

Students' Motivation in English Language Learning (ELL): An Exploratory Study of Motivation-al Factors for EFL and ESL Adult Learners

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ABSTRACT

This study analyzed adult learners' motivation in learning English from two diametrically different paradigms viz., the EFL (English as a Foreign Language) from Saudi Arabia and the ESL (English as a Second Language) from Pakistan. The quantitative tool of the 20-items questionnaire administered at 100 EFL learners and 100 ESL learners helped find out the factors impacting the adult learners' intrinsic and extrinsic motivation resulting in their being amotivated, unmotivated, and highly motivated English language learners. The major findings are that the learners in both the EFL and the ESL contexts were found intrinsically motivated to learn the English language. However, the Saudi EFL students, unlike ESL learners, lacked extrinsic motivation due to i) lack of an environment conducive for English language learning and ii) social disapproval of the English language learning. The extrinsic factors lacking for ESL learners in Pakistan are the provision of highly motivated and trained teachers, well-equipped classrooms, financial rewards, and a conducive learning environment in the institutions. Based on the findings, the study recommends that teachers must be trained to involve the intrinsically motivated students in challenging and encouraging activities. The teachers engaged in teaching to Saudi EFL learners need to exert more to create an excellent learning environment in their class to motivate and encourage their students towards learning of the English language, and to waive off the negative impact of social disapproval of the language outside the classroom.

Key words: ESL Learners, EFL Learners, Intrinsic Motivation, Extrinsic Motivation, Amotivation

INTRODUCTION

Background and Significance of the Study

Generally, motivation can be categorized into two major types: intrinsic and extrinsic motivation. The former is in-built that induces readiness in the individuals to accept any challenge without the expectation of any reward, whereas the latter is self-created one that is driven by external factors. However, the motivational factors vary in humans depending on the age group, the importance of the task taken up, the expected reward on its completion, and the impediments in its fulfillment. Likewise, adult learners' motivation, especially in learning a foreign/second language also depends on several factors. Chief among them is their motivation. Learning a foreign or second language effectively, efficiently, and speedily is highly dependent on the desirable level of motivation.

Comparing the motivation of students studying in two entirely different setups— EFL in Saudi Arabia and ESL in Pakistan is an interesting and useful research area. Though both countries share some common elements such as religion,

they are different in many ways that may influence the level and degree of English language learners' motivation. Various factors in both regions (Saudi Arabia and Pakistan) are likely or unlikely to enhance the level of motivation in their EFL/ESL adult learners. Since English has no colonial history in Saudi Arabia nor is it the official language of the country, it does not have a close link with Saudi society. It is considered to be a foreign language and has no substantial role in getting promotion in one's professional/personal life. In contrast to the scenario in Pakistan, it is mainly Arabic that dominates all spheres of life such as the educational sector, the judicial system, and governmental or private administrative systems, etc. Likewise, English has never been preferred over L1 (Arabic) and the former does not play a role in earning social respect for those who are well versed in it.

Therefore, the most plausible source of motivation in Saudi EFL learners is mainly the reward that they get in various limited ways. Firstly, they get a regular monthly scholarship from the government at the confirmation of their admission to a college or university. This scholarship continues as long as their registration is not cancelled. The

fear factor of losing scholarship may be an important factor in motivating the students to attend the required number of classes every semester. Secondly, Saudi Arabia, being a rich country has provided almost all kinds of latest facilities for the students which should be an additional source of motivation for them. EFL adult learners in Saudi Arabia learn English in well-equipped classrooms in the presence of trained native or native-like teachers. Finally, the immense use of internet communication with people around the world may be another source of motivation for Saudi students to learn the English language.

On the other hand, the situation is entirely different in Pakistan where the English language plays a vital role in the social, academic, and professional lives of the individuals. In the ESL paradigms like in Pakistani society, proper command over English is a prerequisite to secure a good job, earn social respect, and get speedy promotion in one's professional life. In fact, without proper command over English, the chances of one's success in professional or social life are extremely limited. All kinds of official correspondence, competitive exams, and job interviews are conducted in English. Besides, historically, Pakistan has been under British imperialism for about a century, so it is quite natural for the people of Pakistan to consider competence in English as a symbol of high status. People usually feel proud to speak English in their community and earn respect in the society by doing so. Similarly, frequent code-switching or the use of English along with the national or local languages is a welcoming phenomenon in society and is considered an established proof of knowledge and a symbol of modernization.

In the Pakistani ESL context, craving for achievement tends to be the main source of motivation in the educational system along with some other factors. ESL adult learners in Pakistan are quite aware that without English, they cannot enjoy a successful professional life. They are usually deprived of the latest classroom facilities or native teachers. They learn English from their national or local teachers with help of available stereotyped materials such as textbooks and audio/video materials. Instead of getting financial support from the government, Pakistani ESL adult learners pay huge tuition fees to cover their educational expenses. The future career of the Pakistani students depends on their performance in the exams in English, so craving for achievement compels them to excel among their peers. Also, the desire to get a reward in the form of a good job is a motivating factor and they get driven all their academic life to fulfill their cherished dreams. Finally, the fear factor of failure in exams or losing the paid tuition fees also plays a vital role to motivate them to work hard for the achievement of excellent results.

Since the Saudi adult EFL learners and Pakistani adult ESL learners are the target population of this research article, both have been approached to collect the data. On basis of the above-mentioned facts, the motivational factors, the degree of motivation, and learners' attitudes towards learning English seem to be quite different in both the countries and there is dire need to make the EFL/ESL teachers aware of these differences.

This research area tends to unfold a variety of interesting and researchable issues that can play a vital role to enhance

the level of motivation in Saudi EFL adult learners as well as Pakistani ESL adult learners. The study is significant as it will help the practitioners in the EFL teaching field to adjust smoothly when they have the paradigm shift from ESL to EFL or vice versa. As a result, they will understand their students better and will be able to make moves for effective English language teaching.

Statement of the Problem

The strength of the factors that motivate EFL/ESL learners varies from culture to culture. Therefore, it is important to know which aspects of motivation are useful for Saudi EFL adult learners and the ones that are more productive for Pakistani ESL adult learners. Failing to identify the distinctive motivational factors in both regions that tend to give a boost to the EFL/ESL adult learners in F/SLA, teachers face the adjustment problems when they move from the ESL paradigm to the EFL paradigm or vice versa. It is also important to investigate whether the features of Pakistani motivational models can raise the motivational level of Saudi EFL adult learners. Thus, there is dire research need to measure the level of motivation and to categorize the motivating factors for Saudi EFL adult learners as well as for Pakistani ESL adult learners.

Research Aim and Objectives

The present study aims to compare the motivation level of Saudi EFL students with Pakistani ESL students based on five important aspects of motivation: learning environment, students' passion for learning English as a second or foreign language, their desire for self-improvement, social approval and craving for achievement. Following are the research objectives:

- To find out how motivated Saudi EFL adult learners are towards learning English
- To find out how motivated Pakistani ESL adult learners are towards learning English
- To compare and contrast the motivational level of Saudi adult EFL learners and Pakistani adult ESL learners for FLA/SLA (Foreign/Second Language Acquisition)
- To find out factors that affect the motivation of Saudi EFL and Pakistani ESL learners in learning English

Research Questions

- A. What type/s of motivation play/s the role of a driving force urging Saudi and Pakistani adult learners to learn English?
- B. What are the distinctive motivational factors for Saudi EFL learners in comparison to Pakistani ESL learners?
- C. What features of the motivational model for ESL adult learners from Pakistan can raise the motivational level of Saudi EFL adult learners?

