



**Analyzing the Motivational Factors to Learn Functional English in  
students of Mass Communication at University of Sindh**

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**Abstract**

This study shall attempt exploration of the extrinsic and intrinsic factors of motivation that empowers the students of Mass Communication students at the University of Sindh in their first year to contemplate subject of Functional English. The study attempts to examine that the mass communication students are all the more outwardly persuaded to use English language for communication. First year undergraduate students have been taken as participants for the study. 100 participants were selected as a sample from the research population. The overall survey comprises of 13 questions with the participant students to respond to all the statements. Dornyei's survey questionnaire was adapted to answer the research questions. It reflected to explore the natural and outward persuasive elements in English language students at the department of mass communication. SPSS programming software was used for the analysis of information that is gathered from the investigation. The examination addressed that in mass communication department, the students for English language are all more outwardly persuaded to communicate with capability. It is in contrast to



inborn inspirational components. It was long lasted addressed to the factors that are extrinsic in nature like attaining graduation degree, going after a superior position after their graduation were among the extraneous variables that were being prioritized. These were seen as components to be focused to learn English in examination.

*Keywords:* English, Extrinsic, Intrinsic, Mass Communication, Motivation

## **Introduction**

### **Background of Study**

English is employed means of communication globally in multiple organizations. It is recognized as an international language. It is taken significantly by the learners for the country's development, particularly in terms of education, science, tourism, technology, and trade. Hence, the acquiring and proficiency in English language is an important part of formal education. Pakistani universities are categorized into two main types; (1) generalized institutes that are responsible for degrees in Educational and Natural sciences, Humanities, Arts and social sciences (2) Technical institutions that include, medical and engineering universities, like Arts and Humanities, Social sciences, Natural and Educational sciences. Generally, it can be seen that within the level of intermediate education in Pakistan, only those students are able to get admissions in the technical professional institutions that score top grades. On contrary, the students who are not able to score good grades in intermediate are only given admissions in universities of general category. The University of Sindh's, Mass Communication department has been taken as site of population for the purpose of research to analyze possible factors motivating to learn English in students of a general University. The focus is on the undergraduate



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program of mass communication at University of Sindh by taking one of the compulsory subjects to learn in form of functional English. In students at this level, English language is perceived as a source of prestige and believes that it will aid them in their education and professional life.

### **Motivation behind Selection of University of Sindh, Jamshoro**

In Pakistan, as elsewhere on the globe, the degree of university is considered as special open door in students' life. The Universities in Pakistan are in two important groupings.

The undergraduates who are top scorers in their intermediates tests and entry tests required following 12 years of tutoring are permitted induction into the superior universities. The people who don't meet all requirements for the universities look to concentrate on in one of the superior universities in Sindh. The current project is set to focus in instructing English to the learners of mass communication department in one of the public sector Universities of Sindh. English is instructed as a necessary subject in the first year of the all undergrad learners that include learners of mass communication department. The purposes behind selection of University of Sindh:

(1) The researcher teaches in the mass communication department of university of Sindh. Therefore, it is easier in approach for the researcher to have proper research on teaching English in discipline of Mass communication. It will even assist to understand further the instructive strategies to the teach English in department.



(2) The selected institute supports the opinion of researcher to create motivation to learn English amongst learners of mass communication. Therefore, the intrinsic and extrinsic factors behind motivation of learning English can easily be found. It can subsequently assist with figuring out the cycles of the English language teaching (ELT) situation there.

(3) Students that are taken as participants of this institute are required to learn English for better job opportunities. Therefore, they need to learn English will all their best desires.

(4) The following university is situated in the territory Sindh in Pakistan that contributes around 70% of nation's economy. Learning the foreign language in one of the valued universities of Sindh with solid inspiration can assist graduates to offer all more really in their instructive vocation, social portability and towards the outcome of the nation's economy.

