Language Learning Motivation in Pakistan: An Analysis of Social and Psychological Reactance in Pakistan

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This study looks at the motivations of six academic students studying a second language (L2) in Karachi, Pakistan in order to explain why there is a discrepancy in the linguistic quality outcome of study in O & A level experiences. By using a person-in-context methodology, it was discovered that three key factors significantly predicted students' level of participation in social practices: being accepted by others, having opportunities for L2-mediated connections with local students, and forging strong bonds with the community. It was demonstrated that the reason behind these social contacts was second language motivation, a stage in the identity-construction process. Furthermore, the theme analysis of the narrative inquiry shows that, despite participants' generally negative or indifferent attitudes towards the language, the English language's national and worldwide stature defies conventional conceptualizations of L2 motivation. The results support the hypothesis that students can learn a great deal from one another, replenishing their motivational reservoir and putting money into social identities to develop their ideological identities. As "native-speakers" are rarely the closest parallels to L2 learners, the research's result suggests reinterpreting the idea of the Ideal L2 Self system and incorporating explicit intrinsic orientations. For Sindhi, Urdu, Pashto, and Siraiki pupils, language schools in Karachi, Pakistan should also concentrate on planning social gatherings and starting conversation groups. This would create a secure environment in which their identities may be formed, acted out, and rebuilt.

1. Introduction

The desire to acquire a language is a major factor in a successful language learning process. In the field of language acquisition, the examination of motivation for acquiring foreign or second languages has long been a focal point. Over the past 20 years, a substantial amount of research on motivation has been conducted in a range of social and cultural contexts (Ye Xincai et al., 2024). According to experts, there are more than 80 languages spoken by 55 distinct ethnic communities (Zhou, 2023). Thus, studying English is not just a learning goal but also a way to broaden one's perspectives and secure success in the connected and globalized world of today.

But when compared to learners in other Asian nations, Chinese EFL learners have some of the lowest levels of English proficiency (King, 2022). He examined the three L2MSS framework components in relation to Turkey. The motivation for deep learning using L2MSS was examined in this work using surface learning processes as a lens. In this study, surface learning methodologies were used to assess the language competency levels of both male and female EFL high school students based on their grades. It was discovered that female pupils had superior future self-guides than their male peers. It was discovered that high achievers have a stronger ideal L2 self than low achievers, which is in line with previous study (Irgatolu, 2021).

The public thinks that learning a second language through study abroad can be a more successful strategy (McCormick, 2018). However, viewpoints vary about the importance of studying abroad for the development of L2 abilities (Isabelli-García et al. 2018). This can be explained by a wide range of variables, of which Larsen-Freeman (2018) claims there are more than 100, that vary across L2 learners and influence their L2 learning throughout their stay in South Africa (Geeslin & Schmidt, 2018). Among these variations is L2 motivation (García-Nieto, 2018).

While most students go abroad to study in order to learn a second language, Yang (2016) notes that certain South African students have made very little progress towards improving their L2 competency (Coleman, 2015; Jackson, 2018). Studying overseas exposes children to a new environment with linguistic and cultural variations that may cause identity-related issues, claims Tullock (2018). It's an experience of bridging boundaries. L2 motivation is likely to result in little progress in L2 gains if one does not negotiate their identity to place themselves in that circumstance (Darvin & Norton, 2016).

This motivates this study, which investigates the relationship between identity negotiation and L2 motivation in Karachi, Pakistan. There aren't many literary works that discuss aspects like interlanguage, bilingualism, and multilingualism that may affect learning a second language (Armon-lotem & Rose, 2020). These characteristics, together with the school and classroom instruction-related components like classroom management and interaction, have been found by researchers to be important in the teaching and learning of English.

