

Motivation, Identity, and Emergence of Self: ESL Learners in Bridge Course at Aligarh Muslim University

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Abstract. The study aims at viewing the second language learners enrolled in the Bridge Course of English, at Aligarh Muslim University (AMU). The Bridge Course is of a year's duration and the objective is to prepare the learner with 'institutionalised supplement education and wider employment avenues'. This is done with the aim to mainstream the ESL learners who have Urdu as their mother tongue and have learned Arabic as a foreign language in Madarsa. Their need to learn a second foreign language, which is the global English, has been explored from the perspective of motivation and identity. The study attempts to probe into the dimensions of identity and emergence of self among learners. It has been substantiated with quantitative and qualitative analysis by using SPSS version 17 software and one way ANOVA univariate test. The findings suggest that, compared to the learners' having only instrumental motivation towards the target language, their possession of both integrative and instrumental motivation in line with their ideal self and ought-to-self were invested more into the learning of target language.

Keywords: *Motivation, Identity, Learner Investment, Self, Second Language Acquisition*

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1.1 Introduction:

The last fifty years has seen unprecedented change at the global level in terms of language domination and language marginalisation of lesser known languages. This has affected the second language learner in various ways. A person stands at a crossroad where the heritage language and the target language pose enormous challenges for him. The last decades of the twentieth century and the beginning of the twenty first century have witnessed significant changes in academia due to issues related to the dominance of English, marginalisation of other languages and culture, and its direct impact on the various

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communities of speakers. The world surrounding the L2 learners has now changed dramatically. Linguistic and sociocultural diversity have posed challenges for the academics leading to a number of discussions on issues related to identity, ethnicity, language dominance and hybridity, which have been viewed as leading to inequalities, thereby, affecting the identity of a learner. The complexity and topicality associated with these issues have drawn attention of researchers in sociolinguistics for quite some time, but those engaged with research in the field of second language motivation became aware of its relevance only within the last few years. They realised that the motivation to learn a second language cannot be extricated from these current forces. The dramatic changes at the global level have finally persuaded the researchers to re-examine and theorise the motivation to learn another language. Ushioda and Dornyei have captured this moment of paradigm shift in the research on L2 motivation: “L2 motivation is currently in the process of being radically reconceptualised and re-theorised in the context of contemporary notions of self and identity.” (2009: 1). The present study has used the framework of Gardner and Lambert’s (1972) instrumental and integrative motivation for analysing ESL learners. A four battery test was given to the learners which included some initiation questions, followed by questions related to instrumental motivation, integrative motivation and qualitative analysis. The SPSS version 17 software was used for analysis and the ANOVA univariate test was applied to test the significance value.

1.2 Aim of the Study:

The present study aims at looking at the relationship between the motivation and the emergence of self among learners. The participants in this study, both male and female mostly in the age group of 18 -20, were fluent in Urdu and Arabic. They had been exposed to these languages through their Madarsa education where English is taught as a subject of study and not as a medium of instruction. In addition to these languages, they also knew Hindi and Persian. They shared certain commonalities in terms of age, educational background and economic background. The responses were collected over a considerable period of time and it involved more than one sitting. Both quantitative and qualitative data was elicited.

1.3 Research Questions:

1. What is the relationship between motivation and language learning?
2. How far can a distinction be made between instrumental and integrative motivation and its impact on identity?
3. How far does gender play a role in the construction of identity?
4. How far is learning affected by our perception of selves?
5. What is the relationship between learner identity and L2 self?

1.4 Hypotheses:

Hypotheses 1: The study assumes that there are no statistical significant differences in the relationship between motivation and second language learning.

Hypotheses 2: The study assumes that there are no statistical significant correlation between integrative motivation and instrumental motivation.

Hypothesis 3 : The study assumes that there is no statistical significant difference between gender in the construction of identity.

Hypothesis 3: The study assumes that there is no statistical significant difference between learning and perception of selves.

Hypotheses 4: The study assumes that there are no statistical significant difference between learner identity and L2 self.

1.5 Research Setting:

The present study aims to study second language learners enrolled in a Bridge Course Programme, in Aligarh Muslim University. The Bridge Course has been launched with a view to improving the spoken and written English among madarsa students. The course offers two papers in English with the objective of achieving fluency in the language. The course is meant for students from Urdu medium and Madarsa background. The learners are proficient in Arabic and Urdu and are interested primarily in reaching a level of proficiency in English. This course is for a year and the objective is to prepare the learners for 'institutionalised supplemental education and wider employment avenues' The course is spread in two semesters and the assessment is based on their proficiency in the various skills.

2. Literature Review

2.1 Motivation, Identity and Self:

L2 motivation had been much debated and discussed and the pioneering work in this area had been viewed by Gardner and Lambert (1972), which had looked into instrumental and integrative motivation among learners. Instrumental motivation is the desire to learn a language for utilitarian purpose and integrative motivation is the desire to help assimilate in the other culture "reflecting a sincere and personal interest in the people and culture represented by the other group." (1972: 132) It is the integrative motivation which has been much theorised. In their elaboration of the concept of integrative orientation, Gardner and Lambert drew parallel with the process of social identification. They strongly believed in the expansive potential of the process of social identification. According to them the process of social identification has the potential to extend to the entire ethnolinguistic community and merge with the other community, because in the integrative concept the notions of both social identification and ethnolinguistic identity have always been implicit. It is this process of social identification that

contributes to sustenance of long term motivation which is much required by the target or second language speakers. What is, therefore, required is a probe into both the aspect of merger with the other community and the extent to which it is done. The strong version supports the assumption of identification and integration whereas the weak views it in terms of affiliation.

