

Role of Reinforcement or Punishment in Learning English Language: A Study at Secondary Level in Southern Punjab Pakistan

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Abstract

The purpose of the study is to find out the role of reinforcement or punishment in learning English language. The population of the study was students of secondary classes in different schools of Dera Ghazi Khan, southern Punjab, Pakistan. A five point likert scale questionnaire tool was used to collect the data from the target population. The collected data were analyzed through SPSS (Statistical Package for Social Sciences) applying tests like descriptive statistics, frequency, mean, standard deviation, Analysis of variation etc. Participant's responses favored the statement that reinforcement serves as motivational force in learning English language. Participant's responses favored the statement that punishment also serves as driving force in learning English language. It is noted from the participant's responses that they are in favor of teacher's role. It is concluded that teacher can enhance the learning process by using reinforcement or applying punishment tool according to the situation. English is a language which is actually an intrinsic stimulated among the learners. Therefore, a teacher must play the role of a facilitator in providing all guidance with related material and the same time must play the strict role as required according to the situation

I. Introduction

Since the foundation of Pakistan, English Language enjoys a prominent place in our daily life achieving pertinent position in the process of teaching and learning. Much has been introduced to improve the learning ability of the students. It has become a famous slogan which is prominently written on the gates of the government's institutions "Mar Nahi Payar". This indicates that the process of learning would be focusing on payar (love, instigation and motivation) avoiding the concept of punishment negative reinforcement.

This concept was introduced by the government of Punjab in 2005. The same was followed by other provinces later on. It was first implemented in KPK in 1999, in Sindh it was introduced in 2006, in Baluchistan in 2010.

The policy is based on motivation. Motivation is derived from Latin word 'movere' which means to move, stimulate, instigate, and coax someone for getting the objectives. For this purpose, intrinsic and extrinsic forces involve to create interest in the person to persuade him to the direction.

In this study, the goal is learning English and impact of two extrinsic forces to stimulate the intrinsic motivation. Here intrinsic means personal interest and enjoyment and extrinsic means outward forces such as 'Mar or Payar' which reinforce the interest (Holy Tradition, 2003). For learning there are no doubts some individual differences and attitudes involve but these hurdles can be handled with good techniques. These techniques may be verbal or non-verbal should be rewarded also in the shape of marks. This will stimulate the intrinsic motives for learning because English is a foreign language and it needs some special styles and techniques for learning.

For all techniques and styles, motivation of Mar and Payar will play a vital role in learning. It will not only be useful for learning but also stop the dropout rate. So it is the order of the time to train the staff according to this dimension. This will give a good and positive impact on their academic performance (Deci, 1971; Deci & Ryan, 1975; Bandura, 1997, 2001). In this sense, extrinsic motivation will energize the individual for accelerating the score day by day. There is a nugget of information where we can assess the motivated person with the Laurel example of Canadian Terry Fox. This shows his power of purpose even he was a patient of cancer. He ran 3,359 miles across Canada because he was a motivated person (McNally, 1990). Maslow hierarchy of needs and self-actualization are the key elements to accelerate the intrinsic motivation in learning. It is a human psyche to learn or work hard for achievement (Entwistle & Ramsden, 1983; Tait & Dipper, 1998).

In educational psychology by Santrock (2006) (Punishment or reward are a motivational technique in learning). There is a need to use them with strategy. This strategic approach can enhance the results. Deep approach and surface approach can play a pivot role in the field of learning. The fear of punishment excites the learner for success. Reward of something as Payar or Verbal praise and bonus of Marks are the energizing impact on learning in a competitive task (Sura, Al-Iraaf. Chapter No. 8 Al-Quran). We cannot negate the current situations of Pakistani institutions, where the learning is going on without motivational techniques. The current research article is based on the following research questions:

1.1 Research Questions

1. Up to what extent “Payar/Love and motivation” serves as driving force for the learner at secondary level on learning English language?
2. Up to what extent “Mar/Punishment” serves as driving force for the learner at secondary level on learning English language?

