



## A Comparative Study of The L2 Motivational Self System of Secondary Students in Public and Private Schools of Lahore

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**Abstract:** *In the modern world, learning English is seen as a very important part of education. Many countries have added English to their school curriculum. This particular study is designed the investigation whether is there any relationship between the motivational self-system in L2 and language learning achievements. Three public and three private sector schools in Lahore were selected for the sample. This study was administered with the aid of close-ended questionnaires of secondary school students in Lahore. Results of the research showed that there is a significant difference between public and private schools on the basis of gender. Cooperation between teachers and students' effective motivational strategies can easily be adapted for L2 learners, as previous studies also show that building learners' confidence and establishing positive relationships are the most important motivational strategies in the L2 learning classroom.*

**Key Words:** Motivation, L2, Integrativeness, Students, Private Schools, Lahore, Education

### Introduction

Learning English as a second language is more than just a topic of study; students also engage in environmental and cultural learning. After that, motivation plays a vital part in the process of learning (Dornyei, 2001; Gardner et al., 2004). Dornyei (2001) and Lambert (2007) gave a prolific examples of motivation. That is, motivation is like fuel to any machine, which helps in running that machine efficiently. Benaus and Gardner (2008) mentioned that those learners who are highly motivated achieve high and remarkable results in the learning of a second language.

In today's modern age, English language learning is considered to be very important in the educational process. English has been introduced into the curriculum of many countries like Pakistan, Japan, and South

Korea. Martinovic, Anna (2017) Dornyei (2005) mentioned that learners are interested in learning English because it has importance as a global language.

Graddol (2006) said that English is being taught as an obligatory subject to secondary and primary students in lots of countries. And it's far from being considered an obligatory academic skill. Thus, it affects the language policies of those countries. And their language policies follow suit.

Calvo (2015) cited that in the last 50 years, it's been searching for the elements that inspire the scholars within the English studying training and the way the language instructors can inspire the language newbies. Self-willpower theory (SDT) suggests that newbies are pushed to analyse with the aid of using sources (inner and outside). Learners are

engaged in studying both with the aid of using their inner interests and pleasures and to get a few results and effects out of this end result with the aid of using outside elements. So those extraordinary varieties of motivation have an effect on the students' studying.

Rajab et al. (2012) stated that motivation in a second language learning to know which isn't always your mother tongue, is a primary concern for language researchers and instructors, and without it, a character can't achieve his or her long-term goals. Thus, it's been a significant subject matter to lots of the second language acquisition (SLA) theories. Furthermore, it is by far one of the most important aspects and is widely used by English language researchers and teachers.

Gardner (1970) said that the learner or individual attempts to study English or a second language for any preference and any achievement. [Gardner \(1970\)](#) particularly focused on the difference between instrumental and integrative orientation. [Crookes \(1991\)](#) said that there's a high-quality mindset within the integrative orientation, and the freshmen have the capacity to combine with the language. On the contrary, instrumental motivation has a tendency to have practical elements and motives to get precise marks in an examination. And Gardner's work has been criticised with the aid of using [Dornyei \(2001\)](#) and his associated research, which opened a new avenue to many interpretations of integrative orientation. This is called self-device in broader terms.

Moreover, [Dornyei \(2005\)](#) has additionally recommended that there are two methods for L2 motivation to embrace; one is gaining knowledge of English, and the other is gaining knowledge of some other language as opposed to English. He cited that English's renown as an international language desire to re-conceptualise [Gardner's model \(1985\)](#) of socio-instructional for the incentive of English language gaining knowledge of, especially, integrative motivation. Therefore, [Dornyei \(2005\)](#) provided the L2 self-system of motivation. This consists of a self-framework, protecting a feasible self as a destiny self-guide.

[Dornyei \(2005\)](#) formulated this concept of "feasible selves" that became primarily based totally on shape meanings, that became to expose an individual's shape and course to his or her hopes and his or her behaviour. It has three dimensions: the L2 ideal self, the L2 ought self, and the L2 studying self ([Dornyei, 2009: 29](#)).

Subject to the Pakistani context, there are two types of schools in Pakistan; public and non-public. Awan and Saeed (2014) discovered that non-public academic sectors are significantly capturing the public's attention due to appropriate academic machines, particularly in the English medium. Because English is the most stressful and desired word in every sphere of existence, such as the military, bureaucracy, forces, and all other vital institutions. The college students of the private sector took their exams in English (68%), and public sector college students achieved this in Urdu (50%). In non-public schools, each situation is in English besides Urdu. However, in public schools, college students' exposure to English is limited. Thus, the motivation of each student may also vary in gaining knowledge of the English language.

