

A Comparative Study of L2 Motivational Self System of Elementary Students in Public and Private Schools of Lahore

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Abstract:

The English language is considered the most important part of education after seeing its importance in the curricula of many countries throughout the world. The thesis/dissertation investigates the impact of L2 motivational self-system on language learning achievements and proficiency level. Quantitative approach has been used to administrate the relationship between L2 motivational self-system and English language learning. Two public sector and two private sector schools of Lahore were the sample of the study. Close-ended questionnaires were used to administrate the study by collecting data from elementary school students in Lahore. The data was analyzed using SPSS software. The findings of the research showed a noteworthy difference between public and private sector students. The analysis revealed that male participants of the study are more motivated as compared to the female participants but overall, both male and female participants are highly indulged in motivation of English language learning.

Key Words: Motivation, L2, Elementary, School, Education, Lahore

Introduction

English language instruction is regarded as being crucial to the educational process in the modern era. English is now taught in many countries' curricula, including those in Pakistan, Japan, and South Korea (Anna Martinovic 2017). According to Dornyei (2005), learners are motivated to study English because it is a crucial worldwide language.

In addition to studying the topic of acquiring English as a second language, students also engaged in environmental and cultural learning. After that, the process of learning is greatly aided by motivation (Dornyei, 2001; Gardner et al., 2004). Motivation, as described by Dornyei (2001) and Lambert (2007), is like gasoline for any machine. It makes the machine run more effectively. Bensusan and Gardner (2008) noted that highly motivated students have exceptional proficiency in second language acquisition.

According to Graddol (2006), English is taught as a compulsory subject to secondary and primary students in many nations. And it's no longer seen as a necessary academic talent. As a result, it affects those nations' linguistic policies. And as a result, their language policies emerge.

Since the last 50 years, according to Calvo (2015), it has been investigated what motivates students during their English learning experiences and how language teachers might motivate language beginners. According to the Self-determination theory (SDT), newcomers are pressured to examine utilizing both internal and external sources. Students are motivated to study either by their own internal interests, pleasure, or by the desire to gain some outcomes and consequences from this result. Therefore, those unusual types of motivation have an impact on how well kids learn.

According to Rajab, et al. (2012), language scholars and teachers place a high priority on

motivation in SLA since without it, a person cannot achieve their long-term objectives. As a result, it has been a significant topic in many theories on the learning of second languages. Additionally, it's one of the most important aspects and is often used by academics and teachers for English language learning.

According to Gardner (1970), a learner or person tries to study an English or second language for any choice or accomplishment. Particular attention was given by Gardner (1970) to the distinction between an instrumental and integrative perspective. According to Crookes (1991), freshmen have the potential to integrate with the goal-speaking language and have a high-quality mindset inside the integrative orientation. Contrarily, instrumental motivation tends to contain practical motivations and aspects in order to get accurate test results. And Gardner's work has been attacked utilizing Dornyei (2001) and his related study, which opened a new path for several interpretations of integrative orientation, or what is more often known as a self-device. In addition, Dornyei (2005) said that there are two approaches to L2 motivation: learning English, and learning a language other than English, which is the reverse of learning English. He noted the urge to rethink Gardner's (1985) socio-instructional paradigm considering English's reputation as a worldwide language in order to encourage language learning, particularly integrative motivation.

As a result, Dornyei (2005) has developed the L2 motivational self-system, which is the composition of self-frameworks and safeguarded viable selves as a future self-guide. . This idea of "feasible selves" was developed by Dornyei (2005) and is based mostly on how meanings are shaped. It aims to reveal how an individual's form and trajectory relate to his or her goals and conduct. It has three components: the ideal I2 self, ought to I2 self, and the I2 learning experience. (Dörnyei, 2009: 29). Public and private schools are the two main types in Pakistan, dependent to the local setting. Awan and Saeed (2014) found that owing to accurate academic machinery, particularly English medium, private academic sectors are gaining the attention of the public. As English is the most desired and in-demand language right now in every aspect of life, including the military, government, armed forces, and all other important organizations. Private college students passed their exams in English (68%), whereas students from the public sector did so in Urdu (50%). Every subject—aside from Urdu—is taught in English at private schools, although English isn't taught to many kids in public ones. As a result, the English language learning motivation varies from student to student. In conclusion, these investigations were conducted to examine the legitimacy of the three categories of the Dornyei L2 Motivational Self-System in Pakistan. And the purpose of these investigations was to ascertain whether elementary students were inspired by their best L2 selves, needed to L2 selves, and understood how their L2 learning experiences may motivate them. In terms of their views on the future and their needs for L2 selves, there may be contrasts or commonalities. Because public school students learn in environments that are similar in terms of curriculum, subject matter, and instruction inside of the classrooms.