2. Relevant Studies about the Research

This research is a pioneer research in Pakistan; nobody has explored fully the area of study indicating the philosophy of motivation in learning foreign language, while negating fear of the teacher and foreign language. However, a few studies have their bearing in the similar situation of the study such as; Ahmad (1987) selected 200 students of English language belonging to rural and urban areas. He used a questionnaire tool for investigation. In his findings, there is an importance of instrumented motivation. Mostly, learners tend towards English language instrumentally and Yazigy (1994) in the department of applied linguistics at university of Leicester, in Lebanon worked on social and psychological factors in learning English language. He examined through a questionnaire 164 university students besides these 22 English language teachers. He investigated the educational and social background; parental influence and attitudes towards English language. According to his findings, integrative and instrumental orientation urges the student to learn English for various reasons as Leńczowska-Baranek (1996) in Grand Valley State University of Michigan used a structural questionnaire to test the 80 students. He worked on “The effect of rewards and motivation on students’ achievement. He researched and investigated the influence of classroom climate, behaviour management, and lesson planning. According to his findings, intrinsic motivation and extrinsic motivation influence a lot on learning abilities of the learners. And Dornyei and Kormos (2000) explored the role of individual and social variables in language learning, purpose of this study is to explore the motivational and social variables on L₂ learners. 46 Hungarian Students of secondary level and intermediate level are the population of the research study. Two self-reported questionnaires were administered about studying English language. Motivational variables were found to make a significant impact on the learner’s task performance (Dornyei & Ushioda, 2009).

Learning English language in a conducive environment is a crucial issue for achievement as, Ushioda (2001) “exploring the role of motivational thinking” in Honolulu at university of Hawaii to explore the concept of motivation. For this purpose, 20 university learners of French and Ireland were the population of the study, 15-20 minutes interviews were administered for exploring the role of motivational thinking. According to the results, participant’s role of thinking plays a vital role in learning English language. Wu (2003) in China investigated the influence of the classroom environment. Seventy-two young children were his population. English language proficiency is examined among the learners. Quasi-experimental design is adopted to find out the results. According to the results of the study, learning environment and integrative strategy is very important in learning English language. In this regard, in Indonesia Lamb (2004) “integrative motivation in a globalizing world”.

Purpose of the study was to investigate the changes in motivation over the first two years of formal learning of English among Indonesian Junior high school students. Questionnaire comprising single item likert scale is administered among 219 students for investigation. In his findings very high level of learning English language through integrative motivation is found. As in Spain Bernaus, Wilson and Gardner (2008) investigated Student motivation and English achievement, purpose of the study is to explore the motivation and English proficiency. Total 694 which cover 50 % public and private students were the population. The students were tested on their attitudes, motivation, and language anxiety by (Gardner & MacIntyre, 1993) and in Turkey at Baskent University Colak et al. (2008) explored the attitudes, motivation to learn English language. Data is analyzed through ANOVA and Pearson co-relation survey design. For this purpose 82 second year students were his population. According to his findings attitudes and motivation has positive effects on learning English language (Dornyei & Ushioda, 2009).

In this study, the motivational tool *mar nehipayar* is observed. According to the responses of the learners, motivation plays a vital and pivot role in learning English language such as Shuib et al. (2009) investigated on motivation and attitudes towards learning English. The study investigated the three motivational terms, integrative, instrumental, and personal motivation towards learning English language. Questionnaire and interview is used to test the responses of 81 students. According to the researcher, it has a positive role in learning English language. Central part of the crux of the research is instrumental and integrative motivation about learning English language. Integrative and instrumental motivation influence is found at a very high level in the Cohort.

Ryan (2009) investigated the attitudes of young Japanese people towards the learning of English. Purpose of the study was to explore the attitude of the students the language learning process. 362 Secondary school students were the population of the researcher. Large scale questionnaire survey was used. In the results, he found learner learns English language through motivation. In the same way in U.K Bolster (2009) Explore the impact of motivation on primary and secondary school students. Interviews were conducted for this purpose. It is found in the interviews of 50 students that the positive impact of motivation continues overall on the learners. For this purpose Keijzer and Puri (2010) employee motivation related to employee performance. The purpose of this study was to probe the influence of extrinsic and intrinsic motivation. Through questionnaire, he tested 76 employees. According to his findings, extrinsic and intrinsic motivation is very important. In the same way Degang and Suyun (2010) in the investigated about the motivation towards English language learning. According to the researcher, 50 second year Thai students are motivated by instrumental and integrative motivation towards learning English language. For this purpose, he adopted Gardener 1985 attitude/motivation test battery as a tool. Musleh et al. (2010) the impact of motivation in 1133 Palestinian students (male- 546, female- 587) about learning English language.

