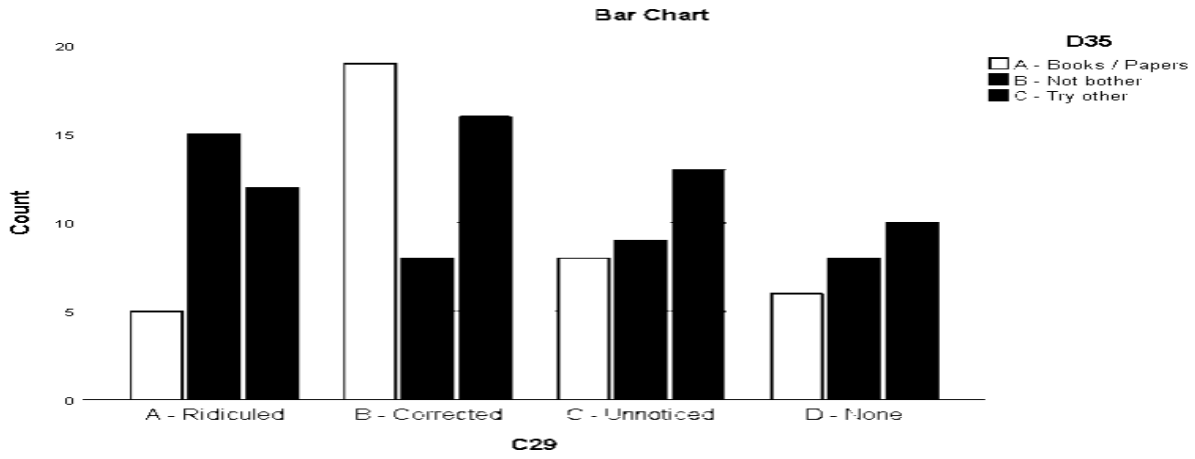
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

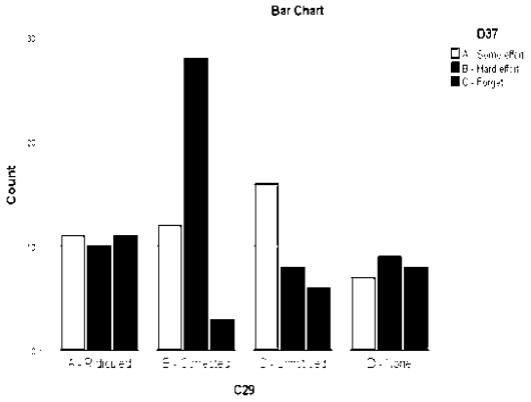
The values of variables do not vary greatly, therefore, it can be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

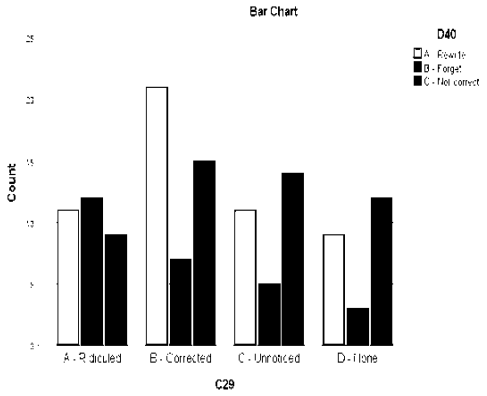
The Symmetric Measures Table values are in line with the values gathered by Chi-Square test: the values are not of significant matter.

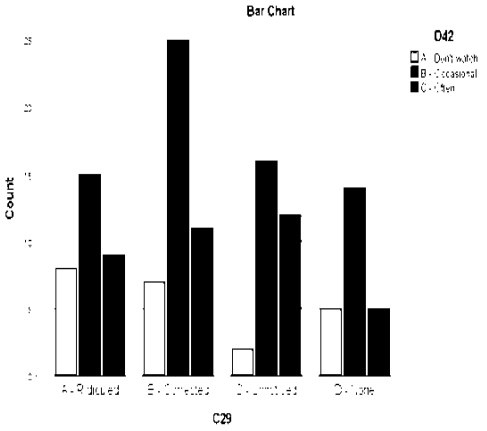


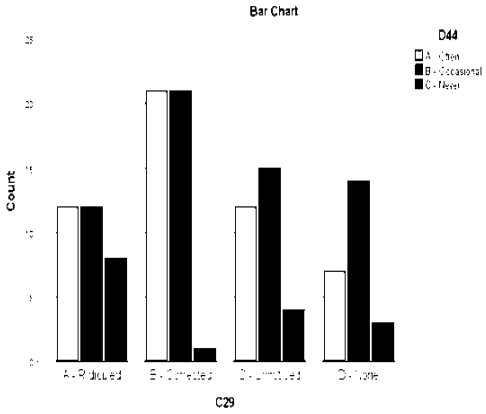
However, in bar chart we see a mix of result:

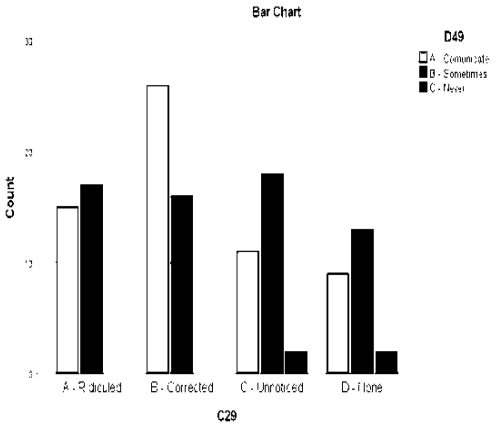
Those were ridiculed chose that they would not bother if English were not taught in their educational institutes. Those who were corrected were more motivated to read English books and newspapers or try other options of learning English. Those participants whose mistake went either unnoticed or they did not get any response at all, showed similar trends: they opted to settle for no English option all or try for an alternative platform for learning English. Same results were observed in other motivational categories. (Please see the charts below.)

