

An Analysis of Language Learning Motivation

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Abstract

Language learning motivation has always been under research and immense interest of the researchers and teachers. Language is almost meant for learning in multilingual classrooms, like Pakistani educational institutions where English is used as medium of instruction in classrooms for motivating the learners but the teachers and students switch to mother tongue mostly. Therefore, this survey study attempted to analyze the language motivation and strategies practiced by the teachers. The questionnaire was distributed among 50 university students studying at BS level (male/female), age ranging from 18 to 25. Quantitative research method was employed in this study. Findings of the survey unfolded a number of factors affecting language learning process. This study explores that a number of students appreciate English language learning environment. The study also indicates that English is adopted for academic purposes. The findings further revealed that language learning motivation is influenced by the use of indigenous and national language (i.e., Urdu).

Keywords: Motivation, motivational strategies, foreign language, mother tongue, national language

1. Introduction

Learning languages generally and English specifically is one of the prerequisites for achieving better academic results for educational purposes and personal life in this rapidly changing world (Salameh, 2012). The modern world demands professionals with proficiency in English. Language is an essential instrument for getting education in almost all the courses and subjects. Thus, the students need to enhance their written and oral communication. Language learning is significant in teaching learning process because English is employed as Medium of Instruction (MOI) and taught as a foreign language at educational institutions in Pakistan since its independence in 1947. Though a number of education polices have been

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proposed by the leading political parties of the time but English is and has always been a dominant language in various domains of the country especially in education. There has been a debate to introduce a uniformed MOI for private and public education institutions (Kalsoom, Nadeem, Bhatti & Abid, 2020).

In order to learn foreign or second language, the teachers use multiple strategies, techniques and methods for the students. Motivation is one of those strategies. In different contexts, motivation is understood differently by different authors, readers and teachers (Bajramia, 2015; Bobkina & Romero, 2013 & Dailey, 2009). Zaman (2015) explains motivation as something related to behavior directly or indirectly. Learning a language without motivation might be difficult because motivation is something internal. When you are motivated to learn, you will be able to learn a language. Motivation, both intrinsic and extrinsic, is a significant tool for learning the other language resulting in better performance having a strong influence on learners. In addition, different models, constructs and theories overlap in this process (Keblawi, n.d). A number of researchers and teachers (Bobkina & Romero, 2013; Dailey, 2009; Darabad, 2013 & Khajehpour, 2011) have widely admitted that lack of motivation and few other factors affect the success of second/foreign language learning (Khajehpour, 2011).

Motivation, a significant factor, determines the initial desire and success of students in language learning process (Lu, 2018). In the same vein, Chilingaryan and Gorbatenko (2015) are of the view that motivation increases the determination and interest of the students in language learning. They maintain that if the target language of a country is non-native, even then the duty is to teach it as a foreign language in an effective way. Behaviorists and Cognitivists explain motivation in different ways. According to Behaviorists, motivation is external stimuli and reinforcement in which physical environment and teachers' actions are of the prime importance. While according to Cognitivists, motivation is something internal in which a person is active for searching meaning and satisfaction in life. Thus, motivation is the determination for achieving a goal and makes us think about that goal, desire and energy. The studies (Bajramia, 2015; Bobkina & Romero, 2013; Dailey, 2009; Darabad, 2013 & Khajehpour, 2011) conducted on language learning motivation, also relate multiple motivational strategies to motivation. This study aimed to achieve the following objectives.

1.1 Research Objectives

- i. To investigate the hurdles in the way of language learning motivation in the classroom
- ii. To explore the language teaching strategies for motivating the learners to learn a foreign language

1.2 Research Questions

- i. What are the factors which hinder language motivation in foreign language classroom?
- ii. What is the role of language in language learning motivation in classrooms?

