

Motivation in English Language Learning: A Study of English Language Centers in Hyderabad

Najeeb Us Saqlain* Rafiq Ul Islam[†]

Abstract: *This study analyzes and determines the socio-psychological aspect of EL learners studying English language overtly in addition to their college / university education in various language centers in Hyderabad. The study focuses on motivation a contributing factor in second language acquisition, particularly on Gardner's concept of instrumental and integrative motivations of students. In order to determine the students' tendency towards the L2 acquisition 60 subjects of population of 2 renowned English Language Centers were selected randomly and were given them a questionnaire based on Gardner, Smythe, and Smythe (1974) Attitude / Motivation Test Battery (AMTB). The results revealed existing phenomena of learners' motivation in L2 learning. Instrumental motivation was observed as dominant attitude. This study opens many vistas for new researches.*

Keywords: motivation, ELL, language learning, english language.

Introduction

The goals of any second language program are partly linguistic and partly nonlinguistic. The linguistic goals focus on developing competence in the individual's ability to read, write, speak and understand the second language, Non-linguistic goals emphasize such aspects as improved understanding of the other community, desire to continue studying the language, roots of the desire to learn the second language, an interest in learning other languages, etc. In second language learning, a number of language learner motivation models have been postulated. Carrol and Sapon (1959) developed MLAT or the Modern Language Aptitude Test to measure language learning aptitude using an integrative testing design to select candidates for language training programs. Works by Clément, Gardner, and Smythe (1977), Dörnyei (2001), Ushioda (2003), MacIntyre, Dörnyei, Clément, and Noels (1998) are perhaps most known if not all accepted. (Gardner et al., 1974) model is considered as one of the most influential in second language learning. Its development follows more than 20 years of research. The model introduces four individual differences which are believed to be the most influential factors in second language learning. These include the variables of intelligence, language aptitude, motivation and situational anxiety (Giles, Coupland, & Coupland, 1991).

In the model, motivation is perceived to be composed of three elements-include

*Controller of Examinations, IQRA University, Main Campus, Karachi 75300, Pakistan. E-mail: najeebsaqlain@hotmail.com

[†]Workshop Instructor (Schools), Department of Education, Karachi, Pakistan.
E-mail: rafiqulislamhyd@yahoo.com

effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study (Gardner, 1982).

The social and cultural milieu is one of the four interrelated features of the model. The social or cultural milieu refers to the environment in which an individual is situated, thus determining their beliefs about other cultures and language. Psychologists and sociologists believe that it has a significant impact on second language learning.

Some other investigations have either modified these items or used comparable ones to study the learning of English by French-speaking students in Canada (Clément et al., 1977) the Philippines (Gardner & Lambert, 1972), students in Finland (Laine, 1977) and elementary students in Belize (Gordon, 1980), and the learning of Spanish by American students (Muchnick & Wolfe, 1982). The items in the test battery were developed for the Canadian context and for English speaking Canadians learning French in elementary and secondary school. The Attitude/Motivation Test Battery has been used in many different forms. The original formulations of the major concepts as well as the original items were developed by Gardner (1958; 1960) and extended by (Gardner & Lambert, 1972). The composition of the Attitude/Motivation Test Battery varies somewhat from form to form depending upon the purpose for which it is intended (Gardner, 1982).

The researcher intends to underscore the students' motivation; its degree and type in learning English as a second language whom are from different social and cultural milieu in Hyderabad district. Hyderabad is historical city surrounded by rural suburbs that depends on Hyderabad for their educational, medical, and other day to day needs. They do their business through Hyderabad; it is a local hub of trade across the country since past. Different industrial states like Hyderabad SITE, Kotri SITE and other many big industries like Thermal Power House, Zeal Pak Cement Industries, Pharmaceutical Industries and Sugar Industries surrounded it. There are three public professional, an academic universities and a private medical university in its vicinity. These geographic and demographic elements are contributing factors in determining the diverse nature of learners' social and cultural milieu. Hyderabad is multi ethnic district where people are from different socio- cultural context. They are inhabited with their own social milieu in their community or tribe. Racially they are Sindhi, Bloch, Punjabi, Pakhtoon, Siraikee, and Urdu. For further distinguishing; some of them are from elite class either they are landlord, politician or industrialist. Some of them are from bureaucracy, business community; some of them are from working class.