To conclude, this study was carried out to look at the validation of the L2 motivational self-device in a Pakistani context because it has been divided into three categories. And the purpose of this study was to discover whether or not the secondary students of Lahore public and private colleges were the best L2 self, ought-to L2 self, and how L2 studying stories affect their motivation. There are probably similarities and differences between them in terms of the ideal L2 self and ought-to L2 self. Because public college students have comparable studying surroundings in the time period of curriculum, cloth and evaluation methods, they are to observe the identical syllabus that's been assigned via the Ministry of education. On the contrary, private students may also have a special learning environment in that they may have a different time period for curriculum and evaluation methods as they're presented to have a look at Oxford and Cambridge books. So, this look may also

discover the L2 motivational self-system variables that may be different amongst those students.

### Motivation and Language Learning

As per Brewer and Burgess (2005), motivation plays a significant and fundamental part in language and learning. [Gardner \(1885\)](#) explained that with the assumption of being roused or persuaded, the understudy endlessly needs to have something to imagine, expect, ache for, a clarification, rule, or technique for thinking having to do with point or target. As to getting obscure lingo, this goal would acquire capability with an obscure vernacular. For sure, there should be somewhat that the understudies need to achieve, being the objective language is the vehicle to get it. According to Cook (2000), the presentation and execution of different understudies with respect to second or obscure vernacular learning is improved and higher than others. The clarification is that they are better awakened. Ellis (1994) saw the episode of advancing by strategies for inspiration and acknowledged that the learning methodology essentially happens when an individual is energised. Relating to this issue, Ellis (1994, p. 508) expressed, "language instructors expeditiously perceive the meaning of understudies' inspiration, not seldom explaining their own sensation of dissatisfaction with respect to their students' shortfall of inspiration." Cook (2000) further explained that the obtainment of language isn't comparable among understudies. He also contemplated that there are three standard variables which influence Second Language Acquisition. These are three variables: age, character, and inspiration. Inspiration is the most vital element among the recently referenced three factors that impact Second Language acquisition. Ellis (1994) proposed that "inspiration is the effort which understudies put into learning and L2 in view of their need or need to learn it." Light Brown and Spada (2001) found the motivation in SLA as a tangled episode which could be perceived closely by the two factors: understudies' open

necessities and their points of view towards the subsequent language organisation. They consider that when understudies feel that they need to correspond with others in the second language with the purpose of being in touch with others or getting things done and achieving explicit necessities and targets, they will be energised to get ability and aptitude in it. [Gardner and Lambert \(1972\)](#) define the situation as integrative and instrumental motivation.

As shown by Brown and Spada (2001), research has exhibited that regardless of whether second language learning is compelling, it genuinely and unequivocally stresses this kind of motivation.

### The Background of the Study

As indicated by [Jabeen et al. \(2011\)](#), the extent of the English language conveys its extraordinary significance in Pakistan. It has financial significance in our country. We as a whole know how this language has globalised the world, so it has earned its worth as the most widely used language. Understudies are more able to realise this language as opposed to different dialects. That is the reason they are keen on English learning. Since it is a useful device for correspondence all over the world, As [Mansoor \(2003\)](#) expressed, it is a device of intercultural and global congruity. [Akram \(2007\)](#) contended that English has a valuable vantage point for English students to make or envision themselves by connecting it to their future, and this is the only picture that assumes a key part that rouses them to learn English as a second language. This mental self-view powers and spurs them to learn English. Also, there are instrumental variables that inspire the Pakistani understudies to land valuable positions, get college training, and take serious tests. They need to have superior economic well-being in the general public by communicating in English.

A look by [Shahbaz \(2012\)](#) supported the L2 self-photo that it is the right signal for Pakistani students to boost their motivation for studying English as a Second language. [Csizer and Kormos \(2009\)](#) research additionally

recommended that the L2 Motivational Tool is useful for students. [Islam \(2013\)](#) carried out a study showing the validation of L2 motivational self in the context of Pakistan. [Taguchi \(2009\)](#) showed the effectiveness of the motivational system in L2 and its significance in lots of overseas language contexts. Eusafzai (2013) has additionally assessed the validity of this version within the Saudi Arabian context and found the most powerful elements for motivation to be the instrumental and promotional elements in conjunction with the mindset to learn English.