Gardner and Lambert's integrative concept is premised on the assumption that the L2 learner "must be willing to identify with members of another ethnolinguistic group and take on very subtle aspects of their behaviour." (1972: 135). This assumption has, however, generated considerable debate and role of integrative motivation has now been questioned. Recent research argue that in the significant absence of specific target language speakers how far is it valid to discuss integrative motivation among speakers. L2 motivation research has challenged this integrative motivational aspect among second learners, given the changing dynamics of English in relation to the other languages and its role among the various speakers, and has, thus, led to a theoretical shift to the aspect of self in integrative motivation. This has been an important turning point in motivation research where the self or selves of the learner is focussed in second language research and where voices have been raised from areas of language and identity inspired by poststructuralist theories of identity research.

2.2 Poststructuralist Theories of Identity:

2.2.1 From Essentialism to Self-Identification

As a social structuralist approach, the essentialist position of identity is premised on the belief that human beings are determined by either biology or environment. Essentialism, which anticipates the search for universal laws or rules of human behaviour, is defined by Mary Bucholtz as:

the position that the attributes and behaviour of socially defined groups can be determined and explained by reference to cultural and/or biological characteristics believed to be inherent to the group. As an ideology, essentialism rests on two assumptions: (1) that groups can be clearly delimited; and (2) that group members are more or less alike. (Bucholtz, 2003, cited in Block, 2010: 11)

In the recent past, many social theorists, who are inspired by the poststructuralist view of the world, have questioned the essentialist position of identity. According to them identities are not so much about "who we are" or "where we came from". Rather, they are "about questions of using the resources of history, language and culture in the process of becoming rather than being: ..., so much as what we might become, how we have been represented and how that bears on how we might represent ourselves. (Hall, 1996, cited in Block, 2006: 26) It is "how the self conceives of itself, and labels itself." (Mathews, 2000, cited in Block, 2006: 26) This

turn to invention of self or self-identification has aptly been captured by Gerard Delanty (2003) who believes that:

Identity becomes an issue when the self ceases to be taken for granted. ... Today, identity has become an issue because the reference points for the self have become unstuck: the capacity for autonomy is no longer held in check by rigid structures, such as class, gender, national ethnicity. The self can be invented in many ways. The contemporary understanding of the self is that of a social self formed in relations of difference rather than of unity and coherence. Identity becomes a problem when the self is constituted in the recognition of difference rather than sameness. (Delanty, cited in Block, 2010: 11)

Delanty's conception of identity as a construct allows the social scientists to move beyond the search for "universal and invariant laws of humanity" to more nuanced, multi-levelled and ultimately, complicated framings of the world around us for addressing the complexities in the issues of identity.

2.2.2 Poststructuralist inflected approach to Identity

Poststructuralist views of identity came in response to the social structuralist approach to identity. The recent work on identity, however, informs us that as collective although poststructural theorists share the view of identity as process as opposed to essentialized fixed position, they differed with each other in terms of their conception of 'identity'. Hence, there are poststructural theories of not only language, but also subjectivity and positioning. On the one hand, in the works of Weedon, Harré, etc. subjectivities, self-identifications, and positioning are an alternative referents to identity, on the other hand, Bakhtin, Bourdeau and others look at identity in terms of politics and power of language.

Chris Weedon (1997), a distinguished feminist poststructuralist scholar, is "often cited as a foundational theorist in poststructuralist discussions of identity." (Block, 2010: 14) Although she hardly uses the term 'identity' in her discussion of poststructuralist constructions of the self, her poststructuralist stance is evident from her rejection of humanist discourses. Weedon argues that the humanist discourses "presuppose an essence at the heart of the individual which is unique, fixed and coherent." (Weedon, 1997: 32) Instead, she prefers to focus on 'subjectivities', the term that she takes from the work of Jacques Lacan, the French psychoanalyst, and uses it to refer to "the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation in the world" (Weedon, 1997: 32). Subjectivity, according to her, "is precarious, contradictory and in process, constantly reconstituted in discourse each time we think or speak", (Weedon, 1997: 32).

Inspired by Foucault, she often looks at identity as ‘discursively constructed’ and makes reference to subjectivities being ‘reconstituted in discourse’ for providing “competing ways of giving meaning to the world and of organizing social institutions and processes.” (Weedon 1997: 34) The ever evolving nature of identity finds its place in Rom Harré’s (1999) work, who argues that “identity is about the constant and ongoing positioning of individuals in interactions with others.” (Block, 2006: 29) His key concept of ‘positioning’ is defined as “the discursive process whereby people are located in conversations as observably and subjectively coherent participants in jointly produced storylines.” (Davies and Harré, 1999, cited in Block, 2006: 29)