Motivation and Language Learning

Brewer and Burgess (2005) assert that motivation has a crucial and essential role in language and

learning. Gardner (1885) explained that the understudy constantly must have something to image, anticipate, expect, and ache for, a clarification, rule, or method for thinking having to do with goal or objective, in order to be roused or convinced. As for learning obscure language, this objective would be capable of learning obscure jargon. Undoubtedly, there should be anything the understudies need to accomplish or complete, with objective language serving as the means to do so. Cook (2000) asserts that various understudies' presentations and performances in terms of acquiring a second or obscure vernacular are better and superior to others. They are better woken, to be more precise. According to Ellis (1994), who saw the experience of progressing via tactics for inspiration, learning methodology fundamentally occurs when a person is energized. In response to this, Ellis (1994, p. 508) said that "language teachers swiftly understand the significance of understudies' inspiration, not infrequently conveying their own experience of disappointment with regard to their pupils' shortage of inspiration." Cook (2000) went on to say that language acquisition isn't uniform among students. Additionally, he considered that there are three common factors that affect second language acquisition. Age, character, and inspiration are these three factors. The most important component of the three previously mentioned components that influence learning a second language is inspiration. Ellis (1994, p. 715) said "Inspiration is the initiative understudies put into learning and L2 in light of their desire or need to acquire it."

Motivation in SLA was identified by Light Brown and Spada (2001) as a convoluted event that might be closely understood by two factors: the open needs of the understudies and their perspectives on the ensuing language organization. They believe that students will be motivated to develop their language skills when they feel the need to communicate in the target language in order to meet specific needs and objectives or to stay in contact with others. The conveyed situation is referred to as integrative motivation and instrumental motivation by Gardner and Lambert (1972). Research has shown that various types of motivation may be used to acquire a second language regardless of whether it is compelling in a true and unambiguous way, as stated by Light brown and Spada (2001).

Background of the Study

The spread of English language expresses the outstanding importance in Pakistan, according to Jabeen et al. (2011). In our nation, it is financially significant. We all understand how this language has unified cultures, making it deserving of its status as the most widely spoken tongue. As a result, compared to other dialects, this language is easier for students to learn. They are motivated to study English for this reason. since it is a tool that is helpful for communication anywhere.

It is a tool for achieving intercultural and global congruity, as Mansoor (2003) said. According to Akram (2007), English provides important opportunities for English students to imagine or create themselves by relating it to their future, and this is the only image that plays a significant role in their motivation of studying English as a second language. They are influenced and inspired to study English by this mental self-view. There are other practical factors that motivate Pakistani students to pursue worthwhile opportunities, enroll in college, and do well on difficult

exams. Through speaking in English, they need to have better economic welfare among the general population.

L2 self-phos are the ideal signal for Pakistani learners to enhance their enthusiasm to learn English as a second language, according to research conducted by Shahbaz (2012). Additionally, L2 Motivational tool was suggested by Csizer and Kormos' (2009) study as being beneficial for the pupils. Islam (2013) conducted a study that demonstrated the validity of L2 motivational self in the setting of Pakistan. The efficiency of the L2 motivational system and its importance in many different foreign language circumstances were shown by Taghuchi (2009). The validity of this version in the Saudi Arabian setting was also evaluated by Eusafzai (2013), who found that the instrumental, promotional, and learning English as a second language mindset were the most effective motivators.