### **Problem of the Statement**

In the academic life of students, the factors of motivation are necessary components by the learner to the achieve goals that are desired (Christiania, 2009). Motivation is like a pushing wheel that contemplates the students in achievement of specific objectives in academics. In terms of the motivational factors regarding use of English language amongst the first year students at department of Mass Communication in University of Sindh, Jamshoro, many differences can be observed. Factors of motivation of both extrinsic and intrinsic nature are present that urges students to utilize English language. The ways chosen to achieve specific academic goals depends on such kind of language use. Nevertheless, the true motivational



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factors behind the utilization of English amongst the mass communication students as an acknowledged department of University of Sindh are still not known. This current research shall attempt the exploration of those motivation factors present in first year students of mass communication that encourages them to speak English language. The effect of such factors on achievements of students will be investigated in the study.

### **Scope of Research**

Pakistan consists of the societies that are multilingual in nature, and English language can be observed to be used in almost all domains. English language holds great importance at national and global level; therefore, students in Pakistan try their best and put in effort to attain proficiency in speaking of this foreign language. Barker (1998) highlighted that: “motivation is an aspiration that makes learners to fulfill a task or any activity. For successful speaking of second language, a positive motivation plays a vital role”. Similarly, Custer (2012) stated that, "The ability to communicate in English provides access towards opportunities in every facet of life whether that is connecting with the outside world through international social media or of getting a better job option". Starch and Campbell (2011) have further claimed that, “The goal of learner as an intrinsic motivation may be for a short term such as need to get a good grade or efficient performance in a class task for achieving native-like proficiency by communicating with them without any problem”.

### **Research Question**

1. The study poses a research question that is:



2. What factors motivate and encourage mass communication students to learn and utilize English language?

### **Limitation of Study**

In the context of Media in Pakistan, the use of English language is very essential. The students of media sciences have been observed to utilize English language in their communication and university dealings. Hence, the students of department of Mass communication from the University of Sindh have been taken as sample for the conduct of this research. However, the sample of 100 students does not represent the whole population of students at one particular university.

### **Literature Review**

It is essential to find out about some important terminologies for motivation to understand better about its factors that encourages the students to study English. These factors of motivation lead the students to get a hold on English as language. Integrative and instrumental types of motivational factors are present that urges the students in achievement of their objectives. The examination of motivation factors urging learners to use English language is important equally because they are the main determinants to speak a particular language and attain proficiency in it.

### **Motivation**

According to scholars, the word motivation is a complex term to be explained with a single description. The particular definition of motivation is not given. Martin (1988) stated that, motivation is like gravity, easy to describe about its effect outwards but hard to explain. According to



Macmillan (1979), motivation in learners means the presence of motive, which will make them move to particular positive action with a positive effort. Gardner (1985) stated that motivation is composed of four aspects. Namely; goal, effort, desire to attain that particular goal, a positive attitude to achieve that goal. And so, Ames and Ames (1989) further defined it as an impetus to create motive within learners and sustain of their intensions that may take place. Oxford and Shearin (1984) presented a view that motivation is a desire to achieve a goal with energy and work to get that goal. Similarly, it was stated by Keller (1983) that motivation is a degree to make choices and the degree of working with energy and making effort to achieve that goal. According to Kanfer (1998) motivation is a psychological mechanism that governs the intensity and persistence. Hence it can be concluded that the desires, wishes, dislikes and likes of individuals are all dependent upon the motivation present.

### **Instrumental and Integrative Motivation**

The motivation in a person is associated with his needs. In order to fulfill the needs, motivation is an essential element. Similarly, the specific drive that leads individuals towards some specific objective is also dependent on the needs. In this respect, the theory of needs given by Maslow (1970) called “Hierarchy of needs” is worth to mention. Five points were given by Maslow in terms of human needs that usually start with biological needs and move towards the psychological needs. After the needs for food and water that are biological in nature, self-esteem, human safety, respect and love are essential psychological needs. Communicating in a language with rules of specific necessities require a relaxed environment to speak in that particular language. Additionally, social requirements shows that students need to have information to convey well and incorporate with others by