Poststructuralist theories of language proposed by Mikhail Bakhtin (1986) viewed language not simply in terms of ideal speaker and learner but as situated utterance in which a lot more is involved in meaning construction. Bakhtin, therefore, stressed on language and its use. Speech community was metaphorically viewed as a chain where participation and practice takes place. Whereas, structuralist theories viewed language learning as an attempt to participate in a given speech community, Bakhtin saw speakers as able to use language to express their own meanings (with both custom and innovation characterizing language use). (Norton and Toohey, 2011: 416) He also viewed the constructs of the speaker as accountable in terms of his membership outside the speech community and, thus, pointed out “how social positions outside language might affect any individual’s speaking privilege.” (Norton and Toohey, 2011: 416) Bourdieu (1991), a poststructuralist French sociologist, looks at identity in terms of politics and power. His notion of ‘legitimate’ and ‘illegitimate’ speakers is suggestive of the importance of power in structuring discourse and differential ‘rights to speech’ or their ‘power to impose reception.’ (Bourdieu 1977, cited in Norton and Toohey, 2011: 416) He viewed use of language as “a social and political practice in which an utterance’s value and meaning was in part determined by the value and meaning ascribed to the person who speaks.” (Norton and Toohey, 2011: 416) He believed that the ascribed value of a person or group can vary, and what can help in recognizing the ascribed value of a person or group is the circumstances or contexts (called as ‘fields’). From the poststructuralist inflected approach to identity, “not only individuals’ but also groups’ ascribed identities structure access to and opportunities for language use and learning.” (Norton and Toohey, 2011: 417)

2.3 Second Language Acquisition and Language Learner:

2.3.1 Poststructuralists’ traces in identity research

SLA (Second Language Acquisition) theorists have not developed a comprehensive theory of social identity that integrates the language learners and the language learning context. (Norton 1995, cited in Block, 2010: 1)

The laments and anxiety of Norton have changed considerably since she first began making calls reflected in the above quotation. In fact, from her own definition of identity as ways in which “a person understands his or her relationship to the world, how that relationship is constructed across time and space and how that person understands possibilities for the future” (Norton 2000, cited in Tarhan and Balban, 2014: 183) one can discern poststructuralists’ traces in identity research, which has now taken hold of, in varying degrees, the conceptualization of identity in applied linguistics. There has been a remarkable rise in research from a variety of perspectives, namely psycholinguistics, pragmatics, sociolinguistics, discourse, etc. demonstrating unanimity in identifying identity as a central construct. For instance, Pavlenko and Blackledge’s (2004) negotiation of identities in different language, cultural and political contexts[†]; Omoniyi’s (2004) study of the relationship between sociolinguistic variables such as language choice, language mixing and attitudes towards language and the ongoing construction of identities[‡]; Dornyei and Ushioda’s (2009) work on identity and motivation[§]; Lo and Rayes’ (2004) pragmatics and identity^{**}; Joseph (2004) and Omoniyi and White’s^{††} (2007) identity and sociolinguistics and identity; Benwell and Shokoe’s (2006) discourse, and others. are some of the publications attesting change in identity research. Although these studies represent publications from a range of applied linguistics perspectives, Block (2010) is not willing to give credit to applied linguistics for this sudden rise; [r]ather, it has been the result of systematic and extensive borrowing from contiguous social science fields of inquiry.” (Block, 2010: 2)

Contemporary theory of social identity theory in second language learning and acquisition drew insights from poststructuralist approach to identity marking a significant shift in L2 research in the area of language learning. In language learning research no more ‘identities’ of language learners were conceptualized as stable, predictable, decontextualized and limited by certain psychological constructs such as personalities, motivations, etc. Identities, on the contrary, were viewed as “fluid, context-dependent, and context-producing, in particular historical and cultural circumstances... [marking both the] individuals’ claims to identity, individuals’... struggle to assume identities that they wish to claim.” (Norton and Toohey, 2011: 419-420) ‘Investment’ and ‘imagined communities/imagined identities’ have been important constructs adopted from poststructural theorists.

2.3.2 Sociocultural Theories of Language Learning and SLA

Second language acquisition research have been influenced by sociocultural theories of language learning. Like the poststructuralist theorists, they also treat learners as part of social

[†] Pavlenko and Blackledge (2004) cited in Dornyei and Ushioda, 2009

[‡] Omoniyi (2004) cited in Dornyei and Ushioda, 2009

[§] Dornyei and Ushioda, 2009

^{**} Lo and Rayes (2004) cited in Dornyei and Ushioda, 2009

^{††} Omoniyi and White (2007) cited in Dornyei and Ushioda, 2009

and historical set up and view individuals as “differentially positioned members of social and historical collectivities.” (Norton and Toohey, 2011: 419) Vygotsky’s (1978, 1987) theories have been quite impactful on sociocultural theories of language learning. Learning is viewed as a social process in which participants engage in various ways. The activities are socially and culturally embedded. Vygotsky (1978) argued how humans use tools which are both physical and symbiotic in terms of language. Children gain “increasing control over the mediational means available by their culture, including language for interpersonal and intrapersonal purposes.” (Lantolf 2000, cited in Norton and Toohey, 2011: 419) These play an important role in the learning process. The behavioural changes in these participants are important indicators of the influence of these factors. The varying environment provides a different involvement among the learner along with the tools which the learner uses and, thus, looks at learners as dynamic and evolving individuals. To understand this, means probing the conditions leading to these factors and examining the various communities of practice. Whereas, earlier researches tended to define learners in terms of psychological aspects, more recent research views them from the sociological aspect, which invokes the concept of ‘investment’. The sociological construct of investment is studied along with the psychological construct of motivation in SLA. The psychological insight of motivation had its limitations and was considered reductionist as it overlooked the aspect of investment among learners. Investment offers a way to redress this by viewing various aspects of the learners involvement with the target language. The terms ‘imagined communities’ and ‘imagined identities’ have been used which suggests “a community of imagination, a desired community that offers possibilities for an enhanced range of identity options in the future.” (Norton and Toohey, 2011: 422)