2. Literature Review

2.1 Language Learning Motivation

Language learning motivation has been an immense interest of the educationists and especially researchers in the last few decades. Studies (Alshaar, 1997; Al-Tamimi & Shuib, 2009; Bajramia, 2015; Bobkina & Romero, 2013; Dailey, 2009; Darabad, 2013; Khajehpour, 2011 & Zaman, 2015) showed that the more the teachers motivate their students the more they show better performance in language learning. The teachers having no enough knowledge of motivational strategies cannot motivate the students to learn language. The teachers play great role in language learning motivation in classrooms (for detail see Section 2.2). Alshaar (1997) investigated that foreign language has mostly remained in the education system of Middle East.

English, being an imperialistic language, spread throughout the world in no time. Darabad (2013) investigated that the rapid spread and use of English at international level makes it highly significant for the students wishing to pursue higher studies. These reasons make the parents plan for their children and educate them in English institutions so that they have a bright future. The researcher highlights some differences which might influence and effect learning a language. A language motivation strategy for learning a language is one of them, which is the aim of this study. Bernaus (n.d) is of the view that lack of motivation badly affects students' foreign language learning. He maintains that motivation is of great importance in affecting students' learning motivation. It is one of the greatest variables followed by the learners' socio-cultural background.

Motivation has such a great role in foreign language learning that the students' future failure or success is based on their English language proficiency and that's why the learners are having a positive attitude towards foreign language learning (Bobkina & Romero, 2013). Dailey (2009) argued that motivation is important for learning language while many considered it as an essential component. He maintains that a positive attitude towards the native speakers, how the learners see their future as speakers of the newly learnt language, enjoying language learning and what are the hurdles which may stop their learning are the key factors which can influence language learning. These strategies can establish and develop motivation in a student.

A research study, (Al-Tamimi & Shuib, 2009), indicated that due to several reasons the learners keep a significant attitude towards the target language (i.e., English which is to be considered by the curriculum designers while preparing their materials. Bobkina, Romero and Dalmau (2013) pinpointed that motivation plays great role in foreign language learning. It can be resulted as the failure or success of the students. The respondents of the study have told that they needed English for communication and showed keen interest in meeting the native speakers of the language. They have positive attitude towards the foreign language and want to achieve fluency in it. They want teachers explaining things in English and also want to continue and learn the language even after graduation.

Ramirez (2014) is of the view that foreign language learning becomes a challenging issue for teachers as well as students in education. Motivation is very much important in foreign language learning because lack of motivation leads to failure while its proper use leads to success. Intrinsic and extrinsic motivation is affected by certain factors like sex, age, culture, past actions, expectations, environment and so on. Oxbrow and Juraez (2010) maintained that motivation is an ingredient for self-directed behaviour and achievement. So, to teachers and researchers, motivation is the basic component of successful language learning and it can be influenced by strategic training.

The internationalization and the introduction of English courses by the universities add to linguistic diversity. This creates the situation where there are more languages confronting one another (Haberland, Lonsmann

& Preisler, 2013). The spread of English in the nineteenth century and growth of the British Empire resulted in associations with English language, opportunities and power. Even after independence, they kept English as their official language to continue its status in these areas. However, after the strengthening of the economic power of America, English has been used as international and global language (McKenzie, 2010).

2.2 The Role of Teacher in Language Learning Motivation

Teacher's role is of prime significance in language learning motivation in foreign language classroom. Learners' motivation and attitude towards language learning depends on teachers' role. A teacher without enough skill in language teaching might not be able to teach the language in the best possible manner but motivation is a challenging issue for language teachers (Ramirez, 2014). Studies (Bajramia, 2015; Zaman, 2015; Lu, 2018) indicated that teachers' role in language teaching and learning is very important. Teachers' role cannot be overlooked as their guidance and supervision is vital for the students because they learn the language actively under the good guidance and supervision of the teachers (Bajramia, 2015). The personality and role of teachers is very much significant in teaching foreign language. Their role in language learning motivation is to create student-oriented situation and environment and to enhance their motivation effectively (Alizadeh, 2016; Bernaus, n.d; Lu, 2018 & Zaman, 2015).

It is a must for a language teacher to know the sources of motivation to support and enhance his/her learners' motivation towards language learning because those students who are motivated towards language are more confident than those who are not. Students' participation in professional contests enhances both their language and professional motivation. It is considered one of the components of the training (Chilingaryan & Gorbatenko, 2015).