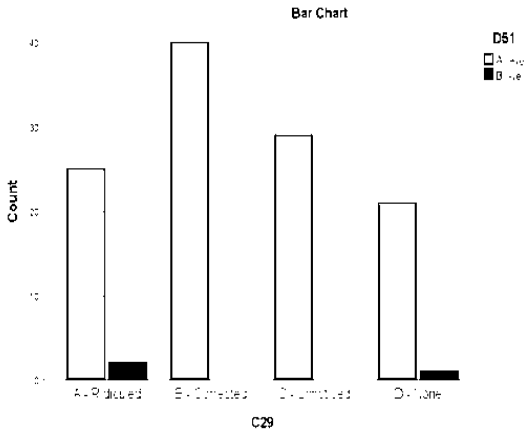

Bar Chart
D37
A - Some effort
B - Hard effort
C - Forget
Count
A - Ridiculed
B - Corrected
C - Unnoticed
D - None
C29


Bar Chart
D40
A - Rewrite
B - Forget
C - Not correct
Count
A - Ridiculed
B - Corrected
C - Unnoticed
D - None
C29


Bar Chart
D42
A - Don't watch
B - Occasional
C - Often
Count
A - Ridiculed
B - Corrected
C - Unnoticed
D - None
C29


Bar Chart
D44
A - Often
B - Occasional
C - Never
Count
A - Ridiculed
B - Corrected
C - Unnoticed
D - None
C29


Bar Chart
D49
A - Communicate
B - Sometimes
C - Never
Count
A - Ridiculed
B - Corrected
C - Unnoticed
D - None
C29


Bar Chart
D51
Count
A - Ridiculed
B - Corrected
C - Unnoticed
D - None
C29

4.3.6. Positive and Negative Opinions on Using English in Society (C-34)

In this category, 103 students stated that their views about using English in society are positive whereas 7 participants stated that use of English in society was negative. The crosstab below gives a detailed account of positive and negative views on using English in society separately and within D-35.

Table 4.3.6. Positive and Negative Opinions

			D35			
			A - Books / Papers	B - Not bother	C - Try other	Total
C34	A +ve	Count	29$_a$	31$_a$	43$_a$	103
		% within D35	93.5%	88.6%	97.7%	93.6%
	B -ve	Count	2$_a$	4$_a$	1$_a$	7
		% within D35	6.5%	11.4%	2.3%	6.4%
Total		Count	31	35	44	110
		% within D35	100.0%	100.0%	100.0%	100.0%

Each subscript letter denotes a subset of D35 categories whose column proportions do not differ significantly from each other at the .05 level.

Then, Chi-square tests were run to see if there is a strong or weak association between these two variables, D-35 and C-34.

Null Hypothesis: D-35 is independent of C-34.

Alternative Hypothesis: D-35 is not independent of C-34.

The significance value for rejecting null hypothesis is 0.05

4.3.6. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.743[a]	2	.254
Likelihood Ratio	2.855	2	.240
Linear-by-Linear Association	.756	1	.385
N of Valid Cases	110		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.97.

The Pearson Chi-Square is more significant, and its value is 2.743 whereas the p-value is 0.254. Since the p-value is more than our chosen significance level which is a=0.05, we can accept the null hypothesis that there is no association between C-34 and D-35.

Also, two supportive tests – Directional Measures and Symmetric Measures – were run for a pairwise comparison of both variables. These two tests, mentioned below, were used to check the correlation e.g. concordance or discordance.

4.3.6. Directional Measures

			Value	Asymptotic Standard Error[a]		
Nominal by Nominal	Uncertainty Coefficient	Symmetric	.020	.022		
		C34 Dependent	.055	.059		
		D35 Dependent	.012	.013		

Symmetric Measures Table was formulated to see the strength and weakness of the relationship between the two variables.

4.3.6. Symmetric Measures Table

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-.083	.077	-.868	.387[c]
Ordinal by Ordinal	Spearman Correlation	-.090	.077	-.939	.350[c]
N of Valid Cases		110			

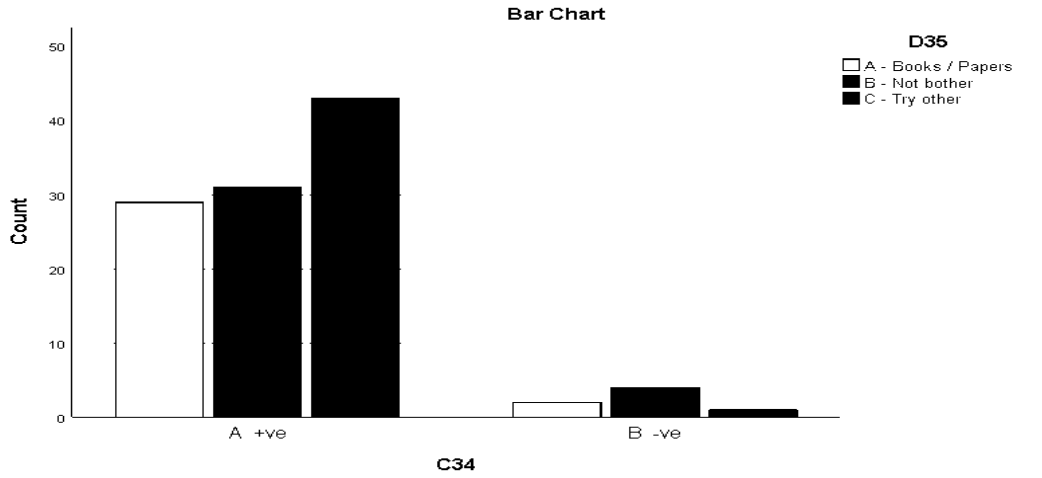
a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

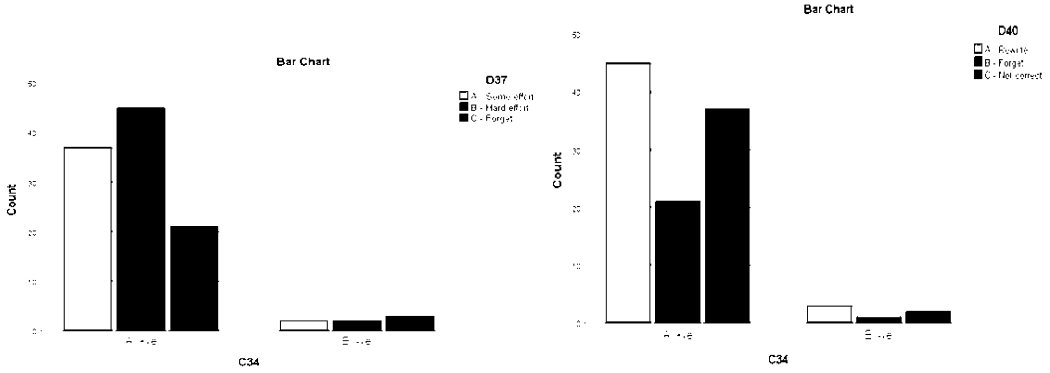
c. Based on normal approximation.