utilizing their semantic information. If they fail to do so, the requirements of students like to have obstruction in their inspiration. Students who are not confident enough appear to be restless psychologically (Gardener and Macintyre, 1991) and if so, students oppose their inspiration, execution and requirements in the class. It is in this manner, motivation is viewed as a fundamental apparatus to learn and communicate within second language. It is viewed as a direction of students towards accomplishing the objective of learning a subsequent language (Crookes & Schmidt, 1991). To acknowledge the impact of motivation on learning a new language, two sorts of inspiration should be recognized that are Instrumental and Integrative. The motivation of integrative kind is analyzed by uplifting outlook of students towards the language and how one will impart inside the objective language. Instrumental stimulus covers the objective to acquire some social or financial gratification through accomplishment in the language being learnt; it eludes more towards practical reasons to learn new language (Gardner and Lambert, 1972). The framework to learn second language was presented by Gardner (1985) that is also called socio-education model. In the after effect of exploration based investigations, it was reasoned that demeanor of students towards second language culture of target local area communicating in that language has more to do with motivation of students. The model considers contrasts among different individuals. Two phases of perspectives have been presented in these models that are factors and integrative-ness. These are accepted to contribute for the degree of inspiration among students. Gardner expresses that when one communicates in a subsequent language, it is anything but shown like some other subject that is generally instructed inside classes. Nonetheless, it is worried about different examples and conduct of



embraced local area. They need to obtain those abilities. He further asserted that inspiration is an interaction that is dynamic and has numerous factors for explicit jobs into this. This model could give a more extensive perspective on those factors. To additionally inspect about different factors examined inside socio-instructive model, Gardner fostered an “Attitude/Motivation Test Battery (AMTB)”. It comprises of five principle classifications. They are in particular; Motivation, Instrumental inspiration, Anxiety, Integrative-ness and Attitudes towards second language learning circumstances. Grounds-keeper's inspirational battery is utilized by numerous etymologists to break down learning of second language (Tremblay & Margaret, 2001). It is said that the model presented by Gardner stresses on disposition of students towards integrative-ness to learn second language. Truth of matter is the two sorts of motivational factors that are fundamental for accomplishment in communicating in second language. The kind of motivation that would actually be beneficial for the learners has been explored by different scholars. It was asserted by Lambert (1974) that integrative type of motivation is more worried about learning of second language in contrast to instrumental inspiration. It is a direct result of this in conventional setting and climate observed is integrative type of motivation as an amazing indicator of phonetic capability. Lambert's case was concurred by Falk (1978) that learners bound to communicate fluidly for subsequent language in event that they utilize the objective language energetically and appreciate the way of life. It is to that local area for communication in language. In contrast, it was inferred by Lukmani (1972) that instrumental kind of motivation is more essential to communicate in a second language than the integrative kind. He explored instrumental inspiration in non-westernized female students of language. Brown (2000)



revealed that barely any sort of motivation is chosen by student when one communicates in a new language yet chooses a blend of both kinds of motivation, given in the case of American students. A broader perspective of motivation is called for by him. Dornyei (1990) went against Gardner that students need for an instrumental kind of motivation is a higher priority than integrative inspiration with regards to communication in the targeted language. Gardner & Tremblay (1995) incorporated the other persuasive factors to the socio-educational model and they named those elements as; self-assurance, mentalities towards the course, procedures and instrumental direction. These components may add to motivation among the students. Language learning can be supported by perspectives that are grounded socially and likewise they may debilitate learning as a social setting that is required for learning how to speak a language. It resembles language learning does not absolutely rely upon instrumental or integrative types of motivation. Additionally, natural factors assume an incredible part in this regard. Motivation is associated with political and social aspects. Numerous investigations have discovered relationships between capability and perspectives of language (Oiler, 1977; Cnihara, 1978). In southern east, the motivation level in Mexican Americans was analyzed by Oiler (1977), where the political framework mistreats the minority. Second language students of Pakistani context protect their character by unknowingly choosing instrumental motivation. Integrative inspiration may influence their Pakistani character and dread of being recognizable with the individuals who communicate in that language. Oiler (1977) did an examination on Chinese speakers that learn English for terms in subsequent language. He tracked students who learned English in a more fruitful manner were well disposed and earnest to local speakers. Learners