In his article "The Numerous Variables That Attract Pakistani Students to Learn English as a Second Language," Muhammad Akram (2007) details the various factors that encourage Pakistani students to study English as a second language. They have an interest in learning English for the goals of travelling to a foreign country, obtaining a desired procedure, meeting social and military obligations, engaging in business and trade, and receiving education. According to his survey, 33.3% of the people say that they like learning English, while 55.5% of the people agree that they study English to acquire a desired future job. According to Coleman (2010), the study of English in Pakistan is a requirement for passing exams. It is a common misconception that the fundamental objective of English language teaching in Pakistan is to just assemble students academically from a paper point of view. However, this is not the case. Because it is often believed that achieving a passing grade in English will pave the way for higher successes and more desired chances in the future, passing the test in English is a need. Considering this, it is clear that academics are more often driven by instrumental rather than integrative questions.

Statement of the Problem

The goal of the study was to determine how much the L2 motivational self-system concept had influenced secondary public and private students in Lahore to analyze English. It also sought to determine whether or not the ideal L2 self, ought to L2 self, and L2 learning experience had any influence on the students' achievement in English.

Aims of the Research

- To investigate that is there any relationship between the L2 Motivational self-system and language learning achievements and proficiency level.
- To know how ideal L2 self and ought- to L2 self has an influence on the students' motivation.
- It examines how these three dimensions of L2 Motivational Self-System are interrelated to the learning achievements of a second language.

Research Questions

The study addresses the following questions:

1. Is L2 learning achievement related to the L2 Motivational self-system?
2. Is there any significant difference of ideal L2 self and ought-to L2 self between the Lahore's public and private elementary students in learning English language?
3. Which is the variable of L2 Motivational self-system, most motivates the students of private and public schools?

Research Methodology

A quantitative approach has been adopted for this investigation. . As a result, this research was conducted using this methodology and was administered using closed-ended questionnaires to Lahore elementary school students. Survey research has been utilized to examine the L2 motivation of the students. It is assumed to be the most effective strategy for reaching out to the public who are interested in the study and collecting data. Closed-ended questionnaires have been used as the quantitative research approach. The population of the dominant look consisted of elementary school students in Lahore's public and private institutions, aged between 13 and 14. The purposive sampling strategy, which is also known as selective sampling, may be applied. One private (American Lyceum) and the second (Allied School) of Lahore were selected, where English was a compulsory subject.

Table 1

Total	400
Public	200
Private	200
Male	100
Female	100

Public school students have been having a similar English syllabus, acquiring knowledge of the environment, learning material, coaching practices, and assessment approach with students from inside the entire city. Because books and curriculums are designed through the Ministry of Education, On the other hand, the curriculum, materials for reading and assessment or evaluation are different in the private sector for students. By purposive sampling, there were 200 public school students and 200 private school students chosen. The total sample is based upon 400 students. The methodology which was used in the study is given below.

Three sections made up the closed-ended survey. The participants' personal information made up the first section. The second point was rated on a Likert scale with four points. Regarding the

students' motivation in learning a second language, each and every question was intended to be answered.

The numbers were described as follows:

1.) Strongly Disagree , 2) Disagree , 3) Agree and 4) Strongly Agree.

L2 motivational self-system, instrumental, and integrative motivational components were the three variables that were used. There were around 22 items total.

Table 2. Reliability

Sr. No.	Name of the Scale	Number of Items	Cronbach Alpha Value
1	Ideal L2 Self	5	.80
2	Ought-to L2 self	5	.75
3	Learning Experience	5	.71
4	Integrativeness	3	.70
5	Instrumentality	4	.79

Findings

Table 3. Mean Differences based on Gender

Scales	Male		Female		F	t-value	df	P.(2-tailed)
	Mean	SD	Mean	SD				
Ideal L2 Self	2.60	.525	2.57	.460	2.191	.668	391.28	.504
Ought-to L2 self	2.87	.528	2.85	.626	.194	.294	387.04	.769
Learning Experience	3.10	.501	2.94	.714	9.234	2.561	356.55	.011
Integrativeness	2.84	.692	2.87	.648	.402	.572	396.31	.568
Instrumentality	3.42	.541	3.12	.626	11.197	5.003	389.81	.001

The above given table shows P. {Sig. (2-tailed)} values. It clearly shows that three scales (Ideal L2 Self, Ought-to L2 self, Integrativeness) are not statistically significant as their value of P. {Sig. (2-tailed)} is greater than cutoff point (.05) while other two scales (Learning Experience and Instrumentality) are statistically significant as their value of P. {(Sig. 2-tailed)} is less than

cutoff point (.05). This significant value of scale represents that two factors have significant difference on the base of gender regarding motivation while other three factors are not significantly different on the base of gender.