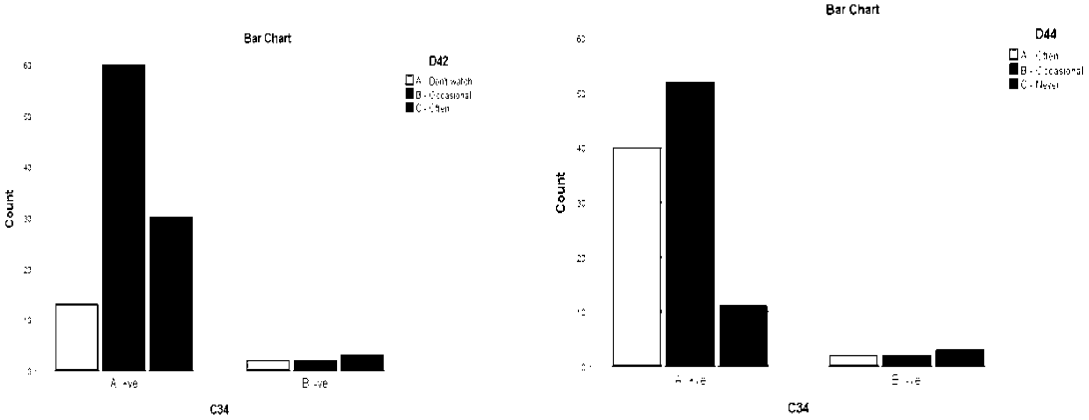
The values of variables do vary greatly, therefore, it cannot be inferred that Directional Measures and Symmetric Measures show positive correlation between the two variables.

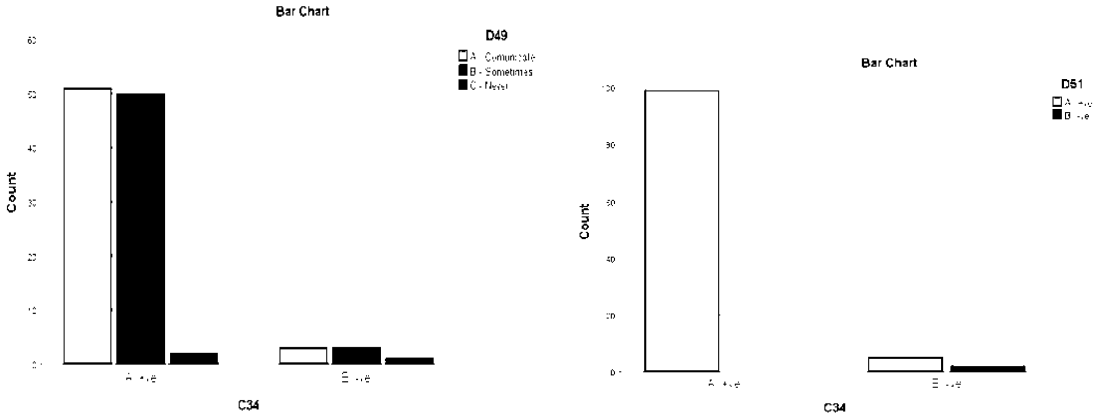
The Bar chart below reflects students' choices. The students who had negative views about using English in society they were not motivated to study English. On the other hand, there were many people in other category who thought that they would not bother to learn English if it was not taught in their educational institutes.



This trend was observed in all other D-categories.







4.4. Qualitative Analysis for Open Ended Questions

For each open ended question provided at the end of every section of the questionnaire, a qualitative argument is provided.

For the Socio-economic section, open ended question was about the effect of parent's education and income on English language learning. For this question, a noticeable number of respondents answered that parents' financial status effects their language learning more than their own educational level. Mainly, the reason for the reposes is related to affording the tuition services or opting for some advanced language courses. The fee expenses for such courses are higher, so if the financial conditions are stable, only then they can afford to get enrolled.

This factor also highlights the trend of tuition centres and academies prevailing in education sector. Students are relying on the tuitions more than the parental help and education for language learning purposes.

Open ended question in cultural section is about thoughts on using English language in society. This question also had interesting set of responses. A huge chunk of responses is in favour of using English language but not extensively. Another majority finds it disparaging for Urdu language. Using English language in required context is the suggestion that can easily be picked up by the responses. It can be gathered that students are aware of importance of learning English language but also are concerned about the waning of Urdu and other local languages. A visible majority mentioned English as a threat to Urdu but also opted for learning this language in order to excel in career or for the purpose of going abroad for educational purposes. This depicts the mature mind set of our youth.

Third question placed in the section of motivational factors is about importance of learning English. All the students replied in favour of English being significant for them. A visible majority provided the reason of professional development. They want to learn this language in order to excel in the society and profession. Another prominent reason is that they need to learn this international language for the purpose of studying abroad.

Another important factor that is highlighted by the respondents is that, society didn’t help them in improving their English language skills neither motivated them for learning this language. This is basically the institution and then the atmosphere at home which are affecting factors for second language learning motivation of students.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter provides a comprehensive and compact detail of the research findings. The research was conducted to figure out impact of socioeconomic ad cultural factors on language learning motivation of the graduates from different social backgrounds. For this purpose, a questionnaire based, survey research was conducted, and the data was analyzed through Chi square test. All the aspects discussed in the research are summarized in this chapter along with the findings and discussion on the conclusions inferred from the analysis.