performed satisfactorily in English talking task. Likewise, Man-Fat (2004) concurred Oiler (1977) when he, at the end of the day, investigated similar end on students of Hong Kong. His investigation portrayed a similar relationship between capability of language learning and integrative motivation. Then again, instrumental motivation was discovered more unmistakable in specific circumstances where there is a little craving to coordinate. Fu & Lee (1980) tracked down that Chinese students are instrumentally roused and their semantic accomplishments are associated with instrumental motivation. Examination conducted by Dornyei (1996) on students in Hungary has shown that students are instrumentally more propelled; it is anything but a focal segment of learning language and where utilitarian advantages are accessible for students. It was guaranteed that subsequent learning of language to proper context does not rely on anything to mentality towards the group of learners. It is on the grounds that students are not very much exposed to people speaking that particular language or they have an almost no experience. Investigation of Alam (1998) analyzed that the students of government funded schools in Saudi Arabia were instrumentally spurred as they suspected it to be anything but a language of business and higher status. Likewise, 357 American students were researched by Musa (1985) to know the mentalities of students to talk in English. The reaction was 75% students that needed to communicate in English since it's a global language and they needed to universally convey their messages. In inspirational investigations to communicate in English on UAE college female students, (Zayed, 1999) tracked down that critical factor for spurring students to communicate in English was of instrumental motivation. The motivation in second language students was also analyzed in University of Kuwait. It was reasoned that most of the learners were



instrumentally aroused towards language adapting either to get a degree or for a greater opportunities of work. A survey was conducted amongst 1038 students and the outcomes were 3/4 of respondents that differ to learn or know the English since they needed to adapt the way of life of local area for an objective language (Al-Mutawa, 1994). Attitudinal investigations which were led on Arab students (Harrison et al, 1975; Zughoul and Taminian, 1984) claimed that Arab students are integratively and instrumentally inspired to communicate in English, however in minority. Dhaif Allah (2005) asserted Arab students spurred integratively and instrumentally to communicate in English. He tracked down center school students that slanted to integrative and instrumental objectives. It is seen that investigations on Saudi Arabian students concurred Brown (2000) that presumed students select inspiration seldom that communicate in English. The students select both; there has been obvious proof to isolate these two. Dornyei (1990) expressed cravings to coordinate with another local area (the assimilative direction) as any direction that lay among instrumental and integrative directions were added to instrumental/integrative directions. It was to keep away from provincialism and widen one's view and want of various difficulties with new upgrades to integrative directions (Dornyei, 1994). The above conversation shows that teachers and scientists disagreed on any one sort of inspiration as a second language student. The 1970's examinations (Lambert, 1974; Gardner 1972; 1979) show that integrative motivation is more a subsequent language learning and instrumental inspiration that does not lead student to an effective language talking. In any case, the examinations underneath (Gardner & McIntyre, 1991, Oxford 1994; Dornyei, 1994) have researched that integrative probably will not be the solid indicator of fruitful speaking in that language and the mark of



inspiration is not just about as straightforward as instrumental or integrative polarity. Different variables were depicted that cooperated as need for accomplishment, want for more information, individual test and scholarly incitement may likewise be the elements in second language communication. An investigation was led by Rahman (2005) on students of Bangladesh to look at the psycho-social directions of Bangladeshi students and assessing their perspectives towards communicating in English as second language. The research questions that he addressed were exploration of the extent that is interactively or instrumentally oriented towards English learning among the undergraduate Bangladeshi students. Another factor was intensity of English use in different domains.