LITERATURE REVIEW

The term *motivation* has been defined by many researchers in different ways. Solak (2012) believes that it is a driving

force that guides us to achieve the goals that are already set. To him, it pushes individuals to strive for ultimate success. He refers to Wigfield and Tonks (2002) and Gardner (2001), who maintain that motivated individuals endeavor hard to achieve their goals. To them, success is a positive reinforcement that employs certain strategies to reach the goals that have already been set. According to Lewin's field theory, Atkinson's achievement theory, and Rotter's social learning theory (quoted in Madrid et al, 2001) human behavior depends on individuals' expectations of achieving success. Therefore, '*motivation can be considered as goal-directed behavior*' (Demir quoted in Solak, 2012, p. 241).

Referring to Freud's Psychoanalytic theory and Hull's drive theory, Madrid (2001) states that stress reduction exerts a great impact on human behavior that leads to ultimate accomplishment in life. To Madrid, Krashen's Affective Filter Hypothesis emphasizes emotional factors and sees motivation as a fundamental element that controls the process of SLA. Therefore, motivation is an essential factor that forces learners to excel in achieving their educational targets. However, the factors that may boost the level of motivation among the learners are likely to be different in various cultures depending on their social needs. Vibulphol, J. (2016) defines motivation as a process that 'kick starts' the machine, 'lubricates' the parts, and 'fuels' the engine to keep it running. Without motivation, learners may not start the act of learning at all and for those who have started to learn, they may not be able to maintain their learning once they face hardships in the process (Dornyei, 2001; Gardner, 2007; Palmer, 2009). Since the manufacturing of every machine is different from others, its starting, lubrication, and fueling processes seem to be different too. A similar rule tends to apply to Saudi EFL adult learners in comparison to Pakistani ESL adult learners.

Most probably, the outstanding learners may not be able to show positive results in learning L2 due to their linguistic demotivation. Referring to motivation, Dornyei (quoted in Solak, 2012: p.241-242) comments, "...the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out". To him, motivation is directly related to what people prefer to do, their patience to continue the behavior, and their trying on it. Motivation, thus, provides the primary impetus to initiate learning L2 and functions as the driving force to sustain the long and tedious learning process.

According to Zhao Lei (2011, p. 100), "Motivation concerns the direction and magnitude of human behavior and it can be defined by answering why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity". Therefore, ESL/EFL adult learners should not opt for English as their major until they are not intrinsically motivated towards it because it is the first and foremost condition for learning L2 which makes the process smooth no matter how laborious, long, and tedious it is. Lack of motivation and aptitude for learning L2

can restrict the students from learning the target language. Hui-Ju Liu & Chien-Wei Chen, (2015) strengthen the similar views that motivation is a core element along with language aptitude in determining the success of learning another language. Positive and strong learning motivation is essential for achieving proficiency in foreign/second language.

Wang and others (2015:1) think that in the domain of second/foreign language (L2) motivation, there is a strong correlation between L2 motivation and language learning success. In contrast, if the learners lack motivation, or may have low interest in English, they are likely to encounter disappointment and setback while learning it. Therefore, the primary objective of the ESL/EFL teachers and administrators should be to inculcate the essence of motivation in the learners for the speedy learning of the target language.

Some of the researchers classify motivation into two major types: intrinsic and extrinsic motivation. Lei Zhao (2011) refers to Deci and Ryan's (1985) self-determination theory, who made two basic distinctions based on the different reasons or goals that give rise to actions—intrinsic and extrinsic motivation. Some of the students join a course with intrinsic motivation while others acquire motivation through various extrinsic reasons such as for getting future reward or stimulus, for gaining power and status, or losing something in their life (fear factor) in case of failure. Quoting Hedge (2000: 23), Lei Zhao (2011) highlights Hedge's emphasis that motivation is of crucial importance in the classroom, whether learners arrive with it or whether they acquire it through classroom experiences.

Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable (Ryan and Deci 2000). Students with intrinsic motivation have their reasons for L2 learning that are derived from the inherent pleasure and interest in the activity; the activity is undertaken because of the spontaneous satisfaction that is associated with it (Noels 2001: 45). However, not all activities are sufficiently novel, challenging, or aesthetically pleasing to be intrinsically motivating. Extrinsic motivation refers to doing something because it leads to a separable outcome (Ryan and Deci 2000).

Research on linguistic motivation focuses on many factors that affect positively or adversely on the motivational level of the language learners. According to Dornyei (2009), "Motivation," "re-motivation" and "demotivation" are important factors that play crucial roles in academic study—the process of sustained English language acquisition. Wang (2015) divides the concept of academic motivation into two types: general motivation and task-specific motivation. According to his classification, linguistic motivation can be termed as general motivation covering all the language skills, whereas focusing on the specific language skill or area such as vocabulary, grammar or pronunciation, etc. can be categorized as task-specific motivation. The EFL/ESL learners should be given a reasonable level of autonomy in the class so that they can express their talent in their favorite linguistic area.

Behind the motivation or demotivation, there are always some underlying reasons in foreign language learning contexts. Wang & others (2015) endorse the similar views that

the correlation between learning a foreign language with the help of motivation has never been proved. However, they acknowledge the truth that motivation can control human behavior, so learning a new language is also a kind of behavior that can be monitored and streamlined by the teachers to produce desirable linguistic results among the learners.

Ahmad (2015) categorically claims that the socio-cultural environment plays a vital role in the enhancement of linguistic motivation. Through his research, he proves that the proficiency level of Saudi EFL learners is generally below the expectation due to multi-traditional and socio-cultural barriers. Saudis consider Arabic as a linguistic, cultural, and religious heritage; therefore, all other languages including English are generally neglected. In contrast, Bukhari (2015) claims that Pakistan is a linguistically very rich country where almost 70 languages are spoken. English is an official language of the country, preferred to be used widely in various official and private contexts. However, she acknowledges the fact that Pakistani ESL learners lack practice in spoken English because English is taught as a subject, not as a language.

Motivation is a force that establishes links with the individuals' thoughts that control human behavior affecting their attitudes and linguistic performance. Loko Grace Ifeoma (2015:10) explains the term motivation that it is a kind of instigating agent that gives enormous vigor to a person who moves forward to achieve his ultimate goals in life. However, the question of whether the motivational features of one model can affect the other one has not been answered by the researchers. Therefore, it is important to investigate this question to contribute positively in the research arena. The paper at hand also provides an opportunity to compare the learning habits, attitudes, stamina, and styles of Saudi EFL learners with Pakistani ESL learners, opening new avenues for future researchers.

RESEARCH METHODOLOGY

To investigate the presence of distinctive motivational factors, their amount or degree (low, medium or high) and the possible influence of one group of learners over the other, a survey containing 20 statements on five variables was served to 100 Saudi (both males and females) and 100 Pakistani (both sexes) adult learners (ages 18-20 years) to find out the similarities and differences and the reasons that probably cause them. The survey had responses on the Likert's scale of strongly disagree, disagree, no idea, agree, and strongly agree. The internal reliability of the instrument has been measured through Cronbach's alpha. The Cronbach's alpha score, i.e. 0.987 reflects the strong reliability of the instrument. The survey mainly focuses on the following variables:

- the learning environment,
- students' passion for learning English as a second/foreign language,
- their desire for self-improvement,
- social approval and respect and
- the craving for achievement in life.