2.4 Investment, Imagined identity and Language Learning:

The role of investment in a language learning situation extends the simplistic assumptions of motivation and its correlates. Whereas, SLA theories have largely attributed failure in learning a language to lack of motivation, Norton (2000), in her ethnographic study, found that high levels of motivation may not necessarily enhance learning. A person may be highly motivated but may not show investment in language practices. A learners’ investment in the target language is related to their symbolic and material resources. Their investment in the target language is associated with their ‘cultural capital’, i.e. “the knowledge, credentials and modes of thoughts that characterise different classes and groups” (Bourdieu and Passerson 1977, cited in Norton and Toohey, 2011: 420) in relation to specific sets of social forms. Learners’ investment in a second language is done with the view to accessing symbolic and material resources which will lead to their upward mobility in various ways. This leads to a significant paradigm shift from the previous position, which viewed the learner as monolithic in their approach and motivation as a psychological construct. The paradigm shift viewed investment as a sociological construct, which, thus, led to a reassessment on the part of the learner to seeing motivation as an attribute

in learning and to viewing investment as a set of language practices. Highly motivated learners may encounter challenges from classrooms which may be racist, sexist or xenophobic. The outcome here, maybe, a withdrawal on the part of the learner leading him to be viewed as 'unmotivated' which would be an incorrect assessment of the learner.

Communities have been viewed as 'imagined communities' among nations where "the members even the smallest nation will never know most of their fellow members, meet them or even hear of them, yet in their minds lives the image of their communion." (Anderson 1991, cited in Norton and Toohey, 2011: 422) Imagined communities refer to groups with whom one connects imaginatively across time and space. Norton (2000) has viewed this relationship among second language learners to understand the relationship between the communities and their identity construction. The learners role in the community of practice then, would mean looking at their multiple affiliations and its impact on investment among the learner. From the language learning perspective, the lack of awareness of affiliations with the communities of practice and its association with identities could be a deterrent in the learning process. Norton's study of identity has been viewed as being significant for second language classroom practices. This means viewing the negotiations at various levels which could provide an understanding of the language practices in the classroom, school and community. Non-participation in the classroom and reluctance to speak are some significant issues which are addressed through the concept of imagined communities. "A learner's imagined community invites an imagined identity and a learner's investment in the target language must be understood within this context." (Norton 2001, cited in Norton and Toohey, 2011: 422). The various researches suggest how humans are not bound by their immediate communities but transcend through time and space leading to their conception of the future and the impact of the global forces, which then leads to changes in their identity perception and identity construction.

2.5 Motivation and Self System:

The last few years have seen an emergence of the L2 Motivational Self System in psychological research which leads to a convergence of theory of self and motivation theory that marks a radical shift rethinking of the integrative concept. Self theorists have looked into the dynamic nature of the self and the study has shifted from a study of self representations to a study of self systems leading to an interface between personality and motivational psychology. Markus and Nurius (1986) moved further in this research area and added the concept of 'possible selves' to distinguish between three types of possible selves, which are the Ideal Self, Selves which one could become, and those which one is afraid of becoming (Ushioda and Dornyei, 2009). In his 'self-theory', Tory Higgins (1985) speaks about the Ideal Self and Ought to Self. According to him, the Ideal Self refers to the traits that one would desire to possess, and the Ought to Self refers to the qualities which one would yearn for and believe that one ought to possess those

qualities (cited in Ushioda and Dornyei, 2009). There is, however, one important difference between Markus and Nurius' views and those of Higgins with regard to the notion of Ideal Self and Ought to Selves. While the former talk about the multiple possible selves, the latter speaks about a single self for an individual.

The concept of 'possible selves' has been widely debated and discussed by theorists. Dornyei (2005) states that "The possible selves offer the most powerful, and at the same time the most versatile, motivational self-mechanism, representing the individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming" (cited in Ushioda and Dornyei, 2009: 3). Three more dimensions in L2 Motivational Self System have further been suggested by Dornyei and Ushioda (2009). These are the Ideal L2 Self, Ought to Self, and L2 Learning Experience. The Ideal L2 Self is what one would like to become, the Ought to Self is what we should strive to become, and L2 Learning Experience suggests the immediate situation and our related responses. The L2 Motivational Self System is in congruence with the Ideal L2 Self for they are effective motivators.

A major theoretical shift in viewing motivation from Gardner and Lambert's (1972) concept to L2 Motivational Self System can be seen as a change in perspective which acquires new meaning within the self-research. The L2 Motivational Self System questions the concept of integrativeness factor among the L2 learners. It has questioned some basic assumptions in the integrative motivation and has raised objections to the integrative aspect, which, it believes, may not necessarily be an obvious factor in motivation. Scholars have, therefore, raised objections to the validity and relevance of integrativeness. In the fast growing globalised world, the emergence is of a bicultural identity where, on the one hand, the identity is rooted in their local culture giving a local identity, while, on the other hand, it is at the international level, thus giving a global identity. This question of integrativeness has led researchers to theorise their views on the cognition and affect. According to Coetzee van Rooy (2006), "Researchers who use the construct should at least interrogate its use within the context in which the second language is learnt and the extent of multidimensionality of the learner's identity" (cited in Ushioda and Dornyei, 2009). Integrative motivation is closely linked to the social and cultural aspects of the target language. The possible selves which have been discussed establish a relationship between cognition and affect.