### **Motivational Factors in English Learners of Pakistan**

In Pakistan, English language students have diverse financial, educational and social experiences. They are either from rural or urban areas of Pakistan. They devise various objectives and goals in moving towards speaking English. Characteristically, inspirational exercises give students a self-reward when they communicate in a capable environment in Pakistani context. It is English action that gives them a delight when they effectively complete it. Inborn inspiration brings interior prize outcome. Outward inspiration is joined by the prize that is from outside grant. It gives students the grades, cash, grants and charge reserves. The students, who require English, have been targeted in department of Mass Communication at University of Sindh. Williams and Burden (1997) discussed various elements. The extremely natural factors that may impact motivation level in students are excitement of interest in a specific conversation type. They accept this action as a test that is difficult to finish. It even observes upsides



of movement, individual pertinence, inherently that esteems ascribed to the action. Students may define suitable objectives to accomplish through speech of dominate in the English language talking abilities. They may communicate in English language due to knowing their shortcomings and qualities, to feel certain and lauded by their instructors. Experience of accomplishment may urge them to seek after another objective through talking in English. Three motivation elements were recommended by Brown (2007). They are

### **Cognitive Factors**

A substantial part is played by motivation with the decision of students when one decides communication in English language. The learners choose the targets that they will ignore and objectives they will achieve (Killer, 1983). These perceptive expressions are considered as Constructs.

- (a) Need for exploration, Inquisitive of the mysterious
- (b) Need for causing change
- (c) Need of stimulus by environment, people, ideas and thoughts
- (d) Need for both physical and mental activity or movement
- (e) Need for self-esteem
- (f) Results for manipulation by need for knowledge and process



It is suggested by these precise paradigms that the mass communication students in Sindh are aware of their reasons to speak English. They have awareness about activity of discourse that shall assist them to proficiently communicate in English.

### **Behavioral Factors**

According to Brown (2007), Motivation is simply an expectation of gratification. It is inferred to procure encouraging feedback that one demonstrates as indicated by the desired reward. Examination researchers like Skinner, Thorndike, and Pavlov saw inspiration at the focal point of human practices. In such manner, they performed different errands and inspired to achieve and include the outer powers, like; peers, guardians, instructors, instructive purposes and particulars of occupation (Ibid, 2007). These variables are a portion of the components that persuade students to communicate in English.

### **Constructivist Factors**

Individual choices and dissimilar social context are taken into account by the constructivist factors of motivation. Every student comes from a different background and hence have various different factors and reasons to speak in English. This view of uniqueness in students of their individualities has been derived from self-determination (Brown, 2007).

The learners of English language in mass communication at University of Sindh hold diverse experiences that vary from urban to rural background. As they have individual differences and dissimilar motives so they communicate in English language carrying various factors of motivation.



## **Position of English at Tertiary Educational Stage of Pakistan**

English is instructed in the universities at undergrad and postgraduate level in Pakistan as an obligatory subject in all disciplines. The mechanism of guidance in universities of Pakistan is English and those learners who have unfortunate English language abilities do not get by on the alumni or experts level courses. Mansoor (2005) and Malik (1996) contend that the significance of English is obvious from the way that English is a necessary subject at graduate level and Urdu (public language) is not. Tragically, the learners who enter the college do not have the necessary abilities in English. The universities that are professional in outlook like, (Engineer works, medical) empower the instructing of Functional-English and relational abilities with informative technique (Pathan, 2009). The learners who come to gather in the professional outlook universities having fluctuated insight of learning Functional-English that take the language course with certainty. This certainty propels them to involve English in the classes and outside.

### **Course of Functional-English at University of Sindh**

A one-semester Functional-English language course is presented by the University to the learners of every one of the disciplines in the first year of their four year studies. The first year at this university is partitioned into two semesters so the instruction of English to the all the disciplines is split between the two semesters. In other words, English classes are separated into two semesters so a portion of the disciplines have the mandatory course of functional English language in the main semester and the leftover half have the course in the subsequent term (Project Evaluation Report, 2005). There is a rising interest on the middle by different disciplines to show an extraordinary course named 'relational abilities' 'Technical writing of



Report Composing' and 'teaching Capabilities' to their learners. In 2005, the course was educated to the third year learners of mass communication learners and division by two educators of the middle, who have not been paid additional sum for teaching this course.

The Functional-English classes have comprised of between 60-120 learners. This huge class size was the consequence of the new expansion in the admission of learners on the counsel of Higher Education Commission (HEC). It should be noticed that all new contestants need to concentrate on the English course as a necessary subject during their most memorable year of project University stage (Project Evaluation Report, 2005). The 52 hours of Functional-English course has been intended for the main year mass communication learners (Project Evaluation Report, 2005).