In his findings he said that cultural and social values are important in Palestinian learning English language. Pathan (2012) University of Glasgow investigated in province of Sindh of Pakistan. He examined 541 students about integrative role of motivation in learning English language. He adopted the longitudinal qualitative and quantitative approach. Questionnaire and interview is used for collecting the data. According to his findings, integrative role has become a part of the Pakistani community in learning English language.

In Malaysia Mahadi and Jafari (2012) has conducted research on, motivation about its types and its impact on language learning. Through questionnaire, 150 participants are tested. According to them motivation is a very important and effective factor in the field of language learning and in Thailand Campbell, McAllister, and Eley (2012) investigated the motivation of learning English language. He used likert scale in questionnaire for findings the results. His population was 85 second year students. According to him instrumental motivation enhances the learning process, as in Kuwait Al-Othman and Shuqair (2013) investigated the impact of motivation on English language learning in Gulf States. From English language department in Kuwait he worked on second language learning. Through questionnaire, 100 students remained in his observation. He found that motivation and attitude towards learning work together for achieving the objectives.

Such as, Alnatheer (2013) investigated through questionnaire 279 students the role of motivation and motivational strategies in Saudi students, communicative competence in English. She found that motivational strategies and their relationship towards teaching and learning process have positive impact. In the same way and Sheikh and Mahmood. (2014) University of the Punjab examined the effect of different teaching styles on student's motivation towards English language learning at secondary level.

The aim of this study is to probe the attitudes of the learner towards English language learning in different teaching styles (role model, delegator, and formal authority). She used questionnaire as a tool for testing 150 students. According to her findings, female students are motivated through expert style of teaching and male students learn through formal authority style and Rahman et al. (2012) In Kohat University of science and technology research is conducted. Fifty students of the 9th class were selected.

The results Show that “Effect of mild corporal punishment on academic achievement of secondary level, has a positive impact on the students. It strengthens their academic achievement seconds the present research. In the same way Habib (2015), she investigated “The teacher and school administrator incentives in KPK province in Pakistan”. She used structural questionnaire to collect the data from 11 participants. According to their findings incentives improves the process of learning and Svanemyr, Baig, and Chandra-Mouli (2015) worked on the impact of motivation on secondary school students in Karachi. Her population was 40 teachers’ and 40 students. She collected the data through questionnaire. According to the researcher without motivation, learning is not possible. Purpose of this study is to probe about the methods of teaching. She found that effective teaching strategies create motivation in the learners. The above said researcher tried to explore the relevant part of the present study. They also face the similar situation particularly contributing towards the area of the present research.

3. Methods

In this study researcher used structured questionnaire. Likert scale is used for collecting the data. Questionnaire is consists of five main questions relating to the study. Each question has six sub questions in which total 30 questions are asked. In questionnaire I used liker scale. Each response is assigned a number for scoring purpose. I used a number as, (Strongly agree-5, Agree-4, Nuetral-3, Disagree-2, strongly disagree-1). Participants were asked to indicate these items by marking one of the responses.

Researcher selected the public and private schools of the rural and urban area of the district D.G.Khan. 150 Students studying in 10th class session 2015-16 were the population of the study. A Likert scale questionnaire comprising five sections each consisting on six questions was used for collecting the data from the target population.

4. Results

Statistical treatment has been given to the data collected in results. It has been analyzed through relevant depiction of tables.

Table 1: Showing Frequency of Students’ reported on each Category.

Sr. No.	Categories	Mean	SD	Frequency categories
1	Importance of Motivation	4.56	.713	Highuse
2	reinforcement and motivation serves as driving force	4.30	.904	Highuse
3	Punishment, serves as driving force	3.67	1.45	Highuse
4	Corporal punishment contribution in the learning goal	3.63	1.24	Highuse
5	Role of Pleasure in learning English language	4.19	.984	Highuse

Note. *1 = Never or almost never true of me; 2 = Usually not true of me; 3 = Somewhat true of me; 4 = Usually true of me; 5 = Always or almost always true of me. **The percentages (%) have been rounded to the nearest.

Table 1 is showing the frequency, mean and standard deviation of the student’s responses on five section of the tool. Statistical analysis depicts that student’s responses on five sections all fall in the category of high use.