The responses were analyzed through chi-square test, means, standard deviation and t-test on SPSS to find out the differences and similarities between adult EFL learners' motivation and adult ESL learners' motivation (in Saudi and Pakistani English language learning contexts). This was followed by a detailed discussion on results and major findings, which lead to the conclusions and recommendations.

DATA ANALYSIS

Chi-Square test was applied to check the relationship between Saudi EFL learners & Pakistani ESL learners and motivational factors in the following way:

From the given data, we constructed the two ways table. Since the chi-square **calculated** is greater than the chi-square **tabulated**, we reject the null hypothesis H_0 , i.e. accept H_1 and we conclude that the Saudi EFL learners & Pakistani ESL learners and motivational factors are dependent, so, there is a relationship between the Saudi EFL learners & Pakistani ESL learners and motivational factors. The figure-1 shows that both groups (Saudi and Pakistani) are motivated in terms of the following five factors:

- learning environment,
- students' passion for learning English as a second/foreign language,
- their desire for self-improvement,
- craving for achievement in life
- social approval and respect

Moreover, the figure also clearly shows that these factors have their influence on the motivational level of EFL/ESL students in both contexts in the order that they are presented. In other words, the most positive influence is exerted by the learning environment in both contexts whereas the motivational level of these students is highly affected by social approval and respect.

The Table-4 shows the means and standard deviations for each variable for both groups of respondents:

The Table-4 reflects that the means for Pakistani students in almost all variables are greater than those of Saudi students. In other words, Pakistani ESL students are more motivated towards learning the English language because of a more conducive learning environment in the society, stronger desire for self-improvement, greater social approval, and stronger craving for achievement as compared to the Saudi EFL learners. However, it also shows that Saudi students are equally passionate about learning the English language, but they do not find the proper learning environment and social set-up which could motivate them to develop a strong desire for achievement and self-improvement in the learning of English language.

To find out how the specified variables affect Saudi EFL learners and Pakistani ESL learners differently, the t-values have been calculated. The table-4 shows how the calculated t-values for each variable are different from the tabulated ones.

The Table-5 shows that the calculated t-values are different from the respective critical t-values for two of the

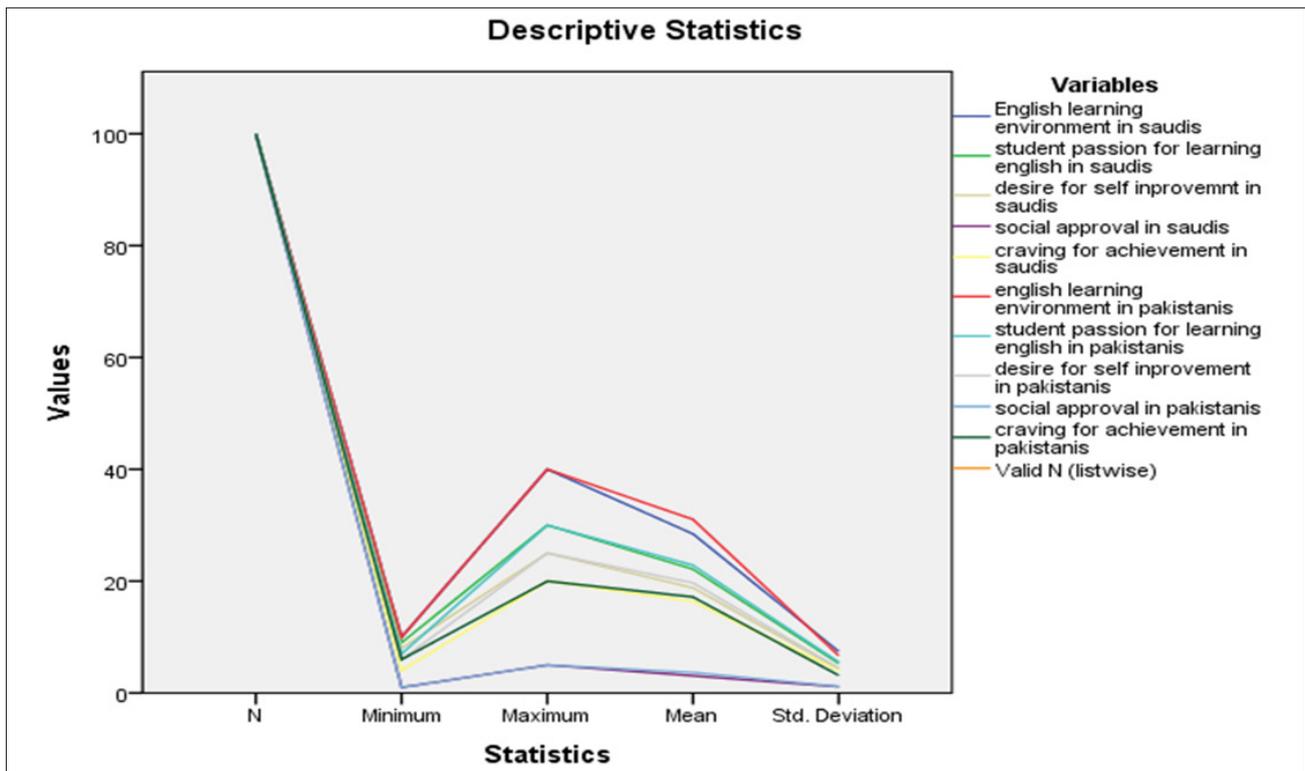


Figure 1. Descriptive statistics for variables

Table 1. Chi-Square two ways table

Research groups	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree	Total
Saudi EFL	415	893	303	300	89	2000
Pakistani ESL	612	996	126	212	54	2000
Total	1027	1889	429	512	143	4000

Table 2. Calculation of expected values

Research groups	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree	Total
Saudi EFL	415 (513.5)	893 (944.5)	303 (214.5)	300 (256)	89 (71.5)	2000
Pakistani ESL	612 (513.5)	996 (944.5)	126 (214.5)	212 (256)	54 (71.5)	2000
Total	1027	1889	429	512	143	4000

Statistical Hypothesis:

H₀: The Saudi EFL learners & Pakistani ESL learners and motivational factors are independent.

H₁: The Saudi EFL learners & Pakistani ESL learners and motivational factors are dependent.

Level of significance: α=0.05(5%)

Calculation of Expected Values: $E_{ij} = (R_{i.} \times C_{.j})/N$

variables: English language learning environment and social approval. Therefore, the null hypotheses are rejected for these two variables: Saudi EFL students and Pakistani ESL students have differences in their motivation towards learning English due to the difference in their English learning environments and the social approval for learning English. The results correlate with the earlier researches and reinforce that the Saudi EFL learning environment requires a lot of improvement to motivate the students towards learning English, and Saudi society still needs to increase its acceptance level for the English language. However, for the rest of

the variables included in the study, the calculated t-value is found to be less than the critical t-value. This indicates that there is no significant difference between Saudi and Pakistani English language learners in their motivation towards learning English due to these variables: students' passion for learning English, desire for self-improvement, and craving for achievement. These results also help in concluding that Saudi students are equally intrinsically motivated as Pakistani English language students, but the lack of extrinsic motivational factors among the former may work in favor of the latter.