Fazal ur Rahman et al. (2010) performed an examination to realise those elements which inspire and inspire the students, which confirmed that the knowledge gained by students is more instrumental than integrative. And it becomes clear that the most distinguished motivating component becomes the complicated shape of the English language and its vocabulary. They discover it is pretty tough to examine and understand. Furthermore, they have received no encouragement or appreciation from their friends' advertisements or close ones. They discover weaknesses in their writing skills. They get instructors' admonishment in the event that they pronounce something incorrect inside the classroom. The main demotivating factor is that humans mock them in the event that they no longer speak English fluently. Thus, all of the research diagnosed and confirmed the beginner's motivation in the direction of gaining knowledge of English, which performs a crucial and key function in fulfilment and knowledge.

### **Statement of the Problem**

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The study was intended to decide how much secondary public and private students of Lahore had been influenced to analyse English via the L2 motivational self-system concept and, additionally, to look at which kind of L2 motivational self-machine dimension, ideal L2 self, ought to L2 self, and l2 learning experience, has power on their success in English or not.

### **Aims of the research**

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

### **Research Questions**

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

### **Research Methodology**

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This study has been based upon this method and it was administered with the aid of close-ended questionnaires of secondary school students in Lahore. Survey research has been used to inspect the L2 motivation of students. To conduct the quantitative research and method, a close-ended questionnaire has been chosen. The primary focus has been on secondary school students aged 15 to sixteen from Lahore's public and private schools. A purposive sampling approach might be used due to the fact that it is often referred to as selective sampling. One private (Beacon House) and the second (Divisional Public School) of Lahore were selected, were for students, English was a compulsory subject. On the other hand, students of public schools take six English classes a week for one hour, while on the other hand, students of private schools take two English classes per day for 40 minutes.

**Table 1.**

<b>Total</b>	240
Public	120
Private	120
Male	120
Female	120

Public school students have been having a comparable English syllabus, gaining knowledge of the environment, studying material, coaching practices, and evaluation approach with students from inside the entire city. Because books and syllabi 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 120 public school students and 120 private school students chosen. The total sample is

based upon 240 students. The methodology which was used in the study is given below.

### Sample of the study

The close-ended questionnaire was based on three parts. The first part consisted of the personal information of the participants. The second point consisted of five points rating Likert Scale. Each and every question was about to get known regarding the L2 motivation of students.

The description of the numbers was as follows:

1) Strongly agree, 2) Agree, 3) Moderate agree, 4) Disagree, and 5) Strongly disagree.

Three variables were included and those are L2 motivational self-system, Instrumental and integrative motivational factors. The numbers of items were about 22.

**Table 2.** Reliability

Sr. No	Name of the Scale	Number of Items	Cronbach Alpha Value
1	Ideal L2 Self	5	.75
2	Ought-to L2 self	5	.84
3	Learning Experiences	5	.74
4	Integrativeness	3	.80
5	Instrumentality	4	.77

## Results

**Table 3.** Mean Differences based on Gender

Scales	Male		Female		f	t-value	df	P.(2-tailed)
	Mean	SD	Mean	SD				
Ideal L2 Self	2.05	3.98	1.76	2.41	28.81	3.38	195.81	.001
Ought-to L2 self	2.67	4.74	2.34	3.93	2.76	2.90	229.99	.004
Learning Experiences	2.19	3.97	1.865	2.99	14.75	3.58	221.05	.000
Integrativeness	1.97	2.30	1.95	2.26	.007	.227	237.92	.821
Instrumentality	1.92	3.79	1.57	2.11	41.11	3.55	185.93	.001

Above is the table, the of P. {Sig. (2-tailed)} value has shown. It clearly shows that only 1 scale (Integrativeness) is not significant statistically as the value of P(Sig.2-tailed) is greater than the cut-off point (.05) on the other side 4 scales (Ideal L2 Self, Ought-to L2 self, Learning Experience and Instrumentality) are

considered to be significant statistically as their value of P(Sig. 2tailed) is the less than cut-off point (.05).

Cohen (1988) proposed the formula, the interpretation of the values effect size. It depicts clearly that these four scales, which are significant, have little effect size because their

values aren't approaching the even smaller effect size, which is (0.1).

In the above table, it is clear that from those four scales, which are statistically significant that males of matriculation level have more motivation in learning the English Language as the values of the mean are greater than females. Hence, it can be seen clearly that males who have a positive approach towards males in the L2 community didn't show much more enthusiasm for English-speaking countries than females. Males are also more motivated Instrumentally as compared to females, and in the Pakistani context, this thing was pretty obvious that males are more inclined toward getting higher jobs and positions in

society. Males are more inclined towards the learning experience as while the researcher was collecting data, she got to know that male students want more activities in class for Learning English Language and especially speaking the English Language, and results show the same.