Keeping in view the significance of the role of teacher in language learning motivation in the class, Chilingaryan and Gorbatenko (2015) suggested that a language teacher must have sources of motivation to facilitate and motivate the students to participate in professional contests to learn a language. They maintain that motivating them to participate in these contests make them confident. The students who are motivated are

more confident than the students who are not motivated to attend such contests.

Kirkpatrick (2012) pinpoints that mother tongue or national language be used in primary education because foreign language can be harmful to the successful education of the children. He maintains that curriculum must be proposed in lingua franca to explain regional culture for its own identity.

Keeping in view the needs of the students, a language teacher should be a source of motivation to inspire motivation and use the four factors (see introduction) to motivate and attract the students towards foreign language learning by using multiple techniques and providing conducive environment to the learners (Dailey, 2009). Motivation helps and plays a significant role in enhancing language skills. It is an important factor which is influenced by various variables. Unfortunately, motivation is overlooked and misused by some language teachers. Language teachers should facilitate their learners where they need facilitation and motivation (Alizadeh, 2016).

2.3 Motivational Strategies

In order to motivate the learners for learning a foreign language in classroom, teachers use a number of motivational strategies, such as encouraging the students, motivating the students, supporting the students and inviting native speakers into class (Lu, 2018). McEown and Takeuchi (2014) examined that the differences in the proficiency and intensity levels of the second language learners should be taken into consideration. They maintain that further research needs to be conducted to examine the changing perspectives and contexts on motivational strategies where teaching learning process takes place (in this context classroom setting). The study indicates that it is necessary for researchers to keep in view the individual learning differences and situation-specific motives while conducting research on examining motivational strategies.

Ruesch, Bown and Dewey (2012) supported Cheng and Dornyei's (2007) assertion that there is a strong relationship among teachers, learners and classroom environment which affect learners' motivation. They maintain that taking one specific strategy; a teacher should build a positive rapport with students by providing a learning environment where the learning activities should be task based. The study showed that the students feel more motivated when they are aware of why they are engaged in certain

activities in classroom under the supervision and guidance of the teacher. It is apparent that teachers, students and learning environment altogether contribute to learners' language learning motivation with the help of good strategies.

Sugita and Takeuchi (2010) examined fifteen motivational strategies used by language teachers in a variety of ways and only four indicated meaningful correlation with the learners' motivation. All strategies cannot be applied on all learners due to their individual learning differences and proficiency levels in learning a foreign language. Therefore, some of the motivational strategies are not effective for the learners having different individual differences. A considerable number of studies on motivational strategies exist these days and a number of strategies have been investigated by different researchers like Dornyei (2001a) listed 102 and Sugita (2007) explored 65 motivational strategies used in the foreign language classrooms. All these strategies have been examined by the researchers individually (as cited in Sugita & Takeuchi, 2010).

3. Research Methodology

3.1 Instrumentation

Quantitative research method is employed in current study. A questionnaire, containing close ended questions, was administered to collect the required data. It took approximately 10 minutes to elicit responses from subjects from the questionnaire. The questionnaire also included demographic items like: age, gender, first language and study group.

Cronbach alpha of the items included in the questionnaire's responses on Likert scale shows the reliability and consistency of the items. Therefore, Cronbach alpha of the questionnaire items for the present research has been checked which was .857, showing strong reliability and consistency of the items that are included in the questionnaire.

The study is divided into four themes, i.e., methodological aspects affecting language learning motivation, the teaching learning environment, foreign language in the classroom and medium of instruction.

3.2 Participants

For this study the data was collected from the BS students of University of Swat, Khyber Pakhtunkhwa (KP). Keeping in view the attitude of the

students towards getting knowledge as well as learning a foreign or second language, the questionnaire was distributed among 40 students from the department of English and the department of Mass Communication, 10 males and 10 females from each department. Almost all the participants speak Pashto as their first language. The researchers introduced the topic to the subjects and told them the main aim of the survey. Observing the research ethics, the researchers convinced the participants regarding their personal information to be kept confidential.