Following is the tabulated data for Saudi EFL learners and Pakistani ESL learners followed by the discussion on the responses and results:

Questionnaire item-1 (Figure 2): The responses to the questionnaire item-1 show the satisfaction level of both the categories of students towards the teaching efforts and activities in the class. Almost all the students from both countries find no comprehension problem when they are engaged in the

language learning process in their classes. There is no distinction in terms of comprehension or attention span of the adult learners in terms of EFL and ESL perspectives. This indicates a high motivation level of both the types of learners regarding the input material presented to them in their classes.

Questionnaire item-2 (Figure 3): Apparently, in this response too, there is not much difference between both kinds of students. However, if we analyze thoroughly, we find that 28% of Saudi EFL learners are indecisive about their performance in the exam, whereas this percentage is reduced to 18% in Pakistani ESL learners. Hence, it shows that Pakistani ESL learners are a bit more confident than Saudi EFL learners. Likewise, 68% of Pakistani ESL learners are sure about their good performance in the exam. However, the comparative analysis shows that the level of this percentage is also lower (60% only) in Saudi EFL learners.

Questionnaire item-3 (Figure 4): In response to item-3, 24% of Saudi EFL learners have acknowledged their incapability to develop their proficiency in English despite their efforts, whereas the acknowledgement of this incapability is increased (up to 42%) in Pakistani ESL learners. It shows the learners' fear and concerns that may hinder their progress in learning the target language resulting in their failure. Here, the former category of the students seems to be less fearful about their results than the latter one mainly because they do not have to pay for their education. About the same number of students from both categories failed to give their responses which shows their indecisiveness.

Table 3. Calculation of chi-square's value

O _i	E _i	O _i -E _i	(O _i -E _i) ²	(O _i -E _i) ² /E _i
415	513.5	-98.5	9702.25	18.89
893	944.5	-51.5	2652.25	2.81
303	214.5	88.5	7832.25	36.51
300	256	44	1936	7.56
89	71.5	17.5	306.25	4.28
612	513.5	98.5	9702.25	18.89
996	944.5	51.5	2652.25	2.81
126	214.5	-88.5	7832.25	36.51
212	256	-44	1936	7.56
54	71.5	-17.5	306.25	4.28
				132.54

Chi-Square: 132.54

Critical Region:

$\chi^2 > \chi^2_{0.05} = 9.488$ for $(r - 1)(c - 1) = (5 - 1)(2 - 1) = 4 \times 1 = 4$ at 5% level of significance.

The tabulated value of chi-square is 9.488.

Table 4. Calculation of standard deviation for variables

Variables	Saudi EFL Students		Pakistani ESL Students	
	Mean	Std. Deviation	Mean	Std. Deviation
English learning environment	28.4400	7.41868	31.0200	6.68026
Student passion for learning English	22.1300	5.28893	22.8200	5.51468
Desire for self-improvement	18.8100	4.27984	19.6800	4.45149
Social approval	3.0800	1.11627	3.6600	1.14786
Craving for achievement	16.3700	4.01677	17.1600	3.14215

Table 5. Calculation of mean difference for variables

Variables	Calculated t-value	Critical t-value	df	Sig. (2-tailed)	Mean Difference
English Learning Environment	2.584	1.660	198	.010	.99831
Student passion for learning English	.903	1.660	198	.368	.69000
Desire for self-improvement	1.409	1.660	198	.160	.87000
Social approval	3.622	1.660	198	.000	.58000
Craving for achievement	1.549	1.660	198	.123	.79000

Figures 2-21. Data and Discussion

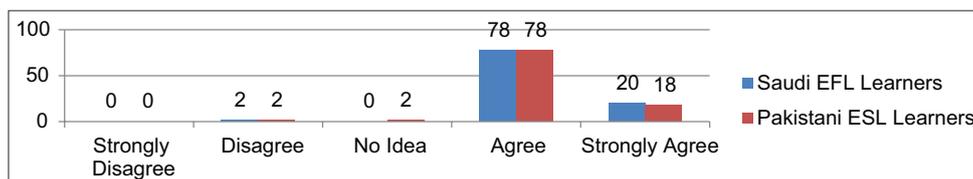


Figure 2. As an ESL (English as a Second Language)/ EFL (English as a Foreign Language) learner, I am sure that I can understand the content taught in the class whether it is easy or difficult

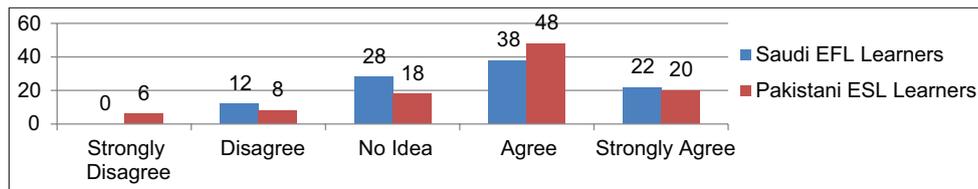


Figure 3. I am confident that I can perform well in ESL/EFL exams taken from time to time and can pass them with high grades

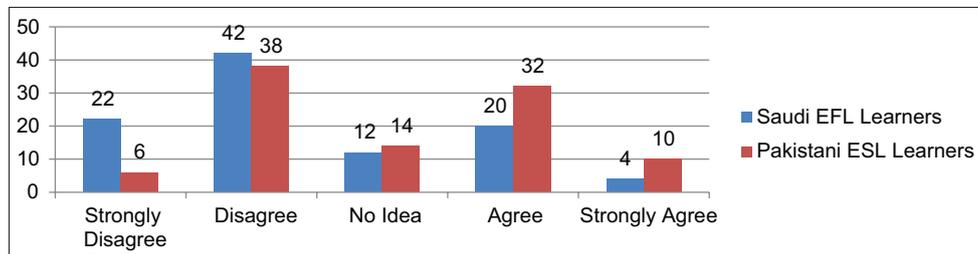


Figure 4. In spite of my efforts, I cannot develop proficiency in English as a second/foreign language and find difficulties in understanding it

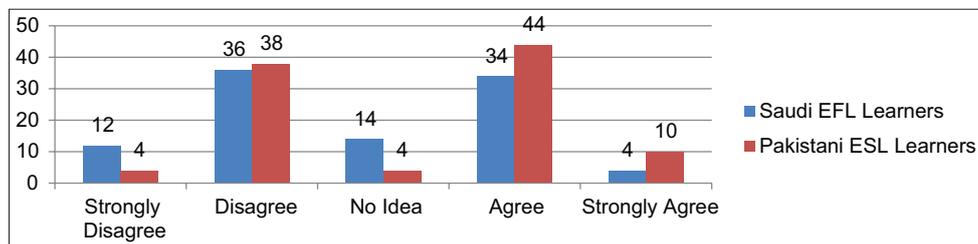


Figure 5. When I fail to understand the difficult areas of English, I usually give them up and try to learn the easier ones