Researcher is keen in discovering, ascertaining and determining their motivation differences as; instrumental, integrative and trans-formative motivation in English Language learning. English Language Centers in Hyderabad are considered core places of academic activity where learners from different social and cultural setting have been studying English language overtly in addition to their college/ university education. Since last ten years the numbers of institutions have been amplified considerably and the Students Strength of the institutions has also been increased significantly. This study analyzes and determines socio-psychological factor- the motivation that have an effect on the student's tendency toward the L2 acquisition that is necessary for improving; Understanding of the other community, Desire to continue studying the language and an interest in learning other languages. Purpose of the study is to describe and document the attitudes and existing situation of the practices with regard to a variable of motivation among the population. Researcher follows mixed paradigm

in conducting study in order to verify the data and make the findings of the study more credible. Researcher assumes, the findings of study may lead to some improvements and changes necessary regarding teaching and learning L2 in rural districts like Hyderabad.

The objectives of the study

- To explore the source of inspiration or root cause of L2 learning among the English language learners of Hyderabad
- To evaluate the type of the motivation
- To analyzes and determines the socio-psychological impact on EL learners
- To suggest necessary modifications in ; program, content and teacher behavior to enhance and to retain learners motivation
- To suggest further researches
- To provide empirical evidences for further research

The motivation in second language acquisition

Motivation is often defined as the psychological quality that leads people to achieve a goal. For language learners, mastery of a language may be a goal. For [Gardner et al. \(1974\)](#) motivation comes from attitude and this attitude is a construct derived from a subject's answers to a number of questions. [Gardner et al. \(1974\)](#) divides this motivation in two types that depends on different type of attitudes.

Types of Motivation

Motivation is defined as the learner's orientation with regard to the goal of learning a second language. It is divided into two basic types: integrative and instrumental.

Integrative Motivation

The learner's orientation with regard to the goal of learning a second language means that learner's positive attitudes towards the target language group and the desire to integrate into the target language community ([Crookes & Schmidt, 1991](#)).

Instrumental Motivation:

The learner's desire to obtain something practical or concrete from the study of a second language underscores his Instrumental motivation. The orientation underlies the goal to gain some social or economic reward through L2 achievement ([Hudson, 1999](#)).

Trans-formative Motivation in Second Language Learning

' Unlike the traditional motivational types in Second Language Learning, L2 Learners may be driven by a desire in which the learner transcends survival goal and seeks to learn and use the language as an empowerment tool in order to transform some aspects of his life, his own community as well as that of the host community ([Hashi, 2001](#)).

Characteristics of motivated learners

The author of a classic study of successful language learning came to the conclusion that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation:

- Positive task orientation
- Ego involvement
- Need for achievement
- High aspirations
- Goal orientation
- Perseverance
- Tolerance of ambiguity

([Naiman, 1978](#))

Impact of motivation

In accordance the socio-educational model, motivation to learn the second language includes three elements ([Gardner & Lambert, 1972](#)):

- First, the motivated individual expends effort to learn the language.
- Second, the motivated individual enjoys the task of learning the language.
- Third, the motivated individual wants to achieve a goal.

1 Methodology

This section of the paper comprises on description of research question, process of developing and validating instruments, data collection and data analysis, strategy of the study, findings and implications and further researches.

Strategy

Mixed approach of quantitative and qualitative was the adopted methodology for the study. Survey research method was used to collect the data. Gardner's Socio-Educational Model was followed for conducting the study. ([Gardner et al., 1974](#)) Attitude/Motivation Test Battery (AMTB) was adopted in developing the research instrument to collect perception to measure motivation that analyzes and determines its type.

Population

Population for the study divided in to given below two types to understand it exactly.

Accessible Population

All English language learners studying in various Language centers in Hyderabad district from who the sample was selected to conduct the study.

Target Population

All English language learners studying in various Language centers in rural districts of Sindh province to whom the results will be generalized

Sample

Researcher followed given steps for sample selection under the guidance of various researchers like; [Chadwick and Albrecht \(1994\)](#); [Gay \(1996\)](#); [Babbie \(2001\)](#).

- District Hyderabad was selected randomly for the study and researcher assumed it as true representative of the target population
- Purposeful sampling technique was adopted in institutional selection
- Random stratified sampling technique was adopted in selection of 60 subjects to investigate and made every effort to include all levels and gender in the strata.

Sample size

Researcher adopted mixed approach of quantitative and qualitative as methodology in the study. In qualitative approach researcher looked for richness instead of representativeness in this case sample size did not matter and researcher moved forward until the acquired information became saturated by following purposeful sampling technique. On the other hand, in quantitative approach researcher looked for representativeness instead of richness, here sample size matters ([?, ?](#)). Under ([Gardner et al., 1974](#)) advice Researcher randomly selected sixty second language learners from the population as sample for quantitative analysis. Researcher followed given strata for selecting the sample.