5.1. Summary

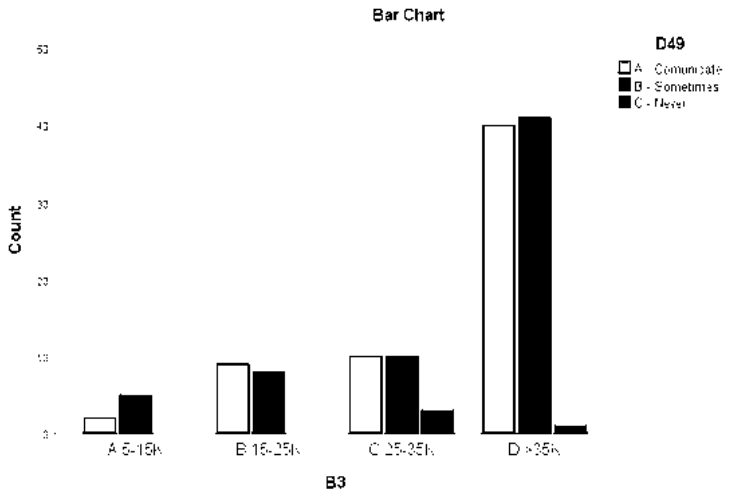
This study was conducted to gauge the impact of socio-economic and cultural factors on English language learning motivation among Pakistani students. Carried out among students of Islamabad universities, the data for this M.Phil. dissertation was provided by 130 participants who were studying English in various universities in Islamabad and belonged to a multi-layered socio-economic and cultural background. A questionnaire, based on a study conducted for second language motivation (L2 Motivation) in Chile, gathered extensive information about the demographic profile and marks in latest educational exams along with a plethora of socio-economic and cultural factors.

5.2. Findings

SPSS analysis was conducted to establish statistical associations between and among variables of the study. Using Chi square test, it was found that socio-economic and cultural factors do affect English language learning among students in Pakistan. The study also came up with interesting results, for example, parents' education, income and profession do have strong association with the learner's motivation to acquire English. However, on the other hand, it was observed that parents' help in assignments and mothers' profession did not affect the students' motivation as one would expect it to be.

Some of the significant findings of the study are presented below along with the charts for a better elucidation.

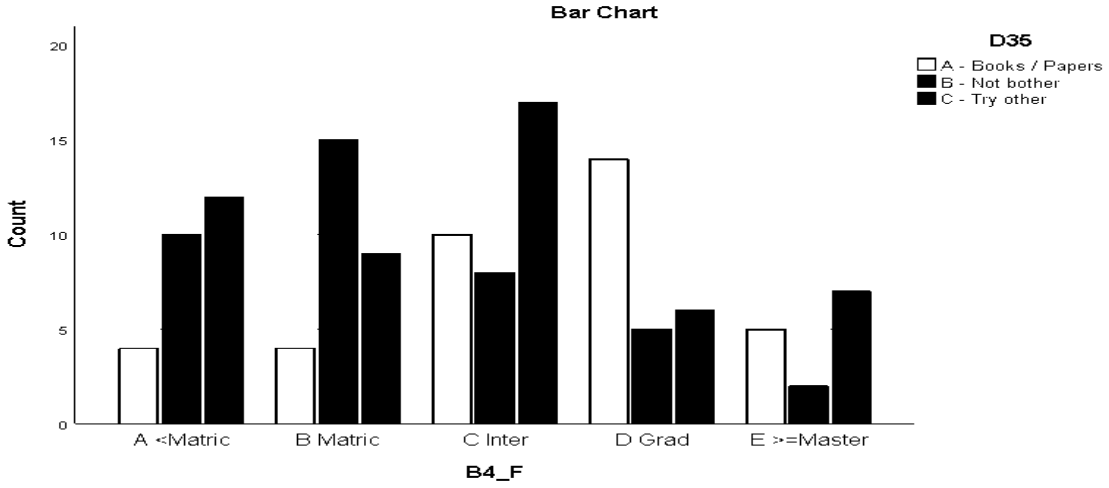
5.2.1. Parents' Income and L2 Motivation



In socio-economic factors, parents' income was compared with motivational factors for English language learning and it came out to be an important motivational factor. As evident by the above chart, those students whose parents were earning handsome amounts were more motivated than those whose parents' income were less. The groups who belonged to category A were not motivated by all. Category B (15-25k) and C (25-

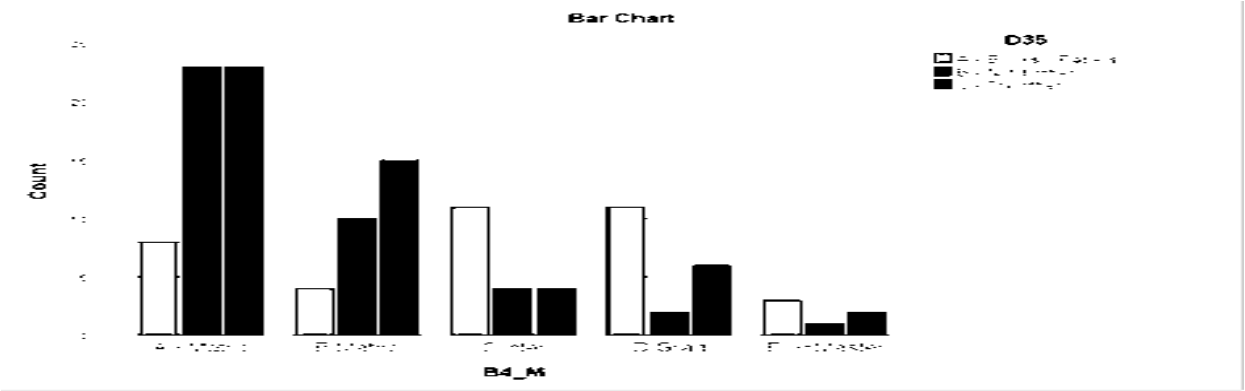
35k) were also not showing different results. However, those belonged to relatively higher income group were more motivated to learn English. Parents' income and L2 are dependent on each other. As evident by the chart, those students whose parents were earning handsome amounts were more motivated than those whose parents' income were less. The category who belonged to category A were not motivated by all. Category B (15-25k) and C (25-35k) were also not showing different results. However, those belonged to relatively higher income group were more motivated to learn English.