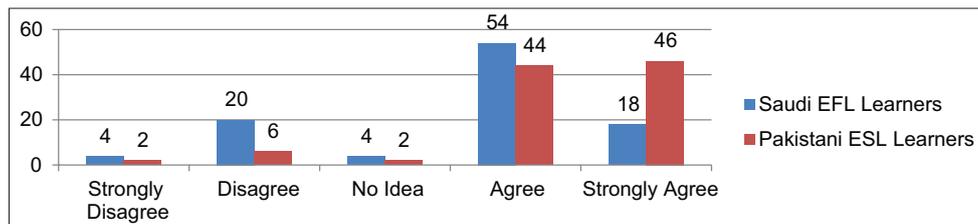


Figure 6. Whenever I come across with difficulties in learning English, I usually ask my teachers or classmates to explain them but I never skip them

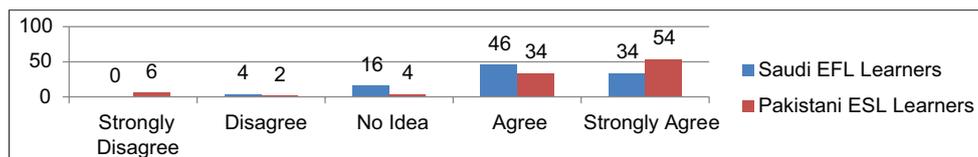


Figure 7. I always try to find ways to develop and strengthen my language skills such as Listening, Speaking, Reading, and Writing to perform better

Questionnaire item-4 (Figure 5): The students’ response to item-4 is quite interesting which shows that about half of the Saudi EFL learners are determined to learn even the difficult areas of the second language. However, 54% of Pakistani students give up their efforts if they find something more complicated in L2. It shows that the determination of Saudi EFL learners is a bit higher as compared to Pakistani ESL learners. However, 14% of Saudi EFL learners fail to

answer this question, whereas only 4% of Pakistani ESL learners are silent about this questionnaire item.

Questionnaire item-5 (Figure 6): Though the item-5 is quite related to the previous item- 4, where the response of Pakistani students is different. 72% of Saudi EFL adult learners endorse their previous agreement that they never skip the difficulties in learning L2 and seek help from their teachers or classmates. However, the Pakistani ESL students’ response

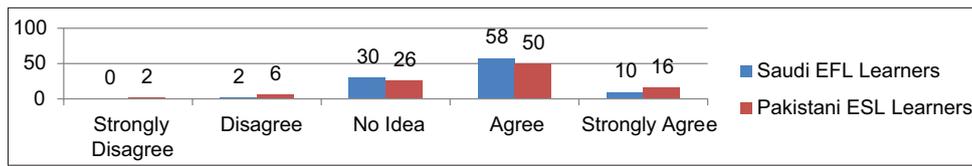


Figure 8. I usually try to connect my fresh ESL (English as a Second Language) knowledge with the previous one to consolidate it and evaluate or monitor my proficiency level from time to time

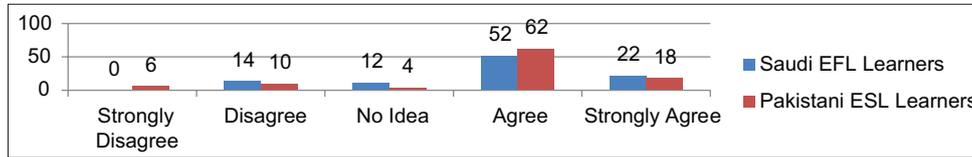


Figure 9. If I find something difficult in English, I usually try to find the reason for its difficulty and finally find a solution to understand it

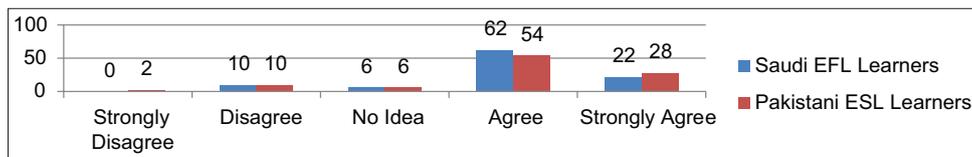


Figure 10. If I make a mistake during English language learning process, I usually try to know the reason for committing it and try not to repeat it

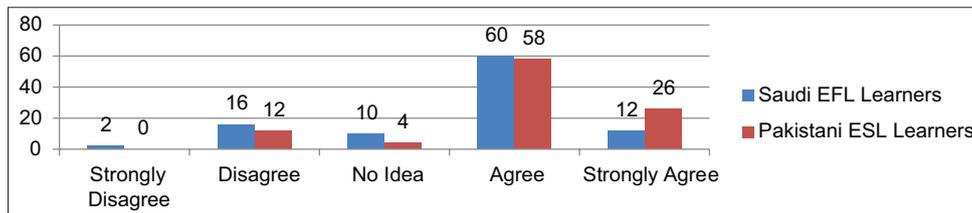


Figure 11. If I find something conflicting or strange in the teaching material in my English language class, I usually ask my teacher to explain the reason

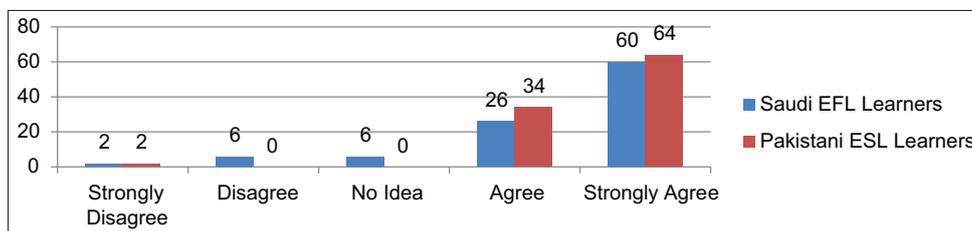


Figure 12. I think learning English is important and it provides me opportunities to excel in my academic life.

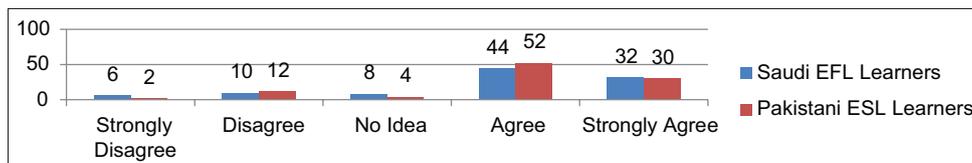


Figure 13. I usually participate in ESL classroom activities to achieve high grades in the exams

is almost negation of their previous answer. Here, 88% of Pakistani students opine that they also seek the help of their teachers and classmates in solving the linguistic difficulties instead of quitting them. We can safely guess that if the help or academic support is not available, Pakistani ESL students opt

not to waste their energies on complicated areas of the target language; otherwise, they try to learn them by involving their teachers and classmates to quench their thirst for achievement.