Table 2: Frequency (%), Mean and Standard Deviation of the importance of motivation in teaching and learning process (N=150).

Item No.	Statement	Mean	SD	Frequency categories
1	I prefer to learn with motivation.	4.57	.736	Highuse
2	Teacher should be a kind.	4.53	.711	Highuse
3	Teacher should use audio visual aids.	4.47	.800	Highuse
4	Self-motivation is helpful in learning English language.	4.50	.702	Mediumuse
5	English language is important.	4.61	.684	Highuse
6	English learning is necessary for your future.	4.70	.663	Highuse

Note. *1 = Never or almost never true of me; 2 = Usually not true of me; 3 = Somewhat true of me; 4 = Usually true of me; 5 = Always or almost always true of me. **The percentages (%) have been rounded to the nearest tenths.

Table 2 shows the frequency, mean and standard deviation of the 6 items of section titled the importance of motivation in teaching and learning process (N=150). Responses on item no.1 to 6 fall in category high of frequency except item no.4 which fall in the category of medium use

Table 3: Frequency (%), Mean and Standard Deviation of Up to what extent “Payar / love and motivation serves as driving force for the learner at secondary level in learning English language (N=150).

Item No.	Statement	Mean	SD	Frequency categories
7	Friendly atmosphere increase learning	4.34	.975	Highuse
8	Motivation/love in learning English leads student to work	4.39	.903	Highuse
9	Complete your home work in this environment of kindness	4.18	.860	Highuse
10	Teacher should create awareness by storytelling and jokes.	4.17	.947	Highuse
11	You love to spend more time with your English teacher.	4.19	1.079	Highuse
12	Teacher should create the atmosphere of love.	4.55	.671	Highuse

Note. *1 = Never or almost never true of me; 2 = Usually not true of me; 3 = Somewhat true of me; 4 = Usually true of me; 5 = Always or almost always true of me. **The percentages (%) have been rounded to the nearest tenths.

Table 3 shows the frequency, mean and standard deviation of the 6 items of section titled the importance of motivation in teaching and learning process (N=150). Responses on item no.7 to 12 fall in category high of frequency reported from the participants.

Table 0: Frequency (%), Mean and Standard Deviation of Up to what extent “Mar / Punishment, serves as driving force for the learners at secondary level in learning English language (N=150).

Item No.	Statement	Mean	SD	Frequency categories
13	Fear of punishment gives better results in learning English language.	3.73	1.423	Highuse
14	Punishment teaching technique is useful for building confidence.	3.27	1.690	Mediumuse
15	Mar / punishment effects positively to increase learning.	3.56	1.459	Highuse
16	Mar / Punishment helps in performance.	3.90	1.268	Highuse
17	Teacher should be a strict personality.	3.62	1.329	Highuse
18	Punishment helps in completing home work in time.	3.97	1.242	Highuse

Note. *1 = Never or almost never true of me; 2 = Usually not true of me; 3 = Somewhat true of me; 4 = Usually true of me; 5 = Always or almost always true of me. **The percentages (%) have been rounded to the nearest tenths.

Table 4 shows the frequency, mean and standard deviation of the 6 items of section titled the importance of motivation in teaching and learning process (N=150). Responses on item no.13 to 18 fall in category high of frequency reported from respondents except item no.14 which of medium use frequency category.

Table 5. Frequency (%), Mean and Standard Deviation of Corporal Punishment contributes towards achieving the learning goal in learning English language (N=150).

Item No.	Statement	Mean	SD	Frequency categories
19	Corporal punishment is required for effective learning English language.	3.44	1.616	Mediumuse
20	Teacher accepts your mistakes in English expression.	3.81	1.230	Highuse
21	Corporal punishment provides ample practice to students for learning English language.	3.57	1.387	Highuse
22	You feel embarrassed in this atmosphere.	3.64	1.387	Highuse
23	You are satisfied this policy of “Mar NehPayar”.	3.90	1.437	Highuse
24	Corporal punishment fulfills the requirement of learning English language.	3.42	1.411	Mediumuse

Note. *1 = Never or almost never true of me; 2 = Usually not true of me; 3 = Somewhat true of me; 4 = Usually true of me; 5 = Always or almost always true of me. **The percentages (%) have been rounded to the nearest tenths.