3 Research Method

A four battery test was given to the learners where the first was based on eliciting general responses. The second test battery was related to questions which were related to instrumental motivation followed by integrative motivation. The last test battery was qualitative in nature and the questions were of motivational self system. There were fifteen objective

and nine subjective type questions. A total number of 62 participants were involved out of which 31 were males and 32 were females. The independent variables were gender, age and the number of languages known.

For the analysis of the data the SPSS version 17 software was used. Significance levels (p values) were calculated to test the hypothesis of the study. The independent samples t- test and one-way ANOVA univariate test were applied to test the level of significance (LOC) for the differences in the mean scores. To apply t- test and ANOVA the data has to be continuous, therefore, the researcher has taken the collective sums of the groups and their sub-categories. Moreover, there is an assumption that to apply ANOVA we need to check the homogeneity of the variances. The independent samples T test is applied because there are two samples for each variable. The independent samples T Test tests two mean (X) values and compare both to see if they are statistically significant or not (0.01/1% - 0.05/5%).

The tests which were applied were Cronbach's alpha test for reliability and Independent samples T Test and One-way ANOVA univariate.

4. Result and Discussion

4.1 Quantitative Result

Table 1. Frequency distribution for Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	31	48.4	49.2	49.2
	Female	32	50.0	50.8	100.0
	Total	63	98.4	100.0	
Total		63	100.0		

The above table shows the frequency distribution for gender. The population intake for the present study was sixty three overall, out of which, thirty one were male learners and thirty two were the female learners. They all took part in the survey and became the sample population of the study.

Table 2. Cronbach's Alpha: Test of Reliability

Reliability Statistics:

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.753	.758	15

The Cronbach's alpha is .758 which is greater than the assumed alpha value 0.65. Thus the responses of the respondents gathered from the questionnaire survey will be considered to be reliable in nature and, to be in an approximately normal distribution.

Table 2.1. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TB1_Q1	62.68	25.252	.173	.314	.753
TB1_Q2	63.11	24.133	.229	.419	.752
TB1_Q3	62.97	22.741	.479	.485	.728
TB1_Q4	63.37	24.719	.111	.293	.767
TB1_Q5	62.90	24.217	.196	.358	.756
TB2_Q6	62.57	25.571	.268	.409	.750
TB2_Q7	63.05	22.111	.501	.448	.724
TB2_Q8	62.84	22.878	.494	.503	.728
TB2_Q9	62.94	22.996	.421	.471	.733
TB2_Q10	62.92	22.913	.401	.407	.735
TB3_Q11	62.75	24.483	.327	.427	.743
TB3_Q12	63.02	22.661	.514	.381	.725
TB3_Q13	63.60	20.501	.526	.392	.719
TB3_Q14	63.08	22.945	.397	.314	.736
TB3_Q15	63.10	22.700	.376	.376	.738

The table above shows the linear distribution of the reliability scores for each question. It tells that if a particular question/s would have been deleted or would not have been considered in the analysis then the reliability could have been increased or decreased. The overall reliability is .758, however, according to the following table of the item total statistics the reliability could

increase to .767 if question four is deleted. As the difference in the increased value is very marginal, hence, the question four was not excluded. The overall Cronbach's alpha for the present study is quite acceptable in terms of assuring the reliability of its data source.

4.1.1 a Quantitative Data Analysis: Results & Findings

i) Hypothesis H_0 : The mean(X) difference between the male and female learners is not statistically significant (1% - 5% LOS) for Test battery 1, 2 & 3.

Hypothesis H_a : The mean(X) difference between the male and female learners is statistically significant (1% - 5% LOS) for Test battery 1, 2 & 3.

Table 3. Independent Samples T Test for Gender vs TB1, TB2 & TB3

Group Statistics:

Gender	N	Mean	Std. Deviation	Std. Error Mean	Sig.	t	Sig. (2-tailed) p- value
TB1_Su m	Male	21.97	2.137	.384	.968	-1.716	.091
	Female	22.88	2.060	.364			.091
TB2_Su m	Male	22.06	2.462	.442	.001	-4.205	.000
	Female	24.19	1.378	.244			.000
TB3_Su m	Male	21.23	2.334	.419	.698	-2.262	.027
	Female	22.59	2.461	.435			.027

In the table above *two-tailed independent samples T-test* has been applied to test the differences among the Test batteries (Intrinsic, Instrumental, and Integrative) at the level of the gender of the learners. According to the mean(X) and Standard deviation scores, the female learners shows higher efficiency for all the three test-batteries ($TB1 = 22.88/2.06$; $TB2 = 24.19/1.37$; $TB3 = 22.59/2.46$). However, the differences in the mean scores are statistically significant for TB2 and TB3 ($.000$ is less than 0.05 ; $.027$ is less than 0.05) only. Any value which is less than the alpha value of 0.05 is considered to be statistically significant in nature. Therefore, female learners show higher instrumental and integrative motivation, out of which, the instrumental motivation stands out better than the integrative motivation. Although, the mean difference for TB1 ($male = 21.97$; $female = 22.88$) is greater for female learners but, it is not statistically significant. In this case, we could partially reject the null hypothesis and accept the alternative hypothesis which states that the mean differences among the male and female learners is statistically significant for TB2 and TB3 only. The females have significantly higher instrumental and integrative motivation than the male learners. Furthermore, if we look at the mean(X) and standard deviation scores in its entirety then, it is relevant that both male and

female learners show their highest inclination towards the instrumental motivation (TB2) towards the ESL learning.

ii) Hypothesis H_0 : The mean(X) difference between the age samples (late teens & early twenties) of learners is not statistically significant (1% - 5% LOS) for Test battery 1, 2 & 3.