Therefore, the current study's objective is to investigate second language acquisition using a theme analysis of the literature. It also offers a theoretical framework that considers the several

aspects that influence learning a second language. Two components—sociodemographic and psychological—as well as their sub-factors have been discovered based on over a thousand article search results. When trying to explain why pupils struggle with the English language, it is more vital to take into account the aforementioned issues than linguistic ones. These psychological and sociodemographic traits have also advanced our knowledge of how context and learner factors affect the acquisition of second languages. Previous studies in education looked at these sociodemographic and psychological components.

Nonetheless, the bulk of research on the difficulties pupils have when learning English was carried out in primary schools. After the critical period, learning a second language gets harder. According to theory, learning a language can only occur between the ages of early childhood and puberty (Laohawiriyanon, 2019). It can be challenging for learners who have passed the pubertal stage to achieve a very high competency in the second language. This study, which looked at the difficulties students faced as a result of their mental and social backgrounds, was therefore conducted in higher education.

1.1 Objectives of the Study

The current study's objectives are as under;
i) To analyze the motivation of students academically who are learning English as a second language.
ii) The narrative inquiry of English as a second language.

1.2 Research Questions

i) What can be learned about the L2 motivation of adult academic students for Punjabi language in O & A level schools using a person-in-context approach?
ii) What part does L2 motivation play in the negotiation and construction of adult academic students' social identities in O & A level schools?

2. Literature Review

The UK is one of the most sought-after SA settings because of the English language's remarkable internationalization (Isabelli-García et al., 2018). This is due to the fact that mastering a second language is one of the primary reasons for studying overseas (Kinginger, 2009). This logic is based on the idea that studying abroad provides excellent chances to interact deeply with "native" and experienced L2 speakers, resulting in significant L2 gains for each student (Jackson, 2018). However, this generally held belief isn't entirely true.

On the one hand, studies show that students' L2 oral speaking ability has greatly improved in sojourning circumstances (Sharma, 2019). Comparable research, however, discovered that there was very little language acquisition throughout the academic stay because of a lack of knowledge.

According to Jackson (2018), language learners who feel intimidated by their limited language and intercultural competency critically examine themselves and choose to live with co-nationals for the remainder of their sojourn period. To try to determine what went wrong and what

they should have said or done to explain their communication breakdowns, some people, however, delve deeper into self-analysis. To become agentive actors, they begin negotiating identity work (Badwan, 2017; Harvey, 2017; Hicks, 2000; Lantolf & Pavlenko, 2001).
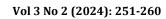
He examined the three L2MSS framework components in relation to Turkey. The motivation for deep learning using L2MSS was examined in this work using surface learning processes as a lens. In this study, surface learning methodologies were used to assess the language competency levels of both male and female EFL high school students based on their grades. It was discovered that female pupils had superior future self-guides than their male peers. It was discovered that high achievers have a stronger ideal L2 self than low achievers, which is in line with previous study (Irgatolu, 2021).

The desire to acquire a language is a major factor in a successful language learning process. In the field of language acquisition, the examination of motivation for acquiring foreign or second languages has long been a focal point. Over the past 20 years, a substantial amount of research on motivation has been conducted in a range of social and cultural contexts (Ye Xincai et al., 2024). According to experts, there are more than 80 languages spoken by 55 distinct ethnic communities (Zhou, 2023).

This demonstrates the importance of identity in the study of language learning in migratory circumstances. Language learners constantly mound their identities through L2-mediated interactions by embracing and adjusting to new social and linguistic norms (Goharimehr, 2019). In the setting of a mental community they have created, second language learners frequently interact with foreign languages (Kanno & Norton, 2003; Wu, 2017). One develops a strong sense of self and the direction necessary to interact with that group based on their imagined identity in the imagined community (Kanno & Norton, 2003; Quan, 2019; Trentman, 2013). Therefore, learners anticipate gaining a variety of material (money, instrumental gains) and symbolic (friendship, education, language) resources that advance their social positions and cultural values when they go beyond investing their time, money, and effort to further invest their identity in L2 learning (Norton, 2015). As a result, one could contend that academic travel settings provide opportunities for scenario analysis.