The formula was devised by Cohen (1988 reported in Pallant, 2007, p.236) to explain the values' effects. It clearly shows that the two scales which are statistically significant have small effect size as their values aren't approaching even the smallest effect size which is (0.1).

It is evident from the data shown in the table above, from the two measures that are statistically significant, that boys of elementary level are more interested in learning the English language than females, since their mean values are higher than those of the female respondents. As a result, it is crystal evident that males had a more constructive attitude towards L2 communities and exhibited greater interest in English-speaking nations in comparison to females. This is something that can be observed plainly. Instrumentally speaking, males are more driven than females, and it was very clear in the Pakistani context that males are more oriented towards achieving better employment and places in the society. Males are more motivated to acquire higher jobs and positions in the society. When the researcher was collecting data, she learned that male students want more activities in class for learning the English language and especially speaking the English language, and the findings demonstrate that this desire is shared by male students. The findings support this notion.

To come to the conclusion that, males at the elementary level are more motivated to learn the English language, which is a very positive aspect in this context; however, on the whole, both female and male participants of the study demonstrated a hugely motivational attitude and behaviour towards learning English as a language, and the differences in motivational behaviour were relatively minor.

Table 4. Mean Differences based on Schools

Scales	Public		Private		F	t-value	df	P.(2-tailed)
	Mean	SD	Mean	SD				
Ideal L2 Self	2.43	.431	2.74	.507	21.492	-6.398	387.83	.001
Ought-to L2 self	2.85	.713	2.87	.402	26.397	-.259	313.61	.796
Learning Experience	3.02	.763	3.02	.437	40.601	-.129	317.01	.898
Integrativeness	2.81	.716	2.90	.620	12.592	-1.370	390.02	.172
Instrumentality	3.33	.682	3.21	.504	19.707	1.917	366.392	.056

Using an independent sample t-test, we were able to determine the degree to which public and private school pupils differ in terms of the mean scores of motivations they exhibit when it comes to learning English as a second language.

In the above table, by using the t-test to compare the motivation score, p. {Sig. (2-tailed)} value of the scales has shown. It is vivid that four scales (Ought-to L2 Self, Learning Experiences, Integrativeness, Instrumentality) are not statistically significant as their value of p. {2-tailed} are greater than the cut-off point which is 0.5 while the one scale (Ideal L2 Self) is statistically significant as its value of P. {(Sig. 2-tailed)} is less then cutoff point (.05). This significant value of scale represents that only one factor has significant difference on the base of school regarding motivation while other four factors are not significantly different on the base of school.

When we compare the mean values of both public and private schools, the mean of the scales of Private schools (Ought-to L2 Self and Integrativeness) are little greater while scale (Ideal L2 Self) value is greater than the public respondents. But there is no statistical significance between both. On the other hand, the mean of the scale of public schools (Instrumentality) is greater than the private respondents. Mean value of scale (Learning Experience) is equal for both public and private respondents.

Table 5. Analysis of Variance - Class

Scales	Sample	Mean	SD	F	P	Sequence of Difference
Ideal L2 Self	Six	2.86	.466	38.897	.001	Se < Si, Ei
	Seven	2.35	.491			
	Eight	2.55	.410			
Ought-to L2 self	Six	3.06	.503	13.773	.003	Se < Si, Ei
	Seven	2.69	.423			
	Eight	2.84	.679			
Learning Experience	Six	3.07	.663	20.519	.001	Se < Ei, Si
	Seven	2.74	.631			
	Eight	3.19	.501			
Integrativeness	Six	3.08	.637	15.676	.004	Se < Si, Ei
	Seven	2.61	.639			
	Eight	2.87	.659			
Instrumentality	Six	3.28	.639	21.684	.002	Se < Ei, Si
	Seven	3.00	.598			
	Eight	3.46	.496			

According to the three scales (Ideal L2 Self, Ought-to L2 Self, Integrativeness) values, class seven students are less motivated towards English language learning while class six students are highly inclined to learn English as compared to the class eight students. Other two scales (Learning Experience, Instrumentality) values represent that class seven students are again less motivated for English language learning while class eight students are highly involved in learning of English language as compared to the class six students. Overall findings of ANOVA test show that class seven students are not actually motivated for English Language learning, but class six and class eight students are fully engaged for learning of English language with respect to variance among all factors accordingly.