Questionnaire item-6 (Figure 7): Almost a similar response has been received from both the categories of the

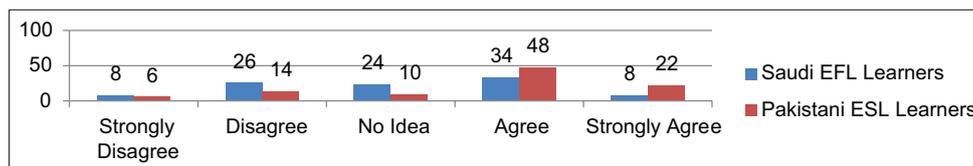


Figure 14. I take interest in my classroom activities to get appreciation from my English language teachers and classmates

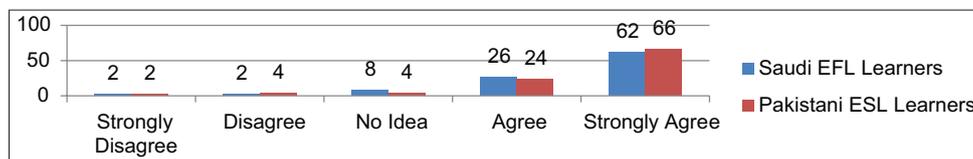


Figure 15. I usually feel happy and excited when I achieve high grades in English in the exams or class tests

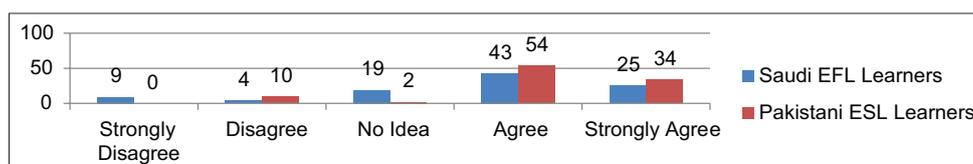


Figure 16. I feel confident when I can independently read and comprehend a newspaper article or a book in English which is not the part of my course

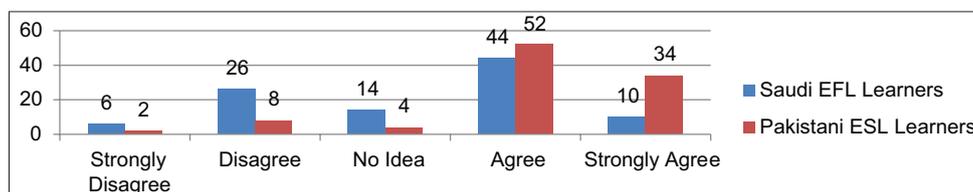


Figure 17. I take interest in learning English because the material is exciting and enjoyable

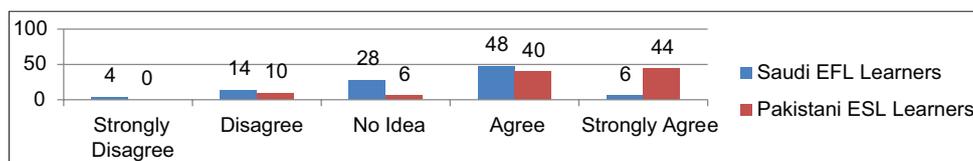


Figure 18. I usually like to participate in classroom activities because English language teachers use a variety of methods to make the lesson interesting

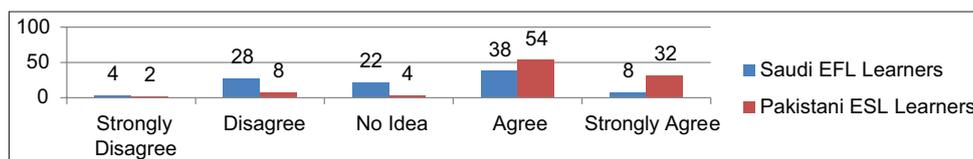


Figure 19. I enjoy participation in ESL (English as a Second Language classroom) activities because my teachers do not put unnecessary pressure on me to learn

students in item-6 of the survey. 80% of Saudi EFL learners and 88% of Pakistani ESL learners have acknowledged that they put their 100% efforts to master all the skills i.e. listening, speaking, reading, and writing of the target language. It is a positive signal which shows the willingness and seriousness of both kinds of students to excel in learning L2. However, 10% additional learning efforts on the part of Pakistani students endorse the fact that they genuinely realize how important English is for their future ca-

reers. Thus reward for learning the target language proves to be a stimulus for both kinds of students.

Questionnaire item-7 (Figure 8): Over 60% of the students from both categories believe in self-evaluation during the learning/teaching process and usually connect the previous linguistic knowledge with the new one. However, over 25% of them are not sure whether they consolidate their knowledge by connecting the previous one with the fresh one or not. It means that majority of the students from both

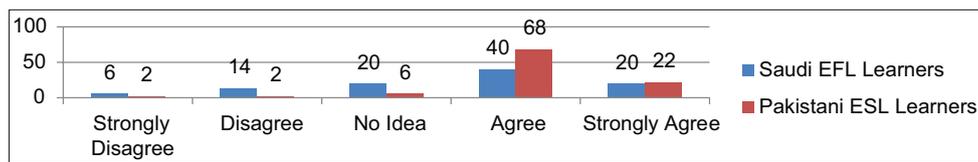


Figure 20. I enjoy my English lessons because the activities are challenging and useful

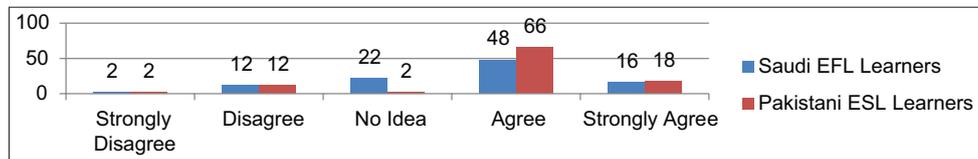


Figure 21. I feel quite comfortable in my English language class and I am fully satisfied with the facilities provided to me and other students in my class

groups are mature learners who monitor and record their process of learning for the sole purpose of improvement.

Questionnaire item-8 (Figure 9): Stephen Krashen's 'Monitor Hypothesis' has been explicitly employed in this question. 74% of Saudi EFL learners believe that they monitor their process of learning and try to find ways that help them improve their learning strategies. This ratio is a bit higher in Pakistani ESL learners where 80% of them critically evaluate their process of learning. This tendency indicates that learning maturity is found in both groups with slight variation in quantity. However, both groups of learners are quite aware of the fact that learning a second/foreign language is an uphill task that cannot be easily achieved.

Questionnaire item-9 (Figure 10): Quite related to the previous item number 8, this statement also refers to the self-consciousness during the process of learning. 74% of Saudi EFL learners acknowledge that they evaluate their habit of making mistakes and frequently try not to repeat them. However, this ratio of monitoring one's mistakes increases in Pakistani ESL learners where 82% of them analyze their habit of committing mistakes. Thus they also try to overcome this negative tendency to bring perfection in the process of learning a second language. It also refers to the fear factor that can take away success from them.

Questionnaire item-10 (Figure 11): Since an EFL/ESL teacher is the authority in the class, his feedback is essential for the students who are doubtful about any linguistic structure. 72% of Saudi EFL learners seek the help of their teachers in this case, whereas others 28% are either reluctant or not at all interested in doing so. However, 84% of Pakistani ESL students try to seek the interference of their teachers if they find anything confusing or complicated. This difference shows that Pakistani ESL learners involve/depend on their teachers more than their Saudi counterparts.

Questionnaire item-11 (Figure 12): The significance of English has been acknowledged by both groups of students. However, there is a marked difference in their numbers. 86% of Saudi EFL learners endorse the importance of English and believe that it can help them excel in their academic life. This number increases up to 98% in Pakistani ESL learners who do not doubt at all in the importance of English for bringing better results in their academic life. This clearly shows that

the desire for excellence is higher in Pakistani students than Saudi EFL learners.