Table 1: Sample Strata for the Study

Gender	Level* 1 (%)	Level* 2 (%)	Level*3 (%)	Level*4 (%)	Level* 5 (%)	Level* 6 (%)	Total (%)
Male	0	8.33	18.33	10	13.33	18.33	68.33
Female	0	5	6.66	5	8.33	6.66	31.66

*Language course level

Research Question

- What does make the Learners motivated in English Language learning as L2 at English Language Centers in Hyderabad?

Research instruments

- A questionnaire based on ([Gardner et al., 1974](#)) Attitude/Motivation Test Battery (AMTB)
- Non-participant observation, discussion, and Informal interviews with learners to acquire qualitative data.

Variable

Researcher took only Motivation as variable; as it is a contributing factor in language learning. He observed its existing degree and types among L2 learners of motivation and documented empirical evidences to determine motivation type and level. It was done with an assumption that it is an essential step for conducting further researches to enhance and to convert the motivation of learners towards the English learning as L2.

Constructs and their maximum Scales

Given constructs were involved in determining the motivation and its type among the second language learner. Gardner devised some sub-tests for the constructs are at Likert scale, some are at (Guilford, 1954) single item format. Gardner assigned them scales that help in finding learners' attitude for English acquisition as second language. Given tables present the maximum scale that gardener assigns to subtest for the desired construct of learner s attitude. For trans-formative and recreational motivations researcher himself devised the sub-tests in accordance (Gardner et al., 1974).

Table 02: describes constructs for instrumental motivation for the study

Table 2: Constructs for Instrumental Motivation for the study

S.No	Instrumental Motivation	Max Scale
1	Attitudes toward other second languages in Hyderabad	70
2	Attitudes toward Learning English	70
3	Instrumental Orientation	28
4	Orientation Index	1
5	English Course Utility	35
6	Attitudes toward non- native speaking teacher	70
7	Attitudes toward native speaking teacher	70

Table 03: describes constructs for integrative motivation for the study

Table 3: Constructs for Integrative Motivation for the study

S.No	Integrative Motivation	Max scale
1	Attitudes toward other second languages in Hyderabad	35
2	Interest in Foreign languages	70
3	Attitudes toward European English People	70
4	Integrative Orientation	28
5	Orientation Index	2
6	Attitudes toward non- native speaking teacher	70
7	Attitudes toward native speaking teacher	70

Table 04: Describes constructs for Trans-formative motivation for the study.

Table 05: Describes constructs for Recreational/Personal Motivation for the study.

Table 4: Constructs for Trans-formative Motivation

S.Nos	Transformative motivation	Max
1	English learning for being superior to others	35
2	Speaking English is proud	35
3	Speaking English is a Status symbol	35
4	Speaking English Improves ones confidence	35
5	English is essential for leadership	35

Table 5: Constructs for Recreational/Personal Motivation

Table: 05		
S. No.	Recreational/ Personal Motivation	MaxScale
01	Learning English for Personal Satisfaction or Entertainment	35
02	It is fun to learn English	35
03	It is good to spend time with learned community at English language centers	35
04	Come to language centers only to enjoy friendships	35
05	Lacked application	35

2 Data Analysis

Data Analysis Procedure

The research instrument was based on Gardner et al. (1974) AMTB for gathering perceptions. It is a standardized tool with reliability of .89 (Gardner et al., 1974). As researcher took only motivation one of four variables- intelligence, language aptitude, situational anxiety and motivation, so he includes only such aspects form battery that deal with motivation. Researcher did not suppose to pilot the instruments. The Analysis of the employed instrument was not so complex and difficult. Under Gardner et al. (1974); Gardner and Lambert (1972) guidance it is simple summation of the obtained scale; the higher scale obtaining in the questionnaire shown the stronger attitude, and lower scale shown weaker attitude towards the second language acquisition. In first step of analysis researcher classifies and summarizes the collected data. In second, use descriptive statistics to analyze the summarized data such as Higher Percentages of the scale represented higher level of strength of their attitude towards investigated domain of the motivation that shown consistency of their behaviors and determined level. "Means" to determine consistency of the data; higher mean shows less difference in their perceptions and more consistent behavior towards their motivating elements and type of motivation. Combination of different constructs in groups forms the type of motivation in which the respondents fell. For qualitative Analysis, researcher's non participant observation of the centers, informal interviews and discussions with learners were used for richness of the data. Both strategies do triangulate the findings in order to make it more credible. In the last of analysis researcher proposed suggestion based on the empirical findings.