Discussion

Instrumentality

The research or analysis of data reveals the fact that students learning English at the Elementary level are intensely active via instrumentality and considering it an essential and significant component of their education in the English language. The results tell us that Instrumentality is one of the factors which have the more effect on learners. Statistically having the highest mean value 3.27 among all factors therefore, it is considered to be the great role of motivation. Four things make up the factors of instrumentality: learning English is crucial for working internationally and giving it the weight, it deserves as an international language; travelling abroad is also included in that; getting better jobs in the future is the focus of the students; further examination in Pakistan is done for status; and so on. This is because, under the previous instrumentality concept, only positions and places of education were seen as an instrument to achieve certain goals. However, research conducted by Dornyei and Kormos (2000) on young students in Hungary caused them to reconsider their position. The authors came to the conclusion that the theory of Instrumentality does not account for all of the rational and practical reasons to study a second language (in this case, English).

Learning Experiences

L2 Learning Experience, the second most useful variable overall, has a mean value of 3.02, which indicates that students in Lahore's Elementary schools are generally happy with and grateful for their English language learning experiences, but they also want more and better innovations in these settings. The Elementary school students are happy with the environment in their English language learning classrooms because they feel that the surroundings are appropriate for them to learn the language and that the classrooms are pleasant. As the majority of Elementary student's desire to study this language with exceptional abilities and want to apply it successfully as well, they also stated that they are highly interested in learning it. In their English sessions, the students make an effort to provide answers, but they are often timid and afraid of making mistakes when they do so out of fear of seeming foolish. They want to participate and practice more in using English language with their teachers and class fellows, and the findings tell us that their focus is more in using alternative activities such as group work, presentations, speaking activities, and so on. Elementary students believe that the activities of

English language learning classes should be more participatory and stimulating because they want to get involved and practice more in using English language with their teachers and classmates. As a result, the L2 Learning Experience is beneficial for Elementary students since those pupils are very driven and happy with it. Since of this, the L2 Learning Experience scale is ranked as the second most important scale out of all the significant scales.

Ought to L2 Self

This study reveals that this factor is significant to some extent as its mean value is on third number that is 2.86. It demonstrates that our learners are more concerned with what society thinks or considers when determining whether they will succeed or fail in life. Learners may be because they come from backgrounds where family, teachers, and even friends judge them by this trait to not learn, understand, and speak English as a second language. In his research, Ratchaporn Rattanaphumma (2016) discussed how motivation was studied, and he agreed with the study proposal on the L2 Motivational Self-System (Dornyei, 2005). In the context of Thailand, he argued that pupils are more eager to study English in order to get social approval and fulfil future expectations from their families and the community. Peers and society, as well as parents, have an impact on one's ought to L2 self. L2 learners should eventually be given more opportunities in the classroom. Ratchaporn Rattanaphumma, Thailand's Assumption University

Integrativeness

After analyzing the data, the studies reveal that the variable Integrativeness is on the third number in motivating the Elementary level learners, the same as ought-to L2 self, with a mean value of 2.86. This indicates that students value learning English as a second language and want to master it, as well as their interest in seeking it out in order to learn more about their cultural background. In addition, they want to adopt their culture by learning English as a second language.

Ideal L2 Self:

This study's findings indicate that the ideal level of motivation for learning a second language is fourth on the scale, with a mean value of 2.59. This variable influences the motivation level of Elementary learners to some extent. It illustrates how students push themselves to learn English by visualizing themselves as successful after they have mastered the language. It also lends credence to the notion that was put up by Dornyei (2005), which states that the L2 ideal self-depicts the range of qualities and accomplishments that a person would like to have, and that it originates from the concept of the "perfect self." According to Dornyei (2009a, 2005), Ideas L2 self-underlines the L2-related vision or element of one's ideal person that one should strive to become. He affirms that the ideal self might be an effective persuasive element if the person makes the necessary efforts to become proficient in L2. Additionally, as motivation rests on "the desire to lessen the inconsistency between [their] genuine and perfect selves," (Dornyei, 2009a, p.29), it may also have a significant influence on L2 students' motivation.