5.2.2. Father's Education and L2 Motivation



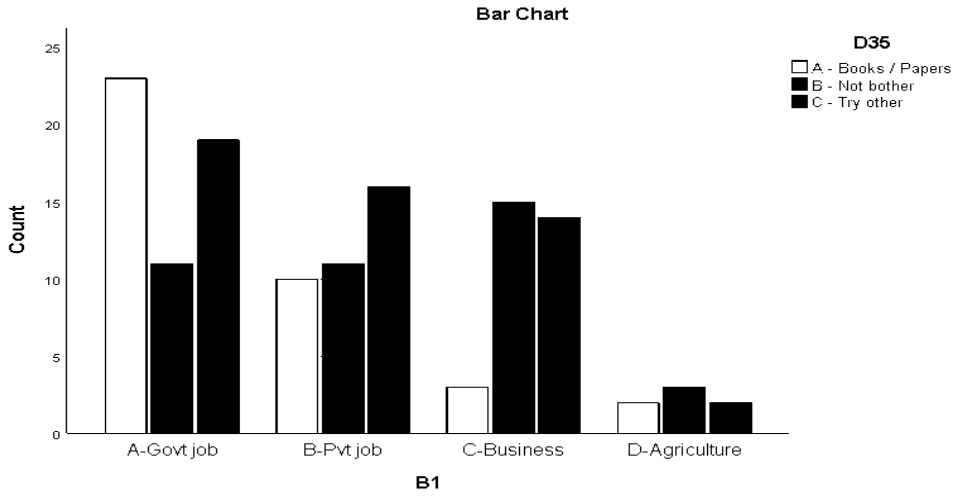
Father's education and L2 are dependent on each other, however, it was interesting to see that, although father's education is associated with L2 motivation in the students, the category where the students were more motivated belonged to those parents whose qualification was either intermediate or graduates. Similar trends were observed in other D-factors also. It highlights the sense of achievement and accomplishment the students want to achieve whose parents are not highly qualified.

5.2.3. Mother's Education and L2 Motivation



It was found out that mother's education and L2 are also dependent on each other. However, it was interesting to see that although mother's education is associated with L2 motivation in students, the category where the students were more motivated belonged to those parents whose qualifications were intermediate and graduates. Similar trends were observed in other D-factors also.

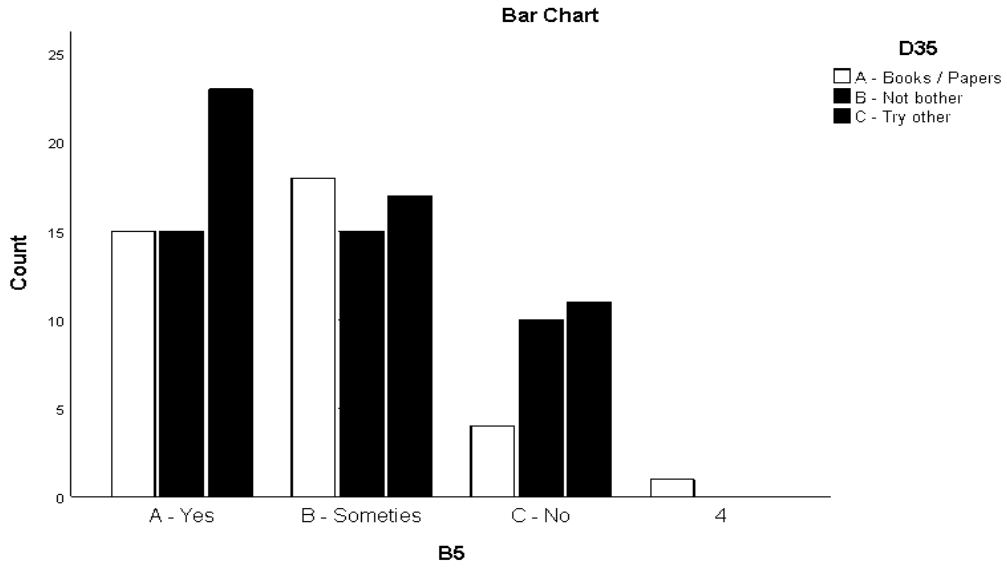
5.2.4. Father's Profession and L2 Motivation



The students whose parents were doing jobs in government department were far more motivated than those who were in agriculture. On the second level, most motivated were

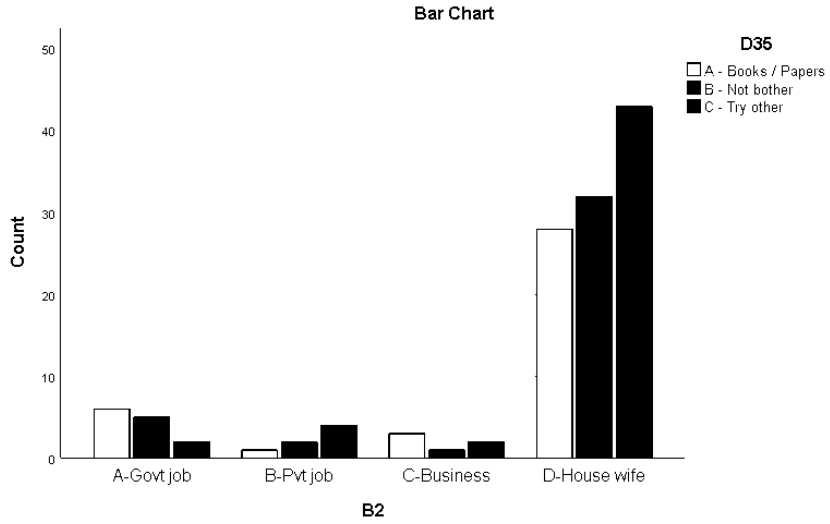
those students whose parents were doing private jobs. Those fathers who were doing an independent business were doing slightly better than those whose parents were in agriculture. However, in case of parents' income, it was observed that L2 motivation and parents' income is dependent on each other to a great extent. This study also discovered that parents' income is more affective on students' motivation towards English learning that parents' education. However, mother's education was not found to be as effectual as expected.