To conclude, Males at the Secondary level are more motivated on all scales to learn English as a Language, and it's a very positive side in this particular context, but overall, both female and male participants of the study displayed huge motivational attitude and behaviour towards learning English as the language, and the motivational differences are micro.

**Table 4.** Mean Differences based on Schools

Scales	Public		Private		F	t-value	df	P.(2-tailed)
	Mean	SD	Mean	SD				
Ideal L2 Self	1.93	3.62	1.88	3.08	1.69	.614	23.167	.540
Ought-to L2 self	2.42	4.51	2.59	4.31	.058	-1.451	237.51	.148
Learning Experiences	2.05	3.57	2.01	3.64	.489	.395	237.93	.693
Integrativeness	2.04	2.42	1.88	2.09	1.29	1.72	233.37	.089
Instrumentality	1.72	2.84	1.77	3.43	1.22	-.534	229.99	.594

Independent Sample t-test has been used to measure the difference between public and private students on their means scores of the motivation in the learning of 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 all the scales (Ideal L2 Self, ought-to L2 Self and Integrativeness, Learning Experiences and Instrumentality) are not statistically significant as their value of p. {2-tailed} is greater than the cut-off point, which is 0.5.

When we compare the mean values of both public and private schools, the mean of the scales of Public schools (Ideal L2 Self, Learning Experience, Integrativeness) is a little greater while the other two scales (Ought-to L2 Self,

Instrumentality) are greater than the Public respondents. But there is no statistically significant between both.

Overall, participants of both public and private at the Secondary level have participated very well and are inclined toward the learning English as a second language.

### Discussion

A thorough discussion was held on all the variables of the study, which have more motivational power towards learners.

### The L2 Motivation Self System

[Dornyei \(2005\)](#) proposed learning English as a second language in relation to the factors of ideal L2 self and ought to L2 self.

### Should I L2 Self?

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After conducting this research, the results tell us that ought to self is one of the important factors which have the more effect on English language learners. Statistically, having the highest mean value of 2.50 among all factors, it is considered to have the greatest role in motivation. This may be because they belong to those backgrounds where family, teachers, and even friends evaluate them by this trait for their failure to learn, understand, and speak English as a second language. Therefore, this factor is considered to be the highest as it shows our learners are more concerned about what society says or considers to make any judgement regarding being successful or unsuccessful in life. Dornyei explained in his study, which conducted a study on motivation and agreed with the study proposed on Motivational self-system in L2 (Dornyei, 2005). He explained in the Thai context that students are keener to learn English in order to gain social acceptance and to meet social and family expectations in the future. You ought to be influenced by your parents, society, and even peers. Eventually, L2 self should be promoted in classrooms (Ratchaporn Rattanhumma, Assumption University of Thailand).

### Ideal for L2 Self

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This research tells us that ideal L2 motivation is ranked third on the scale with a mean value of 1.90. It describes that students get motivated themselves because they imagine themselves as successful when they become proficient in learning English. This lends credence to Dornyei's (2005) theory that the L2 ideal self represents the range of qualities and accomplishments that the individual aspires to have and is inspired by the concept of the "perfect self." Dornyei (2009a, 2005) argues that when thinking about one's L2 self, one emphasises the L2-associated image or aspect of one's most suitable person. Given the individual's propensity to succeed in L2, he believes that the ideal self can be a powerful, persuasive factor. Furthermore, it would strongly affect L2 students' motivation because

it relies on the drive to lessen the discrepancy between their authentic and ideal selves (Dornyei, 2009).

### Learning Experiences

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With a mean of (2.03), the second most effective variable among all variables in L2 Learning experiences, students at the secondary level in Lahore are satisfied and appreciative of their English language learning experiences, but they want more effective innovations in their English language classrooms. The students at the secondary level are satisfied with the atmosphere of their English language learning classrooms as they believe that the classrooms are comfortable and the settings are suitable for them to learn English. They also agreed with the fact that they are really interested in learning English as the majority of the secondary students want to learn this language with excellent skills and wish to use it effectively too. The students also try to volunteer answers in their English classes, but they are also shy and have a fear of making a mistake in giving the answers. Secondary students believe that the activities of English language learning classes must be more interactive and engaging as they want to participate and practice the English language with their teachers and fellows. The results tell us that their interest is more in alternative activities such as group work, presentations, speaking activities etc. Hence, the L2 Learning Experience is great for secondary students as they are motivated and most satisfied with this scale, which makes this scale the second most significant among all other significant scales.