Discussion of Research Findings

Results of the study have shown their consistently high levels of positive attitudes and motivation towards English acquisition. Four types of motivation were discovered among them as given in the table:

In above Table 6, column 2 shows motivation types and, column 3 shows the sample representation of the each type. Instrumental motivation is in the firs row,

Table 6: Observed motivation types and means of obtained scale percentages

S.Nos:	Observed Motivation type	Observed frequency of participants in percentage	Estimated mean of percentages of obtained scale
C 1	C2	C3	C4
1	Instrumental motivation	68.33%	92.22%
2	Integrative	10%	80.23%
3	Transformative	15%	99.11%
4	Personal or recreational	6.66%	99.11%
3	Transformative	15%	99.11%
4	Personal or recreational	6.66%	99.11%

68.33% of the sample fell in it that shows majority of the sample fell in it. Integrative motivation is in the second row, 10% of the sample fell in it that shows majority of samples do not intend to integrate the target language community but some of them. Trans-formative motivation is in the third row, 15% of the sample fell in it that shows a sufficient amount of sample that rejected to join any of said above community but they had their own purpose to represent or to transform their existing social class. Recreational/ personal motivation is in the fourth row, 6.66% of the sample fell in it that shows that some of the learners do not join the language centers because of productive reasons but their immediate satisfaction brought them there, these are the learners who do slow the pace of language learning process in the class and can harm the environments of centers. On the other hand they are most punctual and consistent fee payers. Researcher assumes only this characteristic keep them in the language centers.

Column 4 shows means of the percentages of obtained scale of observed different motivation types. 92.22% is Mean of percentages of obtained scale of the Instrumental motivation determines their attitudinal consistency toward the type. 80.23% is Mean of percentages of obtained scale of the integrative motivation proves their desire to be integrated with target language community. 99.11% is Mean of percentages of obtained scale of the trans-formative motivation discovers their stronger attitude toward the type. 99.11% is Mean of percentages of obtained scale of the Recreational/ personal motivation detect the type in the language centers with L2 learners strong attitude.

Figure 01: describes represented ratio of different types of motivation in the study

The figure 2 shows all including constructs of instrumental motivation presented on X- axis or horizontally and the scale on Y-axis or vertically in the chart. The height of bars represents the strength of their attitude towards the specific construct. The data is simple sum of the responses of each construct. Obtained scale is presented in percentages in order to demonstrate more comprehensive picture to understand so that reader can be able to perceive the phenomena easily.

Sub-test for the construct of their Attitude towards other second languages in Hyderabad included five seven-point Likert items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa .obtained 61.42% of the scale shows their less interest in acquiring any other local second language other than English because the local languages may not fulfill their academic and professional needs. Despite they use these languages usually and they do need these languages in their daily lives.

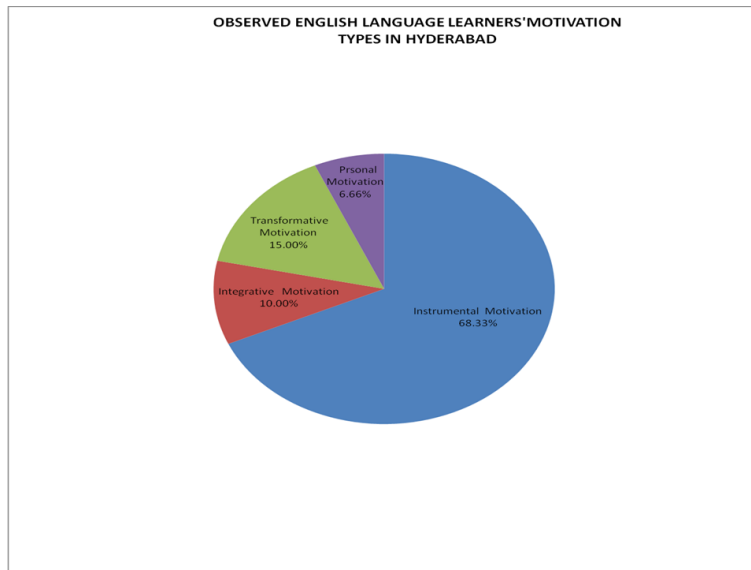


Figure 1: Ratio of different types of motivation in the study.