5.2.5. Parents' Help and L2 Motivation



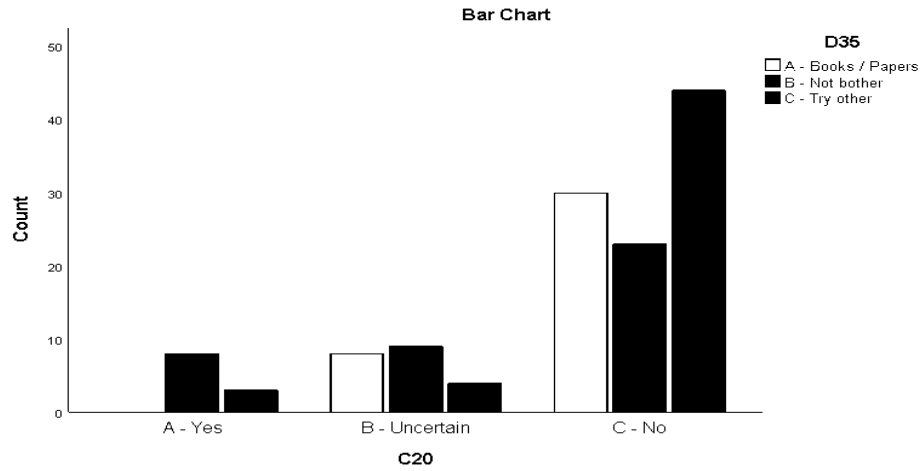
An interesting observation was made in case of Parents' help: L2 motivation is not as much associated with L2 motivation as expected. Which conveys that at graduate level, students do not expect much of parents' help in their academic assignments.

5.2.6. Mother's Profession and L2 Motivation



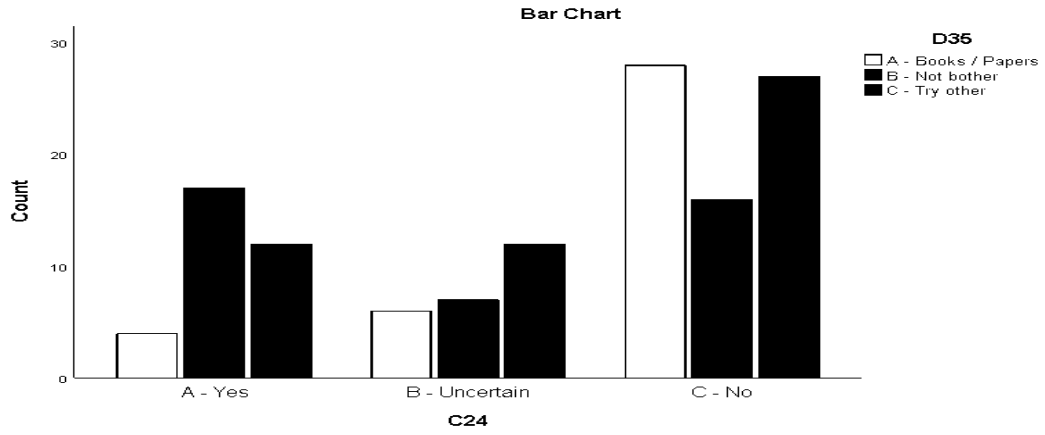
In the case of mother's profession, housewife was a predominant category. 103 out of 129 students were those whose mothers were housewives. 13 students were those mothers worked in government sector, 7 mothers worked in private sector and 6 were those whose mothers were doing some independent business. Students, whose mothers were housewives, they tend to have a high level of motivation towards English learning.

5.2.7. Effect on Religious Beliefs and L2 Motivation



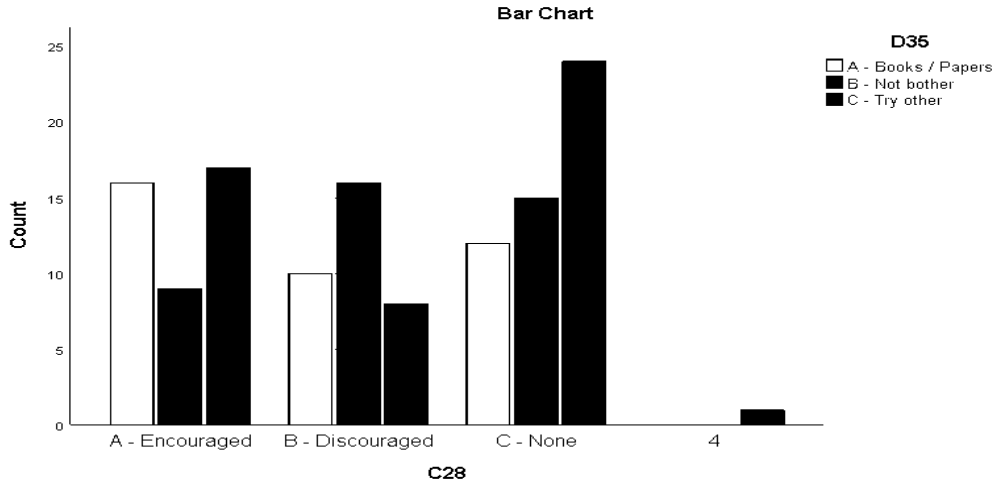
Those students who thought that English language learning is not like English culture were more motivated. On the other hand, those who were uncertain and thought it an activity similar to learning English culture were not motivated at all. Students' perception of English affecting their religious beliefs shaped the English language learning and most of the students preferred either to opt for reading English newspapers and books or for obtaining lessons in English somewhere other than their regular institution.

5.2.8. English as a Threat to Urdu and L2 Motivation



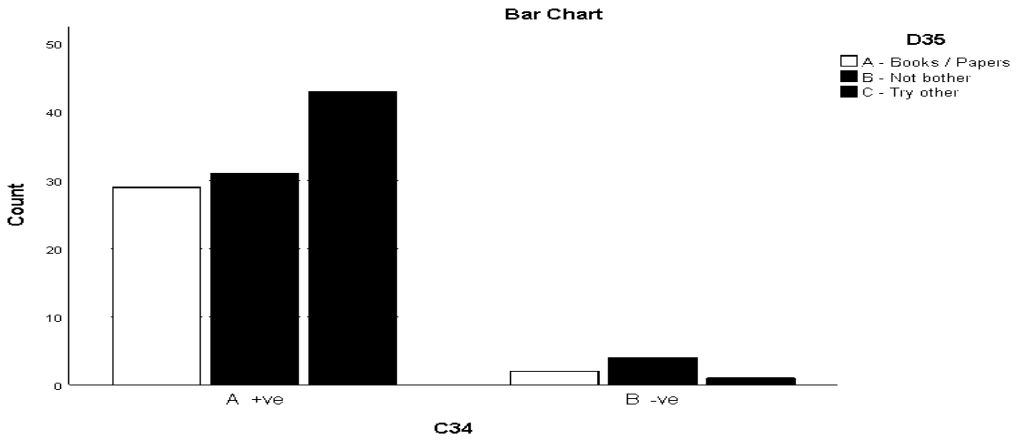
Most of the participants who perceived English a threat to Urdu, they opined that they would not bother to opt for English if it was not taught in their educational institutes as a compulsory subject. Those who were uncertain, favored either not to try or go for other options. The dominant category which negated the question that English is a threat to Urdu, preferred to read English books and newspapers or obtained other lessons in English from some institutions other than their regular ones.