Questionnaire item-12 (Figure 13): Craving for achievement plays a vital role in learning a foreign/second language. Both Saudi EFL learners and Pakistani ESL learners believe that participation in their classroom activities can earn higher grades for them. However, 72% of Saudi EFL adult learners try to get higher grades by involving themselves in classroom activities, whereas the number of such learners is higher in the Pakistani context i.e. 82%. These statistics indicate that Pakistani ESL learners make more efforts to achieve academic excellence in contrast to Saudi EFL learners and the reason is quite obvious. Their job promotion, social prestige, and careers are dependent on their English language proficiency.

Questionnaire item-13 (Figure 14): Social and professional acknowledgement also plays a positive role in students' motivation. When teachers and classmates appreciate the participants, their performance improves because they gain confidence. However, these students are only 40% in Saudi Arabia, whereas their number is a bit higher in Pakistan i.e. 80%. It means that Saudi EFL adult learners are less interested in getting acknowledgement from their teachers and classmates because their approach seems to be result oriented. Anyhow, Pakistani ESL learners seem to be more interested in their social acceptance or appreciation which is a kind of stimulus for them.

Questionnaire item-14 (Figure 15): It is quite natural to feel excited about one's achievement in academic life. Almost the same number of students from both categories (88% of Saudi EFL & 90% of Pakistani ESL learners) believe that they cannot hide their feelings of happiness and excitement on their academic achievements. Academic achievement is a kind of reward for a hard-working student; therefore, it is quite normal for the students to celebrate their remarkable academic achievements.

Questionnaire item-15 (Figure 16): Becoming an independent reader in a foreign/second language is a great achievement in a student's life. Therefore, it enhances the confidence of the learners and enables them to study various books of their interest in the target language. 78% of Saudi EFL adult learners agree that this capability in a foreign language in-

creases their confidence. This ratio is a bit higher in Pakistani ESL learners where 88% of students believe that the acquisition of independent readers' status boosts their confidence encouraging them to read second language literature.

Questionnaire item-16 (Figure 17): Study materials or textbooks play a vital role in developing students' interest in the target language. Generally speaking, boring textbooks de-motivate the students whereas interesting materials can motivate them to excel in a foreign/second language. However, only 54% of Saudi EFL adult learners acknowledge that their textbooks are interesting which motivates them to learn. 32% of them do not consider these books interesting so they lack interest in learning. On the contrary, 86% of Pakistani ESL adult learners believe that their study materials are interesting. It is quite strange because study materials taught in Saudi Arabia seem to be more modern, interactive, and interesting as compared to Pakistan. Perhaps the element of inbuilt motivation is a bit lacking in Saudi EFL learners.

Questionnaire item-17 (Figure 18): An EFL/ESL teacher's role in the classroom is very important. He plays a vital role in motivating or de-motivating students from learning the target language. 54% of Saudi EFL learners acknowledge the role of a teacher because of his/her teaching strategies they participate in the classroom activities. Strangely enough, this percentage is quite high in Pakistani ESL learners where 84% of students give the credit to their teachers who make their lessons interesting for them. Again this seems to refer to students' inbuilt motivation which is enhanced easily by the teachers in Pakistan.

Questionnaire item-18 (Figure 19): Only 46% of Saudi EFL students believe that their teachers do not put the unnecessary academic burden on them. That is why they enjoy their classroom activities. 32% of students express their disagreement, whereas 22% remain silent on this question. However, the response of Pakistani students is quite different from them where 86% of students believe that they enjoy their classroom activities because they do not feel any unnecessary academic pressure on them. Only 10% of them cannot enjoy these activities because of the unnecessary academic pressure.

Questionnaire item-19 (Figure 20): In response to this questionnaire item, 60% of Saudi EFL learners acknowledge that their classroom activities are challenging and useful that's why they participate in them. However, 20% of students do not agree with them, and the remaining 20% reserve their opinion. However, the response of Pakistani ESL learners is different from them. 90% of them endorse the fact that their classroom activities are challenging and useful that is why they enjoy them. Only 4% of them express their disagreement and 6% remain silent on this questionnaire item. It shows that Pakistani ESL students usually have an inbuilt motivation that is why they are more positive than their counterparts.

Survey item-20 (Figure 21): Students' satisfaction with the provision of classroom facilities also plays a vital role in effective learning. 64% of Saudi EFL adult learners express their satisfaction and feel quite comfortable in their classroom because of the facilities available to them. However, this satisfaction level increases in Pakistani ESL students where 84% of them are satisfied with the classroom facilities. This difference consolidates the idea that motivation is

an inbuilt quality that cannot be generated by the artificiality of facilities. Facilities may help in the enhancement of students' motivation but to a limited capacity.

RESEARCH FINDINGS

The above analyses of the students' responses indicate that motivation is a strong driving force that compels the learners to achieve their objectives through continuous hard work and determination. Four major types of motivations emerge from the discussion. Some of them are inbuilt or intrinsic while others are self-created or extrinsic types of motivations that force the individuals to accomplish the tasks assigned to them from time to time. There is no yardstick to measure the level of motivation in both types of students; however, it can be gauged through their learning passion, desire for self-improvement or achievement, social approval, and their satisfaction over their learning environment.

Desire for Achievement in Life

First and the foremost kind of motivation that is found in both types of learners is the desire for achievement in life. It is an intrinsic type of motivation that forces the learners to burn the midnight oil to meet the academic challenges with distinction. The learners work hard to achieve their targets to excel in the class or their future professional life based on their knowledge and academic distinctions. They polish their skills and improve their knowledge and competence to outshine their peers to secure an outstanding position in the society. From the statistics, it is quite obvious that Pakistani ESL adult learners are blessed with the intrinsic motivation a bit higher than Saudi EFL learners because success in their professional lives highly depends on their knowledge of English. It has been observed that a sense of competition among peers and desire to excel others is another type of motivation that can be termed as competitive motivation. This type of motivation is abundantly prevalent in Pakistani adult learners because any student who tops the course gets additional benefits along with social respect. Due to this reason, students in Pakistan do not like to share their notes with their classmates to retain a distinctive academic edge over them. Strangely enough, this type of motivation is almost invisible in Saudi adult learners who usually feel happy to share their notes, writing drafts, and assignments with their classmates.

Lust for Reward

Lust for reward is the second type of motivation that serves as a stimulus for the learners. It is an extrinsic motivation where the greed for reward forces the learners to work hard to bag their academic achievements. Many learners are deprived of their natural or inbuilt motivation; they are motivated by offering them rewards or incentives that drive them to work hard in achieving their targets. During one's professional life, the offers of bonuses, promotions, and professional favors are the kinds of incentives that tend to motivate the employees of an organization to work hard producing the best possible results. Similarly, words of appreciation and

encouragement, the award of full marks in assignments and exams, possible offer of a good job, and regular students' stipends are some of the incentives that can motivate the learners in achieving their academic goals. Although, both the categories of the students prove their tendency for this type of motivation, there is a slight variation in their numbers.