Table 5 shows the frequency, mean and standard deviation of the 6 items of section titled the importance of motivation in teaching and learning process (N=150). Responses on item no.19 to 24 fall in category high of frequency except two items 19 and 24 which fall in medium use frequency category.

Table 6: Frequency (%), Mean and Standard Deviation of the role of Pleasure in learning English language (N=150)

Item No.	Statement	Mean	SD	Frequency categories
25	You participate actively in the class.	4.54	.702	Highuse
26	You consider English is a tool for better job.	4.45	.894	Highuse
27	You are confident, to express yourself in speaking English.	4.00	1.141	Highuse
28	Teacher should tolerate the mistakes.	3.82	1.210	Mediumuse
29	Teacher should create pleasant environment in teaching.	4.41	.829	Highuse
30	You feel punishment creates anxiety.	3.91	1.449	Highuse

Note. *1 = Never or almost never true of me; 2 = Usually not true of me; 3 = Somewhat true of me; 4 = Usually true of me; 5 = Always or almost always true of me. **The percentages (%) have been rounded to the nearest tenths.

Table 6 shows the frequency, mean and standard deviation of the 6 items of section titled the importance of motivation in teaching and learning process (N=150). Responses on item no.25 to 30 fall in category high of frequency except item no.28 which falls in category of medium use.

V. Discussion

According to the statistical treatment responses are high use in favor of all the questions. Researcher tried to explore keenly the influences of the factors on each category. For this purpose tool has five main constructs each category has six sub-categories.

Research Question No.1

“Up to what extent “Payer / love and motivation serve as driving force for the learner at secondary level in learning English language”

Participant’s responses favored the statement that payar/love serves as motivational force in learning English language. In this regard, the results of the present study in learning English language favor three important factors. In which motivation, self-confidence, and anxiety are the factors which help the learner in learning English language. Krashan (1981) refers that we may correct ourselves when we communicate. According to the nature of the English language, it needs practical atmosphere of learning. User uses target language without any stress. Clark derives theory and expectancy theory of Vroom (1994) seconds the participant’s responses. As Curran (1972) said that, learn a language in the class room like a counselor and client relationship. CLL teaching method favors this research question in learning English language. Actually all the factors which are involving in this question are motivational techniques to enhance the process in learning English language.

According to Lozano et al. (1980), Traumatic themes and distasteful lexical material should be avoided (Richard & Rodger, 1986) in language teaching. Motivational aspects are the core and hot issue of this study. In teaching and learning process, motivation has a vital role.

Motivated efforts prove that energized person achieves goal with interest and caring. Teachers who care their students not only in their studies also in respect of behavior get better results for desired objectives. In learning English language, it is necessary to boost and motivate the learners step by step. Teachers give more importance to their individual differences. He / she should adopt various teaching methods. Language, beliefs, ethnicity, personal interest, and socio-economic status can effect on performance. Careful attention and above said factors can bring positive results in achieving goal. In this way when learner feels that His /Her values and individual differences are respected and valued. He/she gives better response. His/her level of motivation and achievements enhance. Teacher plays a fundamental and central role. Learner's intrinsic motivation increases with the passage of time. He takes interest in learning process. In learning English language teacher should high light the importance of English language. Motivation can help in achieving the desired goal. Maslow's hierarchy of needs supports this idea. In "educational psychology" Santrock (2006) refers Maslow's (1971) hierarchy of needs as, Maslow (1971) developed the hierarchy of needs to shows how we have to satisfy certain basic needs before we can satisfy higher needs" (Santrock, 2006).

Research Question No. 2

Up to what extent "Mar / Punishment, serves as driving force for the learners at secondary level in learning English language".

Participants are in favor of the instructor's dominant role .In religious point of view, Mar and Payar has another importance. Islam stresses and fulfills human needs gradually. As Maslow's hierarchy of Needs (1971) explain the drives of the individual step by step. Both "Mar and payar" are motivational factors. These factors increase the understanding level of the learners. It gives direction to the learner for desired objectives.

Concept of Hell and Heaven in Islam is the same with reference to keep the human beings on right track. Reward and punishment are motivational techniques and forces which stimulate the level of intrinsic force in the individuals. Gradually he/she goes to the target with the help of extrinsic force. Extrinsic and intrinsic are reciprocal causation in learning process. Bandura's (1965) concept of reciprocal causation shows the interest of the individual in getting objectives. He refers three important factors.