4. Results and Data Analysis

The results of this survey are shown in the form of tables. There are 4 tables in number including 5 items each. Each table presents the data where responses to the questionnaires were gauged with the help of Likert scale (five points, i.e., strongly disagree to strongly agree). The data has been calculated with the help of SPSS and thus the study is descriptive by nature. The tables present the data in count as well as percentage. The highest percentage is taken for consideration. All the tables have been formulated to tabulate the collected data and to show results in percentage. However, all the tables are presented in the same pattern. The questionnaire designed for the current study is categorized in four themes as under.

4.1. Methodological Factors Affecting Language Learning Motivation

Teachers' motivational strategies and teaching methodologies play a significant role in language learning motivation of the students. The following table provides detailed information with respect to methodological factors for the present study.

Table 4.1 Methodological Factors Affecting Language Learning Motivation

Item 1		The teachers use direct method for teaching.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	14	4	0	0	2	20
	Female	10	6	2	1	1	20
Total		24	10	2	1	3	40
Item 2		The teachers use motivational strategies to help learners learn English.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	5	13	0	1	1	20
	Female	6	10	1	2	1	20
Total		11	23	1	3	2	40
Item 3		Language motivation is effected by the traditional methods used by the teachers.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male		0				
	Female	0	0	0	9	11	20
Total		0	0	1	11	8	20
		0		1	20	19	40
Item 4		The teachers explain things in English.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	15	2	0	1	2	20
	Female	11	5	2	0	2	20
Total		26	7	2	1	4	40
Item 5		There is no need to focus on the foreign language in classroom.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	0	1	0	6	13	20
	Female	8	4	0	3	5	20
Total		8	5	0	9	18	40

Table 4.1 indicates responses to all the 5 items (i.e., questions) in counts and percentage. Item 1 shows that the highest number of the subjects have strong disliking for the teachers' use of direct method for teaching in the classrooms. 60% of the respondents, male 35% and female 25%, agree with the statement that there is lack of the use of direct method for teaching by the teachers in the educational institutions.

Item 2 indicates the highest percentage (57.5%) of the respondents who disagree with the statement that the teachers use motivational strategies to learn the language while teaching. Whereas 27.5% of the responses indicate that the respondents strongly disagree with the statement that the teachers use motivational strategy.

Item 3 reveals that 50% of the respondents agree while 47.5% strongly agree that language learning motivation is affected by the traditional methods used by the teachers in teaching learning process. Only 2.5% of the female respondents are uncertain regarding the statement.

Item 4 presents that 65% of the respondents strongly disagree whereas 17.5% disagree with the statement that the teachers explain things in English. It is evident in this table that teachers don't explain things in English but explain them in mother tongue of the learners (i.e., L1). Only 10% respondents, 5% male and 5% female, strongly agree with the statement.

Item 5 represents responses of the subjects which show that 45% of the subjects strongly agree with the statements that there is no need to focus on the foreign language in classroom. There is a considerable variation between the percentage of male (12.5%) and female (32.5%). On the other hand, 20% female and 0% male strongly disagree with the statement.

4.2 The Teaching Learning Environment

The unrealistic educational environment at the universities (in this context classroom) affects language learning motivation to a great extent. The following table provides results of the factors affecting teaching learning environment. Language learning depends on the environment provided to the learners at educational institutions as well as the teachers. The following table provides data with respect to the second theme of the questionnaire.