Fear of Failure

The fear factor is the third type of extrinsic motivation that creates the element of fear in the learners warning them about the consequences in case they fail in the achievement of the targets. The policy of incentives and fear can be referred to as the idea of "carrot and stick"; the carrot is a reward of good work, whereas the stick is the punishment for bad work. If one of them is failed to produce the desired results, the other one is applied. Sometimes, fear factor plays a vital role in generating motivation in the students and they start employing almost all of their efforts vigorously to pass an exam with high grades or complete their assignments well in time to get the maximum score. The statistics of the article in hand shows that Pakistani ESL learners are more affected by this factor because they face a financial threat in case of failure, whereas Saudi EFL learners' education is free of cost.

Craze for Power and Status

The fourth intrinsic source of motivation is the craze for power and status. Since some of the people long for enjoying their autonomy in work or rule over their peers, they have an inbuilt craze for power and status. To enjoy this power, they exploit all kinds of methods fair or foul to quench the thirst of their ambitions. They are ready to pay any price for the fulfillment of their dreams such as the sycophancy of seniors, conspiracy against the peers, or immoral ways of pleasing those who can help them in achieving their goals. Sometimes, they succeed in achieving their motives, so they try to control others to enjoy the craze for power but sometimes they are failed to achieve the target so they tend to behave abnormally inviting problems for themselves and others. This type of motivation is implicitly expressed in item-5 and 12 of the questionnaires where over 80% of Pakistani ESL learners acknowledge its presence in their personalities. Over 10% decrease has been recorded in Saudi EFL learners in the ratio of this type of motivation.

Without motivation, intrinsic or extrinsic, adult learners cannot succeed anywhere in achieving their goals. It is the prime duty of the teachers to induce some sort of motivation in the adult learners to obtain the best possible results especially when they do not have intrinsic motivation. And, it is quite evident that all types of motivations whether intrinsic or extrinsic play a role of a driving force urging the Saudi EFL and Pakistani ESL adult learners to master the knowledge and skills of the English language.

Both the categories of students share similar motivational factors with a remarkable variation in numbers. Whether it is a desire for achievement or lust for reward or craze for power or fear factor of failure, all of them together motivate the students to perform well throughout the process of learning English. The

items from 1-5 of the questionnaire refer to the learning passion of the students which is quite abundantly found in both types of students with a little variation. Likewise, items 6-10 display the students' desire for self-improvement that is also quite visible in Saudi EFL as well as Pakistani ESL learners with a slight difference. In items 11-14, the statistics go in the favor of Pakistani students who display a strong desire for achievement. Although this desire is also found in Saudi EFL learners, it is a bit weaker than Pakistani ESL learners. Similarly, Pakistani ESL learners seem to be more satisfied with their teaching/learning environment as compared to Saudi EFL learners which itself proves that they are more motivated (items 16-20).

From the above discussion, it can be deduced that there are no distinctive motivational factors that encourage these two types of students to learn English but similar factors do exist that vary in proportion. For example, in response to questionnaire item-3, the number of Saudi EFL learners who are motivated due to fear of failure is only 24%, whereas this number is 42% in Pakistani ESL learners. Likewise, item-12 indicates that 72% of Saudi EFL adult learners feel motivation due to an inbuilt desire for achievement, whereas this number goes up to 82% in Pakistani ESL learners. Similarly, 86% of Saudi EFL learners acknowledge the fact that English is a significant language to learn, whereas this number quite is higher (98%) in Pakistani ESL learners. Finally, the desire for social approval is up to 70% in Pakistani ESL students, whereas this desire goes down dramatically up to 42% in Saudi EFL learners (item-13). All these statistics show that Pakistani ESL learners are more motivated towards learning English than their Saudi counterparts from the EFL paradigm.

RECOMMENDATIONS AND CONCLUSION

This paper has investigated and analyzed the factors that boost or undermine the motivational level of Saudi EFL adult learners in comparison to Pakistani ESL adult learners. The students of these two different regions learn English under opposite situations where there is not much common to analyze or evaluate with a few exceptions. However, the study reflects on the factors which may raise the motivation of students in learning English in both EFL and ESL contexts. It is significant because it emphasizes the areas of improvement inviting the attention of both the teachers and educational administrators, where the respective students' motivation is low.

The scope of motivation is an acknowledged phenomenon that covers almost all spheres of life; the fundamental requirement for doing anything in life is the force of motivation. Even a child may not listen to his parents if they do not offer him a bar of chocolate off and on. Likewise, in any organization, the workers who get additional increments or bonuses from the employer usually work harder than those who are denied such rewards. Thus, the concept of motivation is a widespread phenomenon and its application on education is just a small part of it.

Motivation is an inbuilt force which cannot be necessarily achieved by artificial methods. Inherent or inbuilt motivation is stronger and more productive than artificially achieved motivation. Anything achieved with extra labor or payment is more valuable than the one obtained free of cost. Inbuilt

motivation proves to be long-term, whereas reward-based motivation is usually temporary. The scope of motivation is further widened when it is applied to academic life. If we analyze the nature of motivation in Saudi EFL adult learners in comparison to Pakistani ESL adult learners, we find that both Saudi and Pakistani adult learners have intrinsic as well as extrinsic motivation that is why we find some of the brilliant students in both the countries. However, most of the Pakistani adult learners' progress in their academic life is purely based on intrinsic motivation. They do not get any scholarship or financial support from the government throughout their educational career except the reward that they get in the form of an offer of a good job after the completion of their education. Thus, their motivation is entirely based on the craving for achievement which continues throughout their life. Pakistani students face many challenges including the unavailability of funds during the studies. They lack almost all the basic facilities such as the small size of the class, motivated teachers, well-equipped classrooms or libraries, the individual attention of the teachers, and so on.

On the contrary, Saudi EFL adult learners' progress in education is entirely based on some intrinsic and many extrinsic factors. The study shows that about 15% to 20% of students are highly motivated which means that the nature of their motivation is intrinsic, or they have a hidden craving for achievement and progress in life. The rest of the Saudi students are artificially motivated through the incentives during their educational career in the form of scholarships and so on. Due to these extrinsic motivational factors, about 60% of them succeed in their educational careers securing their dream jobs. These extrinsic motivational factors that force them to take interest in their studies in the pursuit of their achievement are the provision of highly motivated and trained teachers, well-equipped classrooms, financial rewards, and a conducive learning environment. It can be safely claimed that similar types of motivations and motivational factors exist in both regions with variable proportions. However, the application of one motivational model is likely to be difficult in any other region because of socio-cultural differences.

The study concludes that no motivational model of Pakistan ESL students can raise the level of motivation of Saudi EFL learners. This is because every country has its own social, economic, and educational environment that plays its role in raising the motivational level of the students. Besides, the educational policy of a country also plays a significant role in this regard. Since the Pakistani ESL context as compared to Saudi Arabian EFL, one is an economically challenged one, its students are more motivated towards their studies because that is the only way for their success. It enables them to get a socially recognized status for themselves and improve their economic condition by acquiring a good job based on their English language proficiency. On the contrary, Saudi students have many options if they fail to excel in their education or acquire the desired level of proficiency in English. They can start a business or continue their study which is 100% free in any field of their choice which does not demand English language skills. Some of them can choose to go abroad for higher education, even if they lack

in English because government scholarships are easily available for higher studies for local or national students. Generally, it is believed that the students who get scholarships during their studies along with free education should work harder than those who are deprived of this facility. But usually, the students who pay for their education are more motivated than those who get free education. To find a logical reason for this situation needs deep analysis and an area open for future researches.

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