### Integrativeness

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After the data analysis, the studies show that the variable "Integrativeness" is one of the variables which motivates the students to some extent. Having a mean value of 1.87, it depicts that students like English as a second language and they want to ace it. They are also interested in seeking and learning about it to get to know more about its cultural aspect of it. Moreover,

they want to adopt their culture by learning English as a second language.

### Instrumentality

Data investigation or analysis reveals that learners at the secondary level are profoundly energetic through the instrumentality, assuming it is a crucial and critical part of their English language learning. The factors of instrumentality comprise four things: learning the English language is important to work globally, also giving it a due weight of being an international language, travelling around the world is also included in that, and getting better jobs in the future is the focus of the students and further examination in Pakistan. For status and so on. Before, only positions and the value of education were thought to be instruments for learning English. However, research done by [Dornyei and Kormos \(2000\)](#) on young students in Hungary changed this view. The authors believe that the idea of instrumentality does not cover all of the rational and practical reasons to learn English as a second language.

[Muhammad Akram \(2007\)](#) described in his study that 33.3% of the students agreed that they liked and loved to learn English and get a good job in future which also shows their instrumental motivation. According to Fazal ur Rahman et al. (2010), students learn English for practical reasons. Hywel Coleman's (2010) study clearly shows that students learn English just to pass the examination. Students in Pakistan take English as the international language and they consider it will help them to communicate globally. [Mansoor \(2003\)](#), Liu (2012), and [Islam \(2013\)](#) stated that English can promote intercultural harmony and communication.

Thus, it has been proved that useful gains can be achieved through English learning, and students create their own image by linking it to their future.

Pakistani English learners have goals for getting a job, higher education, getting through exams, travelling abroad, and social status through instrumental motivation.

### Gender and English Language Learning Motivation

The gender-related findings revealed that male secondary school students are more persuaded and motivated to learn and acquire English than female students, indicating that males are more inspired than females. After the statistical analysis, we can see in Chapter 4 that in ideal l2 self-motivation, public sector learners have a mean value of 1.93, which is higher than the private sector (1.88). That means public sector students are more inclined toward their own ideal of self-regarding learning the English language. The second factor is Ought-to-self, in which public sector students have a mean value of 2.42, which is a little less than the private sector (2.59). That means public sector students are more interested in getting to know themselves in learning English. Public sector students have a statistical mean value of 2.05, which is higher than private sector students, implying that public sector students are more prepared to learn English through experiences, demonstrations, and practice in the classroom. In terms of integrativeness, public sector students' statistical mean value of 2.04 is higher than private sector learners. In the private sector, students are more inclined toward that because they are more eager to get jobs or positions in society, so these factors affect them most. They need to get English for a better future. All the variables but integrativeness have no significant difference (Table 4.3), and the remaining variables show a significant difference.

### The Motivation of School and English Language Learning

The outcomes related to gender showed that the learners of the Public sector of secondary level are more persuaded and motivated towards learning the English Language when compared with the learner of the private sector of secondary level.

After the statistical analysis, we can see in Chapter 4 that in ideal l2 self-motivation, public sector students have a 2.05 mean value, which is higher than females (1.76). That

means males are more inclined toward their own ideal self-regarding learning English second language. The second factor is ought-to-self, in which males have a mean value of 2.67, which is higher than females (2.34). That means males are more interested in getting ought to themselves in learning English. Learning experiences are more valuable for males, with a statistical mean value of 2.19, which is greater than females' 1.87. That means males are more up to learning English as experiences and demonstrations and practises in the classrooms. So, in terms of integrativeness and instrumentality, males are more inclined towards that which they are most eager to get jobs or positions in society, so these factors affect them most. They need to get English for a better future. There is no significance in all the variables in terms of gender.

### Recommendations

After the findings of this research, there are some recommendations for both teachers and students.

- A teacher must be well aware of their students and their level of motivation. For this, they may establish a survey or questionnaire based on motivation to get to know them. This may be the way teachers get clear views about students' motivation and how the teachers can use their strategies of motivation to enhance students' L2 learning and their outcome.
- In the same way, students must also be specific about their motivational perspectives and level of motivation.
- Moreover, they may also tell their teachers confidentially what types of motivational strategies are important and beneficial for them. In this way, by adapting motivational strategies of building positive relationships and good cooperation between teachers and students, effective motivational strategies can easily be adapted for L2 learners in their learning of L2, as previous studies also show that building learners' confidence and establishing positive relationships are the most important motivational strategies in L2 learning classroom.

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