5.2.9. Public Response and L2 Motivation



No strong relationship was observed between people's reactions and students 'motivation towards learning English language. Those students who did not get any response from public and those who were encouraged were slightly different in terms of motivational intensity. Those students who were ridiculed chose that they would not bother if English was not taught in their educational institutes. Those who were corrected were more motivated to read English books and newspapers or try other options of learning English. Those participants whose mistake went either unnoticed or they did not get any response at all, showed similar trends: they opted to settle for no English option at all or try for an alternative platform for learning English. It indicates their low level of interest and motivation towards English language learning.

5.2.10. Perception of English and L2 Motivation



The students who had negative views about using English (C-34) in society, they were not motivated to study English. On the other hand, there were many people in other category who thought that they would not bother to learn English if it was not taught in their educational institutes as compulsory subject. C-34 was compared with D-35 first and the results showed that those who had positive views were more motivated to learn English language.

5.3. Discussion

Parents' socio-economic status are defined in terms of their income, social status and their education. Among all socio-economic factors, parental indicators are very important as they are the ones who provide their children with the necessary support and optimal care that a person needs in his early education. Also, if parents are facing socio-economic challenges, it becomes an uphill task for the student to motivate him/herself for second language learning; This trend got confirmed by this study as well. Those students who belonged to the affluent families and having not much difficulties in terms of socio-economic indicators, were doing well in the language learning. On the other hand, those

whose parents were in poverty or hitting socio-economic blocks, their language learning process was affected. This fact directs towards the fact that financially strong families can afford to have some extra coaching classes for their children as well which results in better academic results of the subject. On the other hand, weak financial conditions of a family can not afford to have such facility. That is one of the prime reasons of comparatively lower results of students belonging to financially deprived families.

In the above-mentioned situation, parents 'priorities shifted, and their focus turned from their children's language learning motivation to other factors. Instead of motivating their children, they found themselves caught in the socio-economic dilemmas, fighting other battles. In this environment, learning a second language becomes extremely difficult for a student. This study found that there are a range of motivational factors that the students get from their parents. The families, which have high indicators on the socio-economic scale, are actually well-integrated in the resources that help their children get motivated for learning and accelerating their children's language learning process. They are also able to provide their offspring with many indirect motivational elements, including toys, books and etc, to keep their children moving in terms of English language learning. They also consult learned and well-versed people if their child hits any block in the language learning process.

On the other hand, those families which are grappling with the socio-economic challenges are actually short of all these facilities. Partly, they are not able to provide their children these facilities as much as affluent parents can. Partly, they are not as much integrated in the society and well-versed as other parents are. The results of this study showed that the students faring better on socio-economic indicators did better in comparison to those whose socio-economic grading were poor. The students from a low socio-economic background were facing difficulty in reading, listening, speaking and writing English.

Poverty, financial issues and social issues affect the English learning process of a student. The families and children that strive for excellence, in second language, and are also struggling the afore-mentioned issues are in a disadvantageous position as they are

more vulnerable to psychological issues, family issues, sickness, mental and physical disabilities. Students with this socio-economic background often found themselves at the edge of learning disabilities and demotivational streak. Couples with the education of their parents, these factors affect their overall English language learning trajectory. These students are already behind those who are doing well in terms of their socio-economic background. No surprise, why those students who do not have these problems find themselves well-poised to achieve academic success and more prone to the learning process.

This study also explored the link between students' socio-economic background and their English reading, listening, speaking and writing skills. Those students whose parents' educational background was not as good as others, their language skills especially vocabulary, oral skills and narrative-making abilities were not improved, compared with those whose parents' educations was good. Therefore, it was no surprise these students were more exposed to the risks of language development. There are many studies, which found out that students, who are at the lower end of socio-economic spectrum, also do not do well in phonological awareness, syntax, and in other language development-related issues. The atmosphere at home plays a vital role in a students' learning process. If the parents are well qualified and can converse in English easily and also are up to the mark at writing the language, the student will not face the fear of an alien language environment at the institution. He/she will adopt the language more easily and with little effort. On the contrary, if the atmosphere at home is not supportive towards learning, the student most likely will face a lot of strain in adopting the second language.

Parental support is another crucial factor for achieving success in English language learning. Parents who give value their children's education and take keen interest in knowing their progress become a supporting factor. Their support and encouragement, in fact, have proved to be a highly stimulating ingredient for get a student moving forward and upward in his language learning process. It has been seen that the children of higher professionals perform better than those of the lower

professionals. The encouragement and satisfaction of the parents influence students' motivation towards English language learning. Parental help in form of support can be a highly effective intrinsic motivator for the student.

Home is the place where a person gets nourished, treated, cared and groomed the most, so, the environment at home becomes a cradle where a child begins his journey of education. It never ends but keeps moving with the passage of life. It has been observed that those students who did not have the habit of reading at home and engaged in minimal or low dialogue with their parents, did not do well in the language learning process. If parents successfully inhabit the routine of reading related books to their children, even if they themselves are not well versed, the children will find their way towards excelling in adopting that language easily with the help of dictionaries or internet.

Those students who indulge in regular and extensive dialogues with their parents and had a habit of reading at home, not only fared well but also achieved remarkable success in their educational institutes. Parents' education and support to their children along with parenting style, shape a student's temperament and attitude towards language learning. A student whose father was a teacher reasoned that, he thinks, his English language learning process is good as his father guided him, when needed, and provided him with the adequate information and knowledge that he needed to get the things right on track.