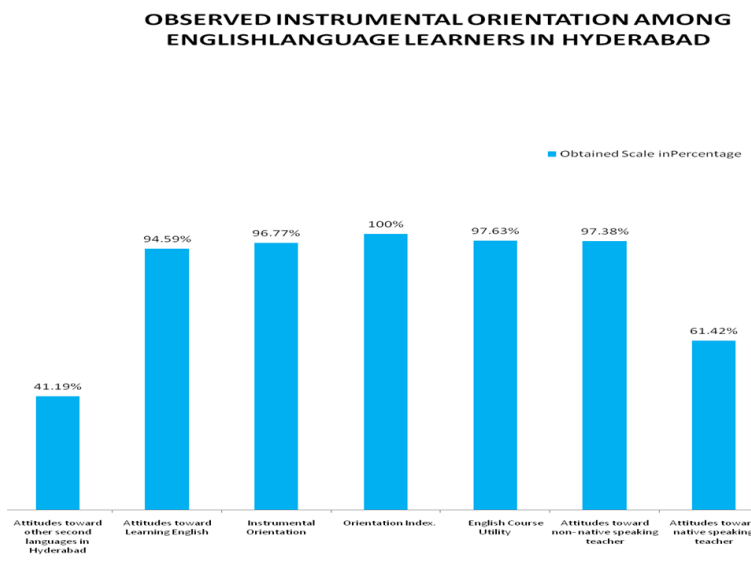


Figure 2: Observed Instrumental Motivation in the study.

Sub-test for the construct of their attitude toward learning English language included ten seven-point likert items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines stronger attitude and vice versa. Obtained 94.59% of the scale determines their stronger attitudes towards learning English.

Sub-test for the construct of their instrumental orientation included four seven-point likert items in positive wording. Highest value is assigned to strongly agree and

lowest value to strongly disagree hence the higher scale determines stronger attitude and vice versa. Obtained 96.77% of the scale determines their instrumental orientation. They strongly thought of English only on instrumental ground. They will stop learning English if English lose its instrumental usefulness for their practical lives. Sub-test for the constructs of Orientation Index included two items in positive wording that were their clear statements of their instrumental oriented attitude. Obtained 100% of the scale determines instrumental as preferred orientation.

Sub-test for the construct of their attitude toward utility of English course included five seven-point Likert items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 97.63% of the scale shows that they were observed agreed with the English course utility for instrumental purpose. Topics were important and useful to practical life, all of the activities were necessary for English language learning.

Sub-test for the construct of their attitude toward non-native speaking teacher included ten seven-point Likert items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. 97.38% of the scale shows they preferred non-native speaking teachers to teach them. Sub-test for the construct of their attitude toward native speaking teacher included ten 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 61.42% of the scale determines their attitude toward native speaking teacher that do confirm their instrumental motivation. They don't assume native speaking teacher is necessary in L2 acquisition. They felt comfortable themselves with non native speaking teacher because she/he spoke in the accent with which they were familiar. They wanted a teacher whom they could pick easily as they didn't take proficiency and fluency essential in learning English language.

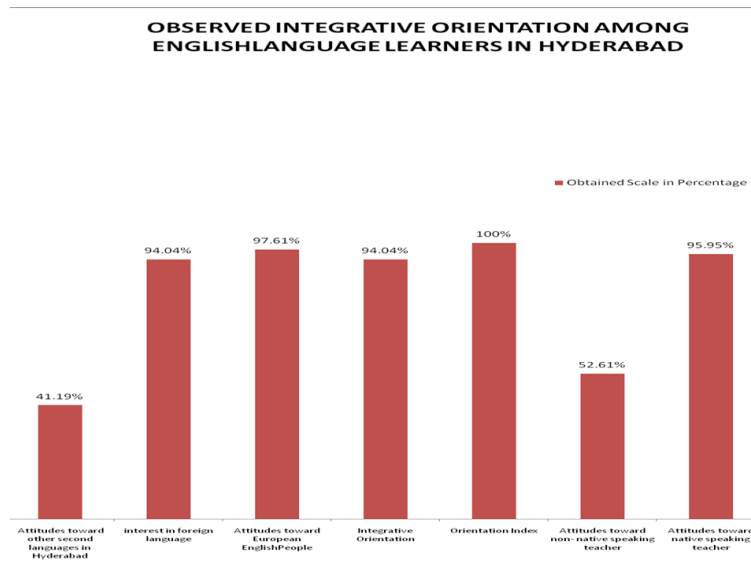


Figure 3: Observed Integrated Motivation in the study.