Gender and English Language learning Motivation

Results based on gender revealed that as compared to female members of the Elementary level, the male members are more convinced and driven to learn the English language. This leads to the conclusion that these powerful inspiration factors are more significant for male than for female.

The results of the statistical analysis are presented in Chapter 4, and it can be seen that male students have a mean value of 2.60 for their ideal L2 self-motivation, which is a bit higher than the mean value for female students (2.57). This indicates that men are more likely to be oriented toward their own ideal self-regarding the process of learning English as a second language. The second element is called Ought-to-self, and the fact that males have a mean value of 2.87 for this factor, which is a bit greater than the mean value for females (2.85), indicates that males are more interested in gaining ought to themselves in the process of learning English Language. With a statistical mean value of 3.10, which is higher than the 2.94 for females, learning experiences are more difficult for men. This indicates that men are better prepared to learn English via experiences, demonstrations, and practice in the classroom. The fourth factor that is Integrativeness, reviews different results as compared to the other factors. Its mean value of female students is 2.87 that is higher than mean value of male students (2.84), which represents that female learners of Elementary level are more motivated to engage themselves to learn second language by integrating to the local culture, background, and local community. In instrumentality, the mean value for male students is 3.42, which is higher than the mean score for female students, which is 3.12. Males are more likely to be more eager to get professions or positions in society, therefore these variables most strongly influence them in their desire to learn English for a better future. Regarding gender, Learning Experience and Instrumentality are significant factors.

School and English Language learning Motivation

These findings are based on findings connected to schools. When compared with students in the public sector who are also studying English at the elementary level, the students who attend private Elementary schools have a greater interest in and are more motivated by the subject of English language study.

The results of the statistical analysis are presented in Chapter 4, and it can be seen that the mean value for Ideal I2 self-motivation among private sector students is 2.74, which is higher than the mean value among public sector students (2.43). This indicates that private school students have a greater tendency toward their own ideal self-regarding the process of learning English as a second language. The second factor is called ought-to-self, and students in the private sector have a mean value of 2.87, which is slightly higher than the mean value of 2.85 for students in the public sector. This indicates that students in the private sector are more interested in bettering themselves via the study of the English language. The learning experience of students in the public and private sectors has the same statistical mean value of 3.02, which indicates that students in both sectors are more up to date for learning English via experiences, demonstrations, and practices in the classrooms. In Integrativeness, the statistical mean value for private sector pupils is 2.90, which is greater than that for public sector learners (2.81) indicating the integration of private school students towards local culture, background, and local community of

second language. In the instrumentality students of public sector with mean values of 3.33 are more likely to be more motivated to get employment or positions in society, and as a result, these characteristics have the greatest impact on their desire to learn English for a brighter future. Regarding school, none of the factors are significant.

Recommendations:

Following the outcomes of this study, there are several suggestions that can be made for both students and instructors.

- In order to effectively gauge the motivation levels of their students, teachers need possess a comprehensive understanding of their students. To do this, teachers may choose to administer a survey or questionnaire centered on motivation, therefore facilitating a deeper comprehension of their students' motivational factors. Teachers may get a comprehensive understanding of students' motivation using this approach, allowing them to effectively use motivational tactics to improve students' second language (L2) acquisition and overall academic performance.
- Similarly, it is important for students to articulate their motivating viewpoints and ascertain their degree of motivation. Furthermore, students may discreetly communicate with their lecturers on the specific incentive tactics that they see as significant and advantageous.
- By implementing motivational strategies that foster positive relationships and cooperation between teachers and students, it becomes feasible to effectively adapt these strategies for second language (L2) learners in their L2 learning process. Previous research has consistently demonstrated that enhancing learners' confidence and establishing positive relationships are crucial motivational strategies within the L2 learning classroom.

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