Table 4.2 The Teaching Learning Environment

Item 1		We feel like real English environment in the class.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	11	7	0	0	2	20
	Female	12	4	2	0	2	20
Total		23	11	2	0	4	40
Item 2		Our teachers make the environment more realistic.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	5	13	0	0	2	20
	Female	10	8	0	0	2	20
Total		15	21	0	0	4	40
Item 3		Our classroom environment is not suitable for improving English					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male		0				
	Female	0	0	0	6	14	20
Total		0	0	0	3	17	20
		0	0	0	9	31	40
Item 4		In our classroom everyone is allowed to speak and ask in English.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	0	1	1	6	12	20
	Female	0	1	1	9	9	20
Total		0	2	2	15	21	40
Item 5		It is important for the learners to improve their language.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	0	0	1	6	13	20
	Female	1	0	0	8	11	20
Total		1	0	1	14	24	40

Table 4.2 shows responses to all the 5 items of the second theme. Item 1 indicates that the subjects (57.5%) strongly disagree with the statement that they don't feel like real English environment in the class. No considerable variation was found between male (27%) and female (30%) responses. Only 5% female and 0% male are uncertain regarding the statement.

Item 2 given above presents that 52.5% of the informants disagree with the statement that their teachers don't make the classroom environment more realistic while teaching. The difference between male (12.5%) and female (25%) is significant that they disagree with the statement.

Item 3 shows the participants' strong disagreement with the statement that the classrooms where they learn are not suitable environment for language learning. The highest percentage, i.e., 100%, (77.5% & 22.5%) reveals that male (35%) and female (42.5%) strongly agree with the statement and 15% male and 7.5% female agree with the statement.

Item 4 indicates that 52.5% of the participants strongly agree with the statement that everyone in the class is allowed to speak as well as ask in English language. There is no restriction for the students to speak English or mother and regional language. Whereas a slight difference is seen in the male (15%) and female (22.5%) responses that they agree with the statement.

Item 5 presents 60% of the participants strongly agree to improve their language whereas 35% of them agree that they should improve their language. There is no considerable difference between the responses by male (32.5%) and female (27.5%) to the statement.

4.3 Foreign Language in the Classroom

The use of foreign language by the teachers in the foreign language classrooms are great source of motivation for the learners in terms of language learning motivation. Lack of use of foreign language in the classroom contributes to the failure of language learning of the learners.

Table 4.3 Theme 3: Foreign Language in the Classroom

Item 1		The teachers mostly use foreign language in the class.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	9	9	0	0	2	20
	Female	12	3	3	0	2	20
Total		21	12	3	0	4	40
Item 2		We should not speak in English in co-education.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	10	9	0	0	1	20
	Female	8	7	1	1	3	20
Total		18	16	1	1	4	40
Item 3		Practicing English in the class can motivate us learn language.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male		0				
	Female	0	0	0	8	12	20
Total		0	0	1	10	9	20
		0		1	18	21	40
Item 4		The use of foreign language is essential for academic purposes.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	0	0	0	8	12	20
	Female	0	0	0	7	13	20
Total		0	0	0	15	25	40
Item 5		The learners aim to learn and use English in the classroom.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	0	0	0	10	10	20
	Female	1	0	0	8	11	20
Total		1	0	0	18	21	40

Table 4.3 shows responses to all the 5 items including in theme 3. Responses to item 1 indicate that the teachers mostly use foreign language in the classrooms. The highest percentage (52.5%) strongly disagrees with the statement while 30% of the informants disagree with the statement. A considerable difference was found between the responses of male (22.5%) and female (7.5%) who disagree with the statement.

Item 2 indicates that 45% responses go against the statement that the students should not speak English in coeducation. 45% of the participants strongly disagree while 40% disagree with the statement. No considerable difference was observed between the responses of by male and female participants.

Item 3 above illustrates that the participants (52.5%) agree with the statement that practicing English in the class can motivate the learners to learn English. So, it clear from the table that 52.5% of the subjects strongly agree while 45% agree with the statement that practicing English in the class is a source of motivation for the language learners.

Item 4 indicates the importance of foreign language for academic purpose of students. None of the subjects disagree with the statement, rather 62.5% strongly agree whereas 37.5% of the respondents agree with the statement that foreign language is very much essential for academic purpose. There is no considerable difference between the responses by male and female.

Item 5 above shows the learners' attitude towards the use of English language while getting education. 52.5% of the subjects strongly agree while 45% agree with the statement that they aim to learn and use English inside the classroom.