1. Signifies behavior.
2. External environment.
3. The person.

Sura-Al-Iraaf verse No. 8, 9 "the weighing on that day is the true (weighing). As for those whose scale is heavy, they are the successful. And as for those whose scale is light: those are they who lose their soul because they disbelieved our revelations. Sugestopedia method of language teaching supports the theme of the present study. Lozano et al. (1980) a Bulgarian psychiatrist derived the rules from sugestology. According to Lozano et al. (1980) memorization is accelerated by using this method of language teaching. In this learning takes place by the active and dominant role of teacher.

In the early age child is forced to say prayer. After some period, he is punished by the elders to correct his behavior towards religious duties (Holy Tradition No.494-495 Chapter Order of Prayer. 2003). These activities and motivational techniques strengthened his/her personal correction towards the right direction. In this reference, "Mar" is used as a motivational tool for learning process Bandura's (2005) concept of individual difference seconds, this idea of motivational tools.

Learner's attitude with the help of their tools gives better result in learning English language. However, one cannot negate its effects varies from person to person. It depends on the instructor to plan these forces in such a way that learner accept these motivation tools without inhibition. In teaching methods and approaches, there is a capacity to add these two important motivational tools for getting the desired objectives. It is a human nature that cannot work until understand the consequences. Some type of anxiety is very important for work. In the beginning child adopts it in behavior then it reinforces his drives for getting the objectives. Reward in sense of "payar" enhances self-esteem in the learner.

Maslow (1971) identified two levels of esteem needs – reputation and self-esteem both the needs build up confidence in the learner. In the long run, these give better result for the target. In this sense religion, Islam stresses upon these types of techniques for achieving the goal. There is no doubt that motivated learner shows confidence in the field of education. There are many examples which are proofs for this purpose.

Mar, versus Payer, both increase the level of understanding and strengthened the motives. Behaviorists believe that, people generally do those things which have pleasurable consequences and avoid doing those things that have positive consequences (Skinner. 1954). Learning through fear in the environment of anxiety is only for the rectification of the learner. In this controlled situation learner responses the stimulus immediately. At this situation, Mar, is a precursor and Payer, is a reward. It strengthens the learner's attitude towards achieving the desired objectives. In the Holy Quran the reference of punishment is only for rectification of the behavior (AL-Quran Surah-Al-Nisa verse no. 34 Chap. No.5). Hence Mar, variable is a precursor in learning process. It leads the individual towards right direction. In controlled situation, it becomes habit. It becomes a part of the behavior. This controlled situation reinforces the stimulus.

5.1 Conclusions

Results show that majority of the participants are in favor of learning through motivation. Now it is necessary for the educationists to educate the learner through new techniques of learning. Mar and payer should be used as a motivational techniques. Participants are in favor of that teacher should be a kind and in class room, audio-visual aids can increase their learning process. Students feel that English language is necessary for their better future.

In the light of the study it is noted from the participant's responses that they are in favor of teacher's role. It is concluded that teacher can enhance the learning process. English is a language which is actually an intrinsic stimulus among the learners. Here role of a teacher is a facilitator. As in CLL teaching method in a natural way learner can give appositive results for the desired objectives.

Participants are in favor of mild punishment. In this way, their responses show that they can take interest in completing their home work in time. Here mar is a motivational tool for the learners. Results show that performance of the learners increase in the atmosphere of check and balance. As in sugestopedia teacher's dominant role play a vital role in learning process. In this way results show that they can built a positive habits of learning English language in future.

In the light of the findings, it is clear that learners cannot understand until they are aware of the consequences of the results. Corporal punishment means fear of punishment to work hard under the guidance of the instructor. Participant's responses are in favor of mar and should be used as a motivational tool in learning process. It is concluded that it is effective teaching technique in the field of education.

English language is an international language. Participants take interest in learning this language. According to their responses, English language learning creates an atmosphere of pleasure in learning process. It is taught in Pakistan as a compulsory subject. So they consciously learn this language as high mark social status in the society. Responses show that participants feel pride in English language because it oft quoted in that English knowing are educated. So from the results the present study it is finding that English language learning create pleasure for them.

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