Hypothesis H_a : The mean(X) difference between the age samples (late teens & early twenties) of learners is statistically significant (1% - 5% LOS) for Test battery 1, 2 & 3.

Table 3.1. Independent Samples T test for Age group vs TB1, TB2 & TB3

Group Statistics:

Age	N	Mean	Std. Deviation	Std. Error Mean	Sig.	t	Sig. (2-tailed) p- value
TB1_Su m	Late teens	32	23.00	2.000	.354	2.231	.029
	Early twenties	31	21.84	2.131	.383		.752
TB2_Su m	Late teens	32	23.78	1.896	.335	2.381	.020
	Early twenties	31	22.48	2.407	.432		.090
TB3_Su m	Late teens	32	22.91	2.069	.366	3.481	.001
	Early twenties	31	20.90	2.481	.446		.284

In the table above *two-tailed independent samples T-test* has been applied to test the differences among the Test batteries (Intrinsic, Instrumental, and Integrative) at the level of the age group of the learners. The age group for the study had been divided into two samples; the learners in their late teens (17-19years) and the learners in their early twenties (20-23years). According to the mean(X) and Standard deviation scores, late teens sample group shows higher efficiency for all the three test-batteries ($TB1 = 23.00/2.0$; $TB2 = 23.78/1.89$; $TB3 = 22.91/2.06$). Moreover, the differences in the mean scores are statistically significant for TB1, TB2, and TB3 (*.030 is less than 0.05*; *.021 is less than 0.05*; *.001 is less than 0.05*). Any value which is less than the alpha value of 0.05 is considered to be statistically significant in nature. Therefore, learners who are in their late teens show statistically higher intrinsic motivation, instrumental motivation, as well as, integrative motivation. In this case, the null hypothesis is rejected and the alternative hypothesis is being accepted which states that the mean differences among the age group samples of the learners is statistically significant for TB1, TB2, and TB3. Furthermore, if we look at the mean(X) and standard deviation scores in its entirety then, it is relevant that both the age

samples show their highest inclination towards the instrumental motivation (TB2) than TB1 and TB3. Hence the learners show highest inclination for being instrumentally motivated towards the ESL learning.

Table 4. One-way ANOVA test

Between-Subjects Factors:

Languages Known	Value Label	N
2	Urdu, English	9
3	Hindi/Urdu, Arabic, English	16
4	Urdu, Hindi, English, Arabic	27
5	Urdu, Hindi, Arabic, English, other regional languages	11

The table above shows frequency distribution for the independent samples of Languages known. The samples are divided on the basis of the number of languages which a learner could speak, write, and comprehend. These samples were being divided into six different groups. As given in the table 4, these samples are divided into 2, 3, 4, and 5 respectively and, the one-way ANOVA had been applied to test the significant differences among these samples with respect to their intrinsic motivation (TB1), instrumental motivation (TB2), and integrative motivation (TB3).

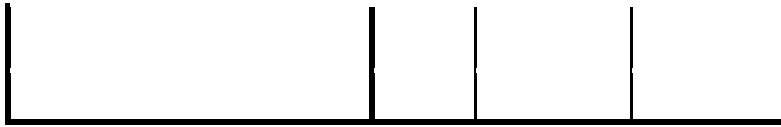
iii) Hypothesis H_0 : The mean(X) differences between the languages known samples of learners is not statistically significant (1% - 5% LOS) for Test battery 1 (intrinsic motivation).

Hypothesis H_a : The mean(X) differences between the languages known samples of learners is statistically significant (1% - 5% LOS) for Test battery 1.

Table 4.1. One-way ANOVA for the sum TB1 vs. Languages known Descriptive Statistics

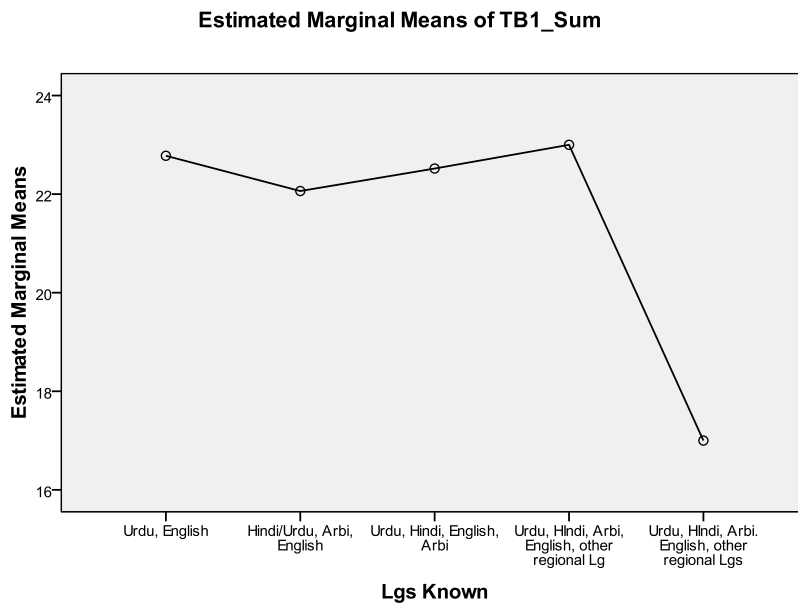
Dependent Variable: TB1_Sum:

Languages Known	Mean	Std. Deviation	Sig.
Urdu, English	22.78	2.906	
Hindi/Urdu, Arabic, English	22.06	2.435	
Urdu, Hindi, English, Arabic	22.52	1.528	
Urdu, Hindi, Arabic, English, other regional languages	23.00	1.764	.087



The Table 4.1 shows the scores which were gathered upon applying the one-way ANOVA to test the level of significance between the mean scores of the samples of languages known for test battery 1 (intrinsic motivation). The one-way ANOVA or the test of variances is applied when there are more than two samples of an independent variable and one dependent variable. In the present analysis, the independent variable is the languages known samples and the dependent variable is the TB1 (intrinsic motivation) sample. The one-way ANOVA univariate has been applied to test the effect of the independent variable on the dependent variable, in other words, to test the significance of the effect which the number of languages a learner knows has on his/her intrinsic motivation (TB1). Upon analysing it was found that the overall differences in the mean scores of the independent variable are not statistically significant for the intrinsic motivation (TB1) which leads to accepting the null hypothesis for this analysis. According to the null hypothesis the mean(X) differences among the languages known samples of learners is not statistically significant for Test Battery-1 (intrinsic motivation). The mean values (2=22.78; 3=22.06; 4= 22.52; 5= 23.00) as given in the table 4.1 show the differences in the TB1 on the basis of the languages known by the learners. As the mean scores suggest that the learners who have command over five languages (Urdu, Hindi, Arabic, English, and other regional language) had higher mean score than the rest which could be interpreted as the number of languages one knows would positively affect his/her intrinsic motivation towards the ESL learning. However, the differences in the mean scores do not show any statistical significance ($p= 0.087$ is greater than 0.05) therefore, it could not be generalised; finally rejecting the alternative hypothesis and accepting the null hypothesis. The profile plot 4.1 shows the graphical representation of the differences in the mean scores for TB1.

Profile Plot 4.1. TB1 vs Languages known



iv) Hypothesis H_0 : The mean(X) differences between the languages known samples of learners is not statistically significant (1% - 5% LOS) for Test battery 2 (instrumental motivation).

Hypothesis H_a : The mean(X) differences between the languages known samples of learners is statistically significant (1% - 5% LOS) for Test battery 2.

Table 4.2. One-way ANOVA for the sum TB2 vs. Languages known
Descriptive Statistics

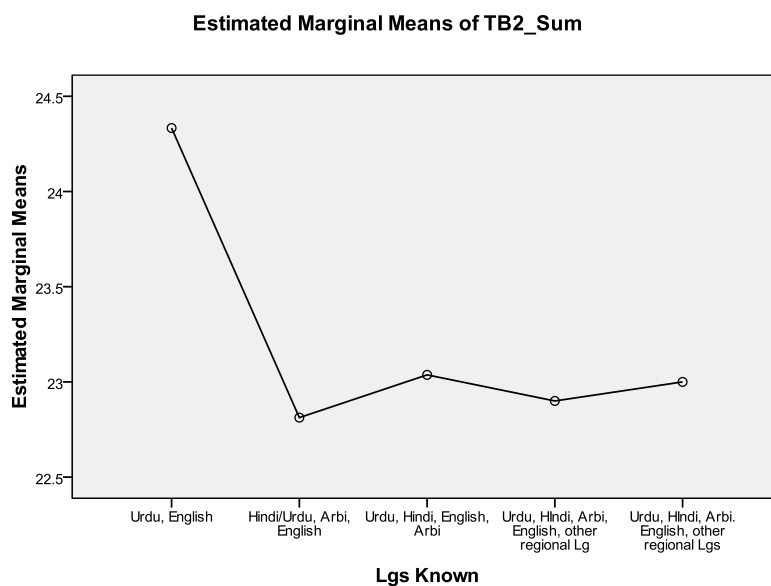
Dependent Variable: TB2_Sum

Languages Known	Mean	Std. Deviation	N	Sig.
Urdu, English	24.33	1.118	9	
Hindi/Urdu, Arabic, English	22.81	2.373	16	
Urdu, Hindi, English, Arabic	23.04	2.312	27	.559
Urdu, Hindi, Arabic, English, other regional languages	22.90	2.644	11	

The Table 4.2 shows the scores which were gathered upon applying the one-way ANOVA to test the level of significance between the mean scores of the samples of languages known for

test battery 2 (instrumental motivation). The independent variable is the languages known samples and the dependent variable is the TB2 (instrumental motivation) sample. The one-way ANOVA univariate has been applied to test the significance of the effect which the number of languages a learner knows has on his/her instrumental motivation (TB2). Upon analysing it was found that the overall differences in the mean scores of the independent variable are not statistically significant for the instrumental motivation (TB2) which led us to accepting the null hypothesis for this study. According to the null hypothesis the mean(X) differences among the languages known samples of learners is not statistically significant for Test Battery-2 (instrumental motivation). The mean values (2=24.33; 3=22.81; 4= 23.04; 5= 22.90) as given in the Table 4.2 show the differences in the TB2 on the basis of the languages known by the learners. The mean scores suggest that the learners who have command over two languages (Urdu, English) had higher mean score than the rest although, it is not statistically significant. In the present analysis, the differences in the mean scores do not show any statistical significance ($p= 0.559$ is greater than 0.05) therefore, it could not be generalised; finally rejecting the alternative hypothesis and accepting the null hypothesis. The profile plot 4.2 shows the graphical representation of the differences in the mean scores for TB2.