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The self's perception of itself, projected (presented in conversation), envisaged (future possibilities), embodied (placed in the body), recognized (by others during interaction), and identity categories are the six identity characteristics that Benson et al. (2013) discovered in their

study on second language identity. One aspect of the SA experience, according to Benson et al. (2013), is the relocation of the embodied identity. This relocation makes it possible to recognise the projected identity in social interactions, which helps in the growth and reformation of imagined and reflexive identities.

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However, the recognized identity may harm the reflexive identity if the projected identity is unable to obtain the desired recognition (Chik & Benson, 2008). This is because, according to Benson et al. (2013), being unable to accurately depict oneself harms a person's sense of self and causes them to be unhappy, imaginary identities are people's idealized and possible selves, and what they envision or strive to become. Benson et al. (2013), in contrast, restrict the possibility that the ideal self may change and realign as the imagined community takes shape by defining the imagined identity as the outcome of combining the ideal and imagined selves.

When compared to the actual super-diverse society, Badwan (2019) claims that certain SA experiences can challenge L2 learners' long-held beliefs about language and the imagined homogeneity community. For example, SA students in the UK are frequently taken aback and occasionally annoyed to learn that, in spite of their extensive pre-sojourn L2 learning, they are ill-equipped to comprehend and communicate with "native" English speakers when faced with authentic language use in the social domain (Badwan, 2017; McCaughey, 2015).

Benson et al. (2013) claim that perceived knowledge, aptitude, usage, and growth of the L2 have an impact on learners' self-assessments of their competency. The linguistic self-concept is the second element. This is the emergence of the self's reflexive identity. Conversely, instrumental motivation focuses on learning a language in order to meet short-term objectives or obtain advantages in the real world, such as passing tests, getting a degree, or meeting employment criteria (Gardner, 2001). Still, English's universal acceptance transcends integrativeness (Ali, 2016; Islam, 2013). According to Lamb (2011), some English language learners are driven to improve their L2 proficiency in order to comprehend English pop music. However, some students find motivation in "international posture," which is characterized as "a tendency to relate oneself to the international community rather than any specific L2 group" (Yashima, 2009). Gardner's integrativeness argument is thus rendered invalid by the fact that English is no longer intimately associated with Anglophone society (Lamb, 2004; Dörnyei, 2010).

3. Research Methodology

In order to investigate the motivation of academic sojourners in Karachi to learn English, this study used a qualitative method, as suggested by Ushioda (2009, 2011a, 2018). Using a narrative approach, the qualitative method involves conducting face-to-face, semi-structured interviews with each of the six participants individually. However, compared to quantitative methods, the number of participants in qualitative narratives is rather small, which raises questions about generalizability (Dörnyei, 2007). This study included six participants, all of whom are adult academic sojourners in Manchester. The study used purposive sampling of both criterion and snowball sampling strategies.

3.1 Sample and Population

Table No 1: Participants Profiles

Name	Gender	Age	Province	Program	Time	English base	Interview Time
Aysha	F	15	Punjab	O level	5 years	5 years	10 min
Masood	M	14	Sindh	O level	5 years	5 years	9 min
Laila	F	17	KPK	A level	5 years	5 years	10 min
Farooq	M	16	Balochistan	A level	5 years	5 years	13 min
Faheem	M	17	GB	A level	5 years	5 years	15 min
Moona	F	16	Kashmir	O level	5 years	5 years	10 min

Despite the fact that all of the participants began studying English in order to pass the English class in school, their motivational trajectories for the language vary.

3.2 Findings of the Study

The different papers were investigated to a thematic analysis. The objective of this methodical literature study was to pinpoint the variables affecting the learning of a second language. In order to investigate the variables impacting the learning of a second language, all articles were read again. The study's socio demographic and psychological characteristics were utilized to categories the articles in the first round of open coding. As the second step, we used axial coding to identify common sub-factors that connected the relationships between the themes. We established the basic categories of articles in sub-factors at this stage. Items from each sub-factor were utilized in the final stage of selective coding.