The learners' of English language in advancement have not set in stone by the scholarly committee of the university underneath: There is a unified framework and educators that cannot draw in into conversation any shifts in the direction or even cannot express out loud, what are the learners' requirements of learning Functional-English courses are? Some of them are mentioned below:

- (1) Endurance in English Medium classroom climate
- (2) Passing out the tests efficiently
- (3) Effectively embraced their ideal courses in the university where mode of guidance is English



- (4) Working on by and large to the conversation, the tuning in and elocution abilities in English
- (5) Language and jargon abilities
- (6) Figuring out survey based studies and reports
- (7) Composing fundamental report in view of chart or survey projects, letter, email and story, notes
- (8) Creating explicit understanding abilities: to skim the text for primary thought, to examine the text for fundamental data, to decipher and study the text and to utilize research question to focus in on applicable data, gather and grasp essayist's position
- (9) Creating the tuning comprehension and note-taking abilities in setting of conversations
- (10) Creating familiarity with specialized or key jargon for scholastic specialized English-for acknowledgment and creation (like world structure, utilization of appends and utilization of equivalent words)
- (11) Arranging and composing expositions
- (12) Work on coordinating and conveying a short talk in class.

Following above functions of Functional-English, it was required for researcher as a instructor in department to find the extrinsic and intrinsic modes of motivation to learn English at department of Mass Communication at University of Sindh.

### **Summary Review of Literature**



3. It was uncovered that the factors of motivation are unpredictable and have numerous measurements. Analysts from different parts of the world have been attempting to reveal insight into various parts of this intricate issue by attempting to recognize term "motivation" itself and its sorts. It is anything but a direction of students to typify by creating various structures and hypotheses. Likewise, they endeavored to decide this sort of direction that varied in prompting better capability inside discussing an unknown dialect. The different in gender brings forward attitude changes regarding learning a new language and imparts motivational factors in terms of communication in a new language.

### **Methodology**

The motivational factors that urged the students of Mass Communication to communicate in English language inside or external to the classroom environment were analyzed in this study. The study was quantitative analysis. An adapted questionnaire was used as the tool for data collection process that consisted of relevant questions through which the motivational factors were explored.

### **Method of Analysis**

In thoughtful systematic studies of natural sciences in the 19th century quantitative research analysis method was projected initially in response to development (Dornyei, 2007). The progress of development phase in statistics and scientific methodology then amplified. Quantitative analysis technique was utilized extensively on a global level later in social sciences (Ibid, 2007). Different perspectives are attempted to be defined by the



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quantitative methodology with categories and models presented by scholars for data that is directly quantifiable and numerical.

### **Instrument**

Questionnaire consists of tools with written statement questions that provide researcher with data from the participants of the study. Participants respond by choosing one of the options that are given as preset answers. For the current study the questionnaire from the research of Dornyei (2007) regarding motivational factors was adapted. The data provided by the responded questionnaires was analyzed easily. It consumed less time and is structurally more concentrated towards the collection of data. The participants' demographic data was taken in the first part of questionnaire that consisted of related factual questions. The subsequent portion of the questionnaire comprised of 13 questions that deal with motivational factors in students urging them to speak English in their class and inspected their individual motivation. The contextualized favorability was kept in view while constructing the statements.

### **Population sample**

The questionnaire was directed to 100 first year students of mass communication department at University of Sindh, Jamshoro. It was assured that the study was conducted for the investigation of motivational factors that encourage them to speak English language. All participants were allowed to ask questions if they faced any sort of struggle in responding the questions.

### **Justification of Selecting First Year Students of Department**



As Said, the course of English is taught in first year of undergrad studies. Therefore, the students of first year were selected from the department of mass communication department. The function and learning of English in rest of three years is near to negligible condition. The first year students have newly entered to university stage. Therefore, they have high intrinsic and extrinsic courses of motivation to learn English and practice in department. Participants were selected through random sampling method. It was to ensure the selection of almost all first year students at department of media and mass communication, University of Sindh, Jamshoro, Sindh of year 2021.