The fig 3 shows all including constructs of Integrative motivation presented on X-axis or horizontally and the scale on Y-axis or vertically in the chart. The height of bars represents the strength of their attitude towards the specific construct. The data is simple sum of the responses of each construct. Obtained scale is presented in percentages in order to demonstrate more comprehensive picture to understand so that reader can be able to perceive the phenomena easily.

Comparatively Smaller part of the sample fell in this type of motivation. Besides less representation they also had weak attitude towards the type of motivation that shows their less consistent behavior towards the target language community. Sub-test for the construct of their Attitude towards other second languages in Hyderabad included five 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value is to strongly disagree hence the higher scale determines strong attitude and vice versa .obtained 61.42% of the scale shows their less intention of integration to second language community other than English despite these languages are the local and they do need use these languages in their daily lives.

Subtest for the construct of their *interest in foreign languages* included ten 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 94.04% of the scale shows their more interest in acquiring foreign languages especially western including English that shows that they have positive intention of integration to English language communities of the globe Subtest for the construct of their *Attitude towards European English people* included ten 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 97.61% of the scale shows their strongly positive attitude towards European people. They considered them as knowledgeable, humane community that explain their strong intention of integration to European English people.

Sub-test for the construct of their *Integrative orientation* included four seven-point likert items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines stronger attitude and vice versa. Obtained 94.04% of the scale determines their Integrative orientation. They strongly thought of English only on Integrative ground. They will learn English more if they are given any opportunity to mingle with target language community.

Sub-test for the constructs of *Orientation Index* included two items in positive wording that were clear statements of their integrative oriented attitude. Obtained 100% of the scale determines integrativeness with the target language community as preferred orientation.

The Subtest for the construct of their *Attitude towards non-native speaking teacher* included ten 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 52.61% of the scale shows their assumption that non-native speaking teacher was not necessary in L2 teaching. They did not enjoy learning with non- native speaking teacher because she/he could not speak English better than native speaking teacher. Sometime they spoke in inappropriate accent that was quite unable to develop proficiency and to improve fluency. They wanted a teacher whom could have them enable to speak English as natives speak. They considered as much learning of English language is important as the proficiency and fluency is also. Their attitude toward non-native speaking teacher do confirm their integrative motivation.

Subtest for the construct of their *Attitude towards native speaking teacher* included

ten 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 95.59% of the scale determines their belief that native speaking teacher should be mandatory for teaching L2. They did enjoy and learn enough with native speaking teacher. They assumed not only she/he could speak English better than non- native speaking teacher but could teach them through many ways whenever learners would have difficulty in their learning. They spoke in appropriate accent that was quite essential to develop proficiency and to enhance fluency. They wanted a teacher whom could have them enable to speak English as natives speak. They believed English language should be learned with proficiency and fluency. Their attitude toward native speaking teacher do confirm their highly motivation for integration with target language community.

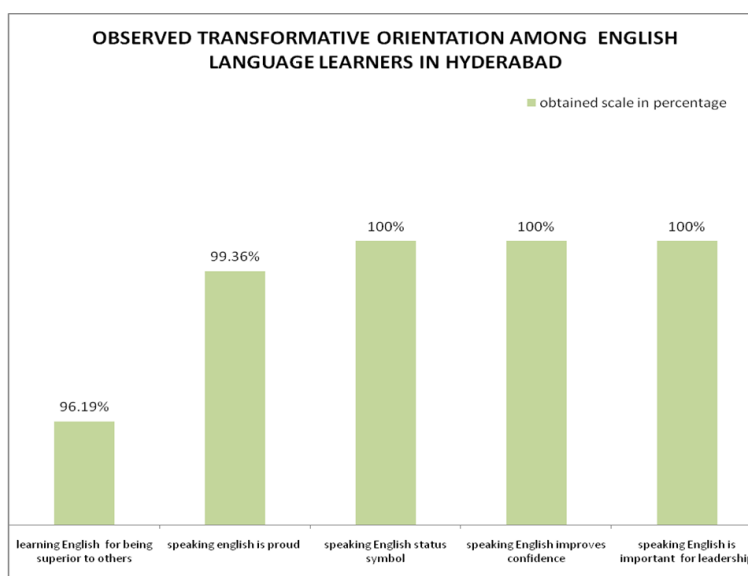


Figure 4: Observed Trans-formative Motivation in the study.