The identity of the author or authors, important discoveries, and influencing variables were the requirements for bifurcation. We determined the two overarching themes that would best reflect the body of research by using thematic analysis techniques: socio demographic factors and psychological factors. The authors reviewed various papers on socio demographic variables and other studies on psychological aspects. Age, sex, education, ethnicity, religious affiliation, marital
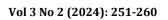
status, home, employment, and income are examples of socio-demographic characteristics. The socioeconomic and cultural dimensions of socio demographic variables were examined in this study by the authors in accordance with the suggested model. Every element is covered in detail in the section as follows.

Table No 2: Summary of Literature Findings

Author	Key Findings	Affecting Factors
Aamna Khalid (2016)	Preference is given to the English language for Instrumental purposes.	Instrumental and integrative motivations
Adwani & Shrivastava (2017)	Motivation is a significant contributor to language achievement in terms of linguistic outcomes.	Motivation and linguistic outcome
Ali et al. (2015)	To achieve competence in intercultural communication, cultural awareness should be integrated into a language teaching programme.	Cultural awareness for intercultural communication.
Ariani & Ghafournia (2016)	There is a positive relationship between the students' economic status and general language learning outcomes.	Socio-economic status (SES) and language learning
Babikkoi & Razak (2014)	The choice of cognitive, metacognitive, social, situational, and religious strategies of language learning is influenced by the socio-economic statuses of parents of the learner.	Language learning strategies and socio-economic status
Brito (2017)	There is a correlation between socio-economic status and language development across different ethnic and language-exposure groups.	SES and language development
Butler & Le (2017)	Parenting styles (autonomous style rather than controlled style), parental beliefs, and expectations were positively associated with students' English performance.	Parenting styles and SLA
Chen and Padilla (2019).	Emotional, social, psychological, and linguistic factors are crucial in second language acquisition	Social, psychological, and linguistic factors

5. Conclusion and Recommendations

The purpose of this study was to determine the extent to which learners' social voices contribute to the field of L2 motivation. The results imply that English's global position contradicts conventional conceptions of L2 motivation since it has broken away from both its "native" speakers and the English-speaking culture (cf. Gardner & Lambert, 1972; cf. Dörnyei, 2005). Furthermore, our research demonstrates that Sindhi students' identity-construction drive, which guides and invests them in L2 learning, is the source of L2 motivation (Ushioda, 2009). However, the TLC's perceptions of L2 learners also influence social investment control in addition to L2 motivation.

An environment of safety is created for L2 learners to speak up and participate in L2 activities when others acknowledge, value, and praise their efforts in speaking the target language.

Without such a location, Sindhi students could stop interacting with others, which would stop social investment. Since their desire for self-representation is the main driving force behind their want to learn a second language, their social identities push them to do a thorough self-analysis in order to address the tension that occurs between their projected and recognized identities. Because of this, the majority of L2 learners engage in identity negotiation by emphasizing the words of others, but some—like Masood—avoid social situations completely. Masood hasn't been motivated in a long time.

5.1 Discussion

This study targeted the learning of students in the context of English as a second language. The findings suggested that universal status of English Language should be upgraded from traditional base to advanced level that becomes independent in learning English and communicating English community. In addition to this, the confirmation and motivation of English language has created a desire for Pakistani students to learn more.

5.2 Recommendations

i) There should be proper teaching learning environment for teachers and students for learning of English as a second language.
ii) There should be appropriate management and regular acknowledgement for teachers' activities in existing structure.
iii) The management working in bureaucratic style should be replicated in professional style.
iv) There should be proper teachers' contributions in decision making where it becomes feasible.
v) There is dire need for emotional and influential support to get rid of anxiety and stress.

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