4.4 Medium of Instruction

English is used as MOI in educational institutions in Pakistan but sometimes it is avoided by the dominant use of regional or mother tongue of the regions. Thus, foreign language learner is affected by the use of local languages. The following table provides results of the collected data regarding the MOI and the frequent use of first language (L1) in the classrooms.

Table 4.4 Medium of Instruction

Item 1		English is used as medium of instruction in our classroom.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	4	4	1	7	4	20
	Female	0	4	4	6	6	20
Total		4	8	5	13	10	40
Item 2		The teachers deliver their lectures in English.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	6	12	0	0	2	20
	Female	9	5	2	2	2	20
Total		15	17	2	2	4	40
Item 3		English is used as Medium of Instruction followed by the use of mother tongue in the classroom.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male		0				
	Female	0	2	0	8	12	20
Total		0	2	0	3	15	20
		0		0	11	27	40
Item 4		The learners are not allowed to use mother tongue in the classroom.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	5	10	0	4	1	20
	Female	10	5	0	1	4	20
Total		15	15	0	5	5	40
Item 5		The teachers' frequent use of foreign language motivate the students learn English.					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Male/Female	Male	0	0	0	13	7	20
	Female	0	1	0	6	13	20
Total		0	1	0	19	20	40

Table 4.4 shows English as MOI at the educational institutions. Item 1 presents that 32.5% of the participants agree while 25% strongly agree with the statement that English is used as medium of instruction in the institution. Only 12% of the participants, 2.5% male and 10% female show uncertainty to the statement which is a significant difference.

Item 2 indicates that the highest percentage (37.5%) strongly disagree while 42.5% of the subjects disagree with the statement that the teachers deliver their lecture in English. There is a significant variation between male (30%) and female's (12.5%) responses.

Item 3 indicates that the highest percentage (i.e., 67.5%) strongly agree whereas 27.5% of the subjects agree that English is employed in the classroom as medium of instruction but it is followed by the excessive use of mother tongue (i.e., Pashto) in the classroom. Only 5% of the respondents disagree with the statement.

Item 4 indicates that 37.5% of the subjects strongly disagree while 37.5% disagree with the statement. It shows that the learners have the option to use language other than the target (i.e., English/foreign) language. It is clear from the respondents' responses that the learners may use their mother tongue or regional language in foreign language classrooms without any restriction.

Item 5 shows that most of the respondents (50%) strongly agree whereas 47.5% agree with the statement that the teachers' frequent use of foreign language motivate the learners to learn English. Only 2.5% of the subjects 0% male and 2.5% female disagree with this statement.

5. Discussion

The current study aimed to indicate language learning motivation and its significant role in foreign language classrooms. The study explored that the regional language and national language (i.e., Pashto & Urdu respectively) are used in educational institutions to a great extent. The traditional teaching methodologies of teachers affect the learning process of the learners. The responses to the statements in the questionnaire showed that motivational strategies are not used by the teachers while teaching. The teachers often switch to regional or national language instead of foreign/target language. Furthermore, the environment (in this

context classroom) where teaching learning process takes place is not realistic and suitable for learning and improving foreign language. In addition, foreign language is not mostly used in the classroom by teachers and learners. Besides academic purposes, the learners wish to learn the target language (see section 2.1). Practicing English inside the classrooms motivate the learners to learn the foreign language. English being medium of instruction is followed by regional and national language for further explanation by the teachers while delivering lectures. Whereas the frequent use of English by the teachers motivate the learners and help them learning the target language.

Overall, it is pertinent here to say that the interference of local, regional and national language, traditional methodologies of teachers and lack of motivational strategies of the teachers become hindrances in the way of learning a foreign/target language in classrooms (see section 2.3). However, this study strongly supports the studies conducted by Bajramia (2015), Zaman (2015) and Lu (2018) that there is a great role of teachers in motivating the learners towards foreign language learning and therefore, the current study is similar to that of Bajirama (2005), Zaman (2015) and Lu (2018). This study is limited to district Swat only, further study needs to be conducted in other regions of the country to investigate the dominant interference of the local, regional and national language in the way of motivation of the learners while learning the target or foreign language.

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