The fig 4 shows all including constructs of Trans-formative Motivation presented on X- axis or horizontally and the scale on Y-axis or vertically in the chart. The height of bars represents the strength of their attitude towards the specific construct. The data is simple sum of the responses of each construct. Obtained scale is presented in percentages in order to demonstrate more comprehensive picture to understand so that reader can be able to perceive the phenomena easily.

Subtest for the construct of their attitude for learning English for being superior to other people included five 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 96.19% of the scale determines their belief that English speaking is necessary for being superior to other people. They perceived all famous people like sportsman, actors, models etc do speak English. In offices and public places every one can be impressed if u will speak English. They assumed, in upper class ceremonies guests are divided in to two different groups; one who discuss in English and other who discuss in national and regional language. Those groups who discuss in English are considered more respectable than other one.

The Subtest for the construct of their Attitude towards speaking English is proud included five 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 99.36% of the scale determines their belief that English speaking is proud for speaker. They experienced the honor of speaking English at different places, at many time. Further more, they experienced that all officials scare of English speaking people and oblige them. People treated English speaking people as privileged citizen.

Sub-test for the construct of their Attitude towards speaking English is a status symbol included five 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest number to strongly disagree hence the higher scale determines strong attitude. Obtained 100% of the scale determines their consensus that English speaking is a status symbol. They believed English is upper class language so it is a pre requisite for moving in such class. Some of Them Experienced, only the person fluent English speaker considered educated and appreciated in the society, on contrary local language speaker discouraged by blaming him less educated and less civilized.

Subtest for the construct of their Attitude towards speaking English improves confidence included five 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree. So the higher scale determines strong attitude and vice versa. Obtained 100% of the scale determines their consensus that speaking English improves confidence. They thought English is most acceptable medium at all forums. They also assumed English speaking people could explain their point of view in a better way and defend it also boldly before any audience. Most of the time credibility of their arguments was also not challenged.

Subtest for the construct of their Attitude towards English is necessary for leadership included five 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree. So the higher scale determines strong attitude and vice versa. Obtained 100% of the scale determines their consensus that English is necessary for leadership. They believed every great leader like Quaid -e- Azam ,Zulfiqar Ali Bhutto, Benazir Bhutto ,Indra Gandhi, mah-teer Muhammad etc spoke English well . They considered leaders as a global figure that had to move all over the world he should know at least lingua franca that is English.

The figure 5 shows all including constructs of recreational/personal motivation presented on X- axis or horizontally and the scale on Y-axis or vertically in the chart. The height of bars represents the strength of their attitude towards the specific construct. The data is simple sum of the responses of each construct. Obtained scale is presented in percentages in order to demonstrate more comprehensive picture to understand so that reader can be able to perceive the phenomena easily.

Subtest for the construct of their Attitude towards learning English for personal satisfaction or for the sake of entertainment included five 'seven-point Likert' items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines stronger attitude and vice versa. Obtained 97.85% of the scale determines their assumption of learning English for immediate personal satisfaction or entertainment. They did not have practical use of the language.

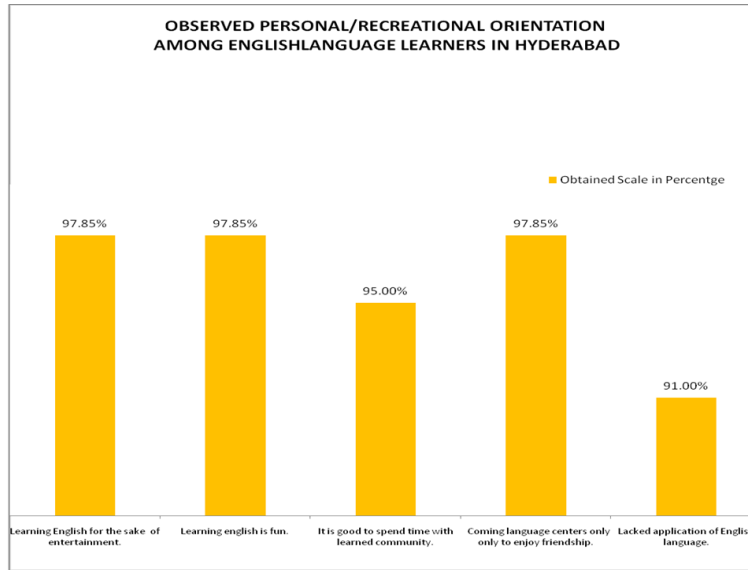


Figure 4: Observed Recreational Motivation in the study.