However, home support cannot be limited to these aforementioned aspects only. In this study, many students mentioned that, although my parents do not guide me in tackling with the challenges that I face, during cognitive and developmental processes of language earning, they do provide me with the financial assistance that I need to keep my education going. However, this study found out many interesting results as well. Many argued, despite they were not performing well in English language learning abilities, that their studies are not affected by their parents' education because they pay their dues. For others, their parents' education did affect their learning abilities and they found themselves confronted with great many difficulties in their academic processes.

In the same way, socio-cultural factor also had an impact on L2 motivation. Students perceiving English as a threat to their culture, religious beliefs and to Urdu were less motivated to learn English. Their culture or social environment was against English language learning, that was the reason they were not willing to adopt it. It resulted in less motivated behaviour from them. In this category too, some interesting outcomes were also met: people's responses to speaking English and to making mistakes in public did not impact students' motivations.

Majority of the students understand the importance of learning English language in order to excel professionally and for the purpose of education abroad. They are in favour of its use in society but only where it is required. Extensive use of English is considered a threat to Urdu and other local languages. Which actually depicts a mature approach from the graduates. English is required for their professional excellence and also for communicating in other countries, but they also have the feeling of protecting their national identity, that is, Urdu and other regional languages.

Learning language is a social phenomenon, so is English language. It also applicable to Pakistani environment. In the same vein, socio-cultural factor also had an impact on L2 Motivation. Students perceiving English as a threat to their culture, religious beliefs and to Urdu were less motivated to learn English. In this category too, some interesting outcomes were also met: people's responses to speaking English and to making mistakes in public did not impact students' motivation. People tend to converse in English while they are either in their official setting or in some formal social gatherings. They do not opt for it while being with friends and family.

A clear indication from the research is that most of the students spoke English in their classrooms and still use English in their educational institutions where it is compulsory to be used. A very low percentage of the respondents use English in most of their social communications.

5.4. Conclusion

According to the primary research question of the study, which states;

How socio-economic and cultural factors are affecting English language learning motivation of the university students in Islamabad?,

it is suitable to provide the collusion in two parts, first is, effect of socio-economic factors on L2 motivation and the second is effects of cultural factors effecting L2 motivation of students.

5.4.1. Socio-economic Factors and English Language Learning Motivation

According to the findings of this research, it is evident that socio-economic factors have stronger impact on the language learning motivation of the students than the cultural factors.

The key socio-economic factor affecting the motivation of students for learning English language, is the financial support from the family, which is one of the main factors affecting the language learning process. Parents' educational level didn't not impact the motivation for L2 as much.

Also, interestingly, results show that the children of working mothers were less motivated in L2 learning than the children of house wives.

5.4.2. Cultural Factors and English Language Learning Motivation

From cultural aspect, the belief of a family considering English as a threat to moral and cultural values is the foremost factor that distresses the motivation of a students for English language learning.

Also, the study shows that parental involvement in the academics of a student plays a less important role at university level than the atmosphere at home, where English language is used for communication to some extent.

Research also concludes that most of the students has used English language in the classroom generally, where it is compulsory to be used and where there is no fear of people making fun of the mistakes in the use of language. It is least used in the social gatherings. Hence, motivation of the students for using English, learning in the classrooms is higher than the students in social gatherings and at public places because they feel less unfamiliar and more confident in using English when a suitable atmosphere is provided.

Also, normally the response from the society over speaking English plays a vital role towards motivating a student or otherwise. Pubic fear of disapproval or of being laughed at for mistakes demotivates the students and discourages the use of English. In this study, at university level, students were less affected by response from public on their English-speaking skills. The reason might be the age group and educational level they (the respondents) belong to, is mature enough to stand such situations. They do not get chance to speak in public because if they do, it is considered unfamiliar and uncommon, that is why the language skills are not refined and practiced enough but they do not fear speaking in English in public if provided a chance to do so.

Although, for most of the students their institution and their language classes are the main places where they actually are motivated to practice English as the mode of spoken or written communication. As in this scenario, the whole atmosphere is desirable for conversing in English, it is not considered unfamiliar here that is why motivation of the students is higher. But the timing of the language class or for staying in university is limited, so they can not practice the language enough. Hence, educational institutions also are playing vital role in motivating or demotivating their students towards learning English language.

5.5. Limitations

Impact of socioeconomic and cultural factors on language learning motivation is a vast subject for research. However, following factors can be projected to affect the scope of the research;

Only 10 universities of Islamabad are selected due to time and space constraints.

The researcher ensured utmost precaution in sampling and data collection techniques, yet the correctness of the responses also remains in the realm of speculation, to some extent. Answering the questions like Family's educational level, Parental occupation and family's income, Religious beliefs, social background and language use can be uncomfortable for some students. Although the option of providing Name was kept optional for the sake of privacy, but one can predict the ambiguity in the authenticity of the responses.

Also, providing the academic document along with the questionnaire was not as easy for the respondents as expected by the researcher. Mainly, the survey was conducted in the university campuses and mostly the students do not carry their academic documents with them in the university. Providing them later, caused the delay and also low number of academic records than the questionnaire itself.

Also, the research was confined to 200 graduate students studying in universities of Islamabad only from which 130 responses were valid and were included in the analysis.

5.6. Recommendations

The following recommendations are mainly based on the findings of the study, literature review and previous study. These recommendations are suggested in the hope that they will be taken into consideration for improving English language in general and in creating better circumstances in the field of learning and teaching in particular.

Based on the inferences driven from this study, following recommendations are made:

1. Present study was a limited study in terms of number of participants, locality and number of universities, therefore, further research is needed to conduct on a wider scale.
2. A comparative study of motivation towards second language learning can be done with the students of rural and urban backgrounds.
3. The study can be replicated on different districts level.
4. A comparative study can be done between different factors effecting the motivation levels of male and female participants.
5. A research can be conducted to investigate English language proficiency of the students and the criteria our examination system follows to verify that proficiency.
6. A comparative study can be undertaken to investigate the key motivational factors of school students and university students towards English language learning.
7. The government should take into account the socio-economic and cultural factors to break the cycle of poverty in the society.
8. Teachers and instructors must be mindful of these factors and teach the students accordingly.

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