### **Data Analysis and Discussion**

The SPSS software was used for analysis of the collected data through questionnaires. The quantitative analysis was done in form of frequencies that represented data in a tabular form and provided charts with percentages from the findings. The questions were grounded on extrinsic and intrinsic factors of motivation so the records of responses were also documented in the same manner. Gender and current class was also documented and presented in charts. 13 questions along with their responses were documented as variables and they were analyzed with responses shown to some errors during analysis. Nevertheless, those were later adjusted. The current examination focused on the factors of motivation amongst the students of mass communication that were urged to communicate in English language. When the information was arranged through the insights of students, it showed that the assertions got some information about inborn components; like they need to communicate in English since they need to travel globally and they need to find out about the local speakers with the



end goal of speaking English. It could work with them during their travel. The mean score of characteristic components was determined as 4.87, while the extrinsic elements of motivation were determined as a mean consequence to 5.06. The outcome obviously showed that the majority of English students at department of Mass Communication at University of Sindh are persuaded to learn English language with extrinsic factors. They want to communicate in English language chiefly to satisfy their instructive purposes. They need to pass their exams in University where numerous subjects are offered in English language only. It may be followed up for their professional work. By and by, communication in English language guarantees their educated character inside society as an informed and certain being. This will bring about applause by their educators and guardians. These are the most striking persuasive elements of extrinsic nature that students have with regards to English. The information shows that students have both the extrinsic and intrinsic persuasive variables in them.

### **Extrinsic Motivational Factors**

The extrinsic factors of motivation in the research of Dornyei (2007) support the findings of our current study, with regards to his definition of extrinsic motivation. It focuses on particular encouragements of being a literate individual alongside visualizing some of its practical aims for the attainment of a good job opportunity. The respondents of the study gave positive responses towards these factors of motivation. As they need to be exposed to general public after graduating in mass communication, hence they required proficiency in English language.

### **Intrinsic Motivational factors**



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It has been represented by the findings of the study that students are required to acquire English for communication in better to people, though; learners did not want to be recognized as native English speech makers. Lamb (2007) stated if second language learners do relate English language as a concern of international native speakers, then it is not relevant for second language speakers to have a desire of being identified as native speakers of English language. English language students of the Mass communication department have stated the desire to get proficient in order to face local people. They will also be able to fluently communicate with other groups of the world if they travel outside the country.

### **Implications for Future Research**

A few limitations exist in this study. The choice of setting is involved inside one public university. The investigation is explicitly related to one specific division of mass communication department that incorporates students of first year only. Along with this, the investigation may not sum up the students of different colleges and even different branches of same University. This is on the grounds that members of the current investigation addressed various foundations and monetary issues. They had separate inspirational perspectives that were explored while directing this examination. Be that as it may, it even does not intend to address the entire populace of the students in Sindh. Also, this project is restricted up to quantitative technique for lead of study. Subjective examination, in the event of meeting convention can even give profound knowledge and comprehension of inspirational variables inside students. The instructors ought to likewise meet to think about extrinsic and intrinsic sentiments of



the students. This research will urge students to develop their inspirational factors and attempt to deal with them.

## **Conclusion**

The examination has researched about characteristic and extraneous inspirational variables that propelled students of Mass communication division to communicate in English inside their classrooms. The discoveries have explored that the students have high extrinsic factors of motivation in contrast to persuasive components of intrinsic nature in regards to the speaking of English is concerned.

The respondents were appeared to be mindful about their exhibition in class exercises like of their introductions and other oral exercises that require talking and performing in front of the class can definitely help them inside their professional work and to find better job opportunities in future. The investigation is a modest exertion to take some part in the exploration of inspiration in region and second language usage. It is anything but a concerned endeavor to put some light on the factors of motivation that affected utilization of English language. These components are motivations to acquire attack to empower of communication in English language with no dread. Motivational factors have recently been viewed as the main considerations in utilization of a second language and till date the current examination end up being a significant part in talking about the second language. The investigation endeavors to give another vista of impression in students of second language and new exploration destinations.

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