Subtest for the construct of their Attitude towards learning English is fun included five ‘seven-point Likert’ items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude. Obtained 100% of the scale determines their behavior towards learning English. Immediate enjoyment motivated them to go language centers for learning English language. They enjoyed congenial environments of the centers and language learning process as well.

Subtest for the construct of their Attitude towards it is good to spend time with learned community included five ‘seven-point Likert’ items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 95% of the scale determines their behavior. They assumed that time spending in language centers was better than spending any other place because it was learned community. It was better place for social interactions. These centers maintained a well educated, polite, friendly environment in the city.

Subtest for the construct of their Attitude towards coming language centers only to enjoy friendship included five ‘seven-point Likert’ items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher scale determines strong attitude and vice versa. Obtained 97.86% of the scale determines an important of the causes that they did not have any immediate need for learning second language. They went there with their friends who had any other orientation for motivation to learn English. Some of them told it was better to go language Centers with friends instead being bored at hostel.

Subtest for the construct of their Attitude towards lacked application of English language included five ‘seven-point Likert’ items in positive wording. Highest value is assigned to strongly agree and lowest value to strongly disagree hence the higher score of responses determines strong attitude. Obtained 100% of the scale determines their behavior about application of learning English language. They strongly believed that English did not have any application for their practical life. They assumed, they

could carry on their responsibilities without learning it. Learning English should be a hobby.

In this context, it is an alarming situation for English linguists that Hyderabad like rural cities where learners don't have the true motivation of English acquisition that is Integrative motivation crucial in promoting accuracy and proficiency of English language with its true essence. It is also proven that Integrative motivation plays a vital role in acculturation and building a global community. All the motivation types other than integrativeness that were Found in Hyderabad have demerits as given below:

Instrumental motivation of L2 learning may not focus the quality of language. Learners only focus on merely language learning instead of its proficiency and quality. It can be changed as the population's instrumental needs change. For example nowadays china is being considered as economy leader. If Chinese language replaces English instrumentally then English centers would be converted into Chinese language centers.

Trans-formative motivation has widely negative connotation. Though it is less discovered but It is agreed that it has less role in promoting the L2 and cultural transformation. It is somehow like to instrumental orientation. A learner has either to transform his/ her own existing class or for dominating the people. Thus it may not fulfill the purpose of making world a community.

Recreational/ personal motivation does not play a positive role in progressing the language and socio-cultural values among the people. Instead the people having this motivation can hinder the language learning process. They don't have any objective to achieve so their work pace remain slow and their progress harms the institutional performance.

Integrative motivation is crucial in promoting accuracy and proficiency of English language with its true essence. It is also proven that it plays a vital role in acculturation and building a global community.

Furthermore the found situation hinders the learning as all books and learning material were based on integrative orientation and learners have instrumental orientation so the contradiction between texts and motivation did harm to the teachers and learners performance. Learners don't enjoy the situations given in content instead they go only for learning the sentence structure of the situations of the content.

3 Implications

Researches on various aspects of L2 learning and teaching at these centers should be conducted that would give a true and vivid picture of the nature of the learners' learning and required content and teaching methods. Then with the help of such data we should shape and reshape the program, course activities in accordance of learners' interest need, individual difference and industry need.

- A well knitted community of English language learners and English language centers should be formed that would be well-connected nationally as well as internationally.
- Motivation is not something static instead it is dynamic and can be converting from one type to other one.

- Course content and activities should be devised on instrumental orientation for those who have instrumental motivation for English learning
- One may not rely on only instrumental motivation for progress of the institute. It must be converted in to integrative one.
- SPELT like organizations should strengthen and empower the teachers through different ,workshops, training and conferences, etc, so they may be enable to enhance or to convert the learners motivation that they already do have.
- To improve the learner's integrative motivation, opportunities for being inspired by learners having integrative motivation and performing well in learning the language from other places of the Pakistan should be provided.
- Cities alike Hyderabad may not be left in isolation as learners at there don't have any source of inspiration for English acquisition except their operational needs. They must be brought in kept connected with the global community.
- They should be given opportunities of visits, competitions, sharing and communication to other English language learners from other part of the country as well as from foreign.
- All of these should be associated with rewards, appreciation and honor.

Further research

- Impact of Parental Encouragement on L2 learner's attitude towards target language.
- Impact of Class Anxiety on L2 learners achievement
- Impact of English Teacher Competence on learner motivation.
- Impact of institutional environment on learner motivation.
- Conversion of motivation- instrumental to integrative motivation
- Measurement of relationship between course difficulty and learner interest

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