Profile Plot 4.2.



- v)
- vi) Hypothesis H_0 : The mean(X) differences between the languages known samples of learners is not statistically significant (1% - 5% LOS) for Test battery 3 (integrative motivation).

Hypothesis H_a : The mean(X) differences between the languages known samples of learners is statistically significant (1% - 5% LOS) for Test battery 3.

Table 4.3. One-way ANOVA for the sum TB3 vs. Languages known

Descriptive Statistics

Dependent Variable:TB3_Sum

Languages known	Mean	Std. Deviation	N	Sig.
Urdu, English	23.78	2.048	9	
Hindi/Urdu, Arabic, English	21.44	2.607	16	
Urdu, Hindi, English, Arabic	21.89	2.486	27	.107
Urdu, Hindi, Arabic, English, other regional languages	21.40	2.066	11	

The Table 4.3 shows the scores which were gathered upon applying the one-way ANOVA to test the level of significance between the mean scores of the samples of languages known for test battery 3 (integrative motivation). The independent variable is the languages known samples and the dependent variable is the TB3 (integrative motivation) sample. The one-way ANOVA univariate has been applied to test the significance of the effect which the number of languages a learner knows has on his/her integrative motivation (TB3). Upon analysing it was found that the overall differences in the mean scores of the independent variable are not statistically significant for the integrative motivation (TB3) which led us to accepting the null hypothesis for this study. According to the null hypothesis the mean(X) differences among the languages known samples of learners is not statistically significant for Test Battery-3 (integrative motivation). The mean values (2=23.78; 3=21.44; 4= 21.89; 5= 21.40) as given in the table 4.3 show the differences in the TB3 on the basis of the languages known by the learners. The mean scores suggest that the learners who have command over two languages (Urdu, English) had higher mean score than the rest although, it is not statistically significant. In the present analysis, the differences in the mean scores do not show any statistical significance ($p= 0.107$ is greater than 0.05) therefore, it could not be generalised; finally rejecting the alternative hypothesis and accepting the null hypothesis. The profile plot 4.3 shows the graphical representation of the differences in the mean scores for TB3.

Profile plot 4.3.

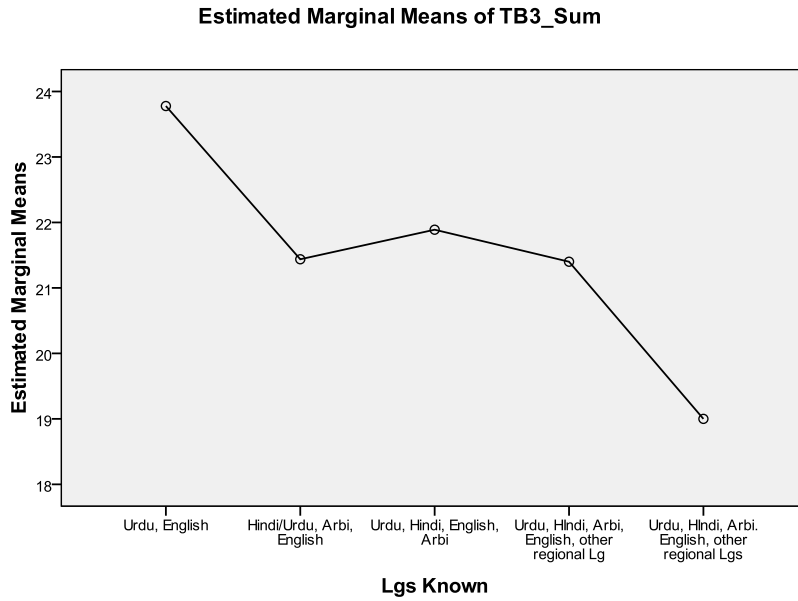


Table 4.4. One-way ANOVA for the sum TB1, TB2, & TB3 vs. Languages known

Descriptive Statistics

Languages Known		Mean	Std. Deviation	N
TB1_Sum	Urdu, English	22.78	2.906	9
	Hindi/Urdu, Arabic, English	22.06	2.435	16
	Urdu, Hindi, English, Arabic	22.52	1.528	27
	Urdu, Hindi, Arabic, English, other regional language	23.00	1.764	11
	Total	22.43	2.131	63
TB2_Sum	Urdu, English	24.33	1.118	9
	Hindi/Urdu, Arabic, English	22.81	2.373	16
	Urdu, Hindi, English, Arabic	23.04	2.312	27
	Urdu, Hindi, Arabic, English, other regional languages	22.90	2.644	11
	Total	23.28	2.131	63

	Total	23.14	2.242	63
TB3_Sum	Urdu, English	23.78	2.048	9
	Hindi/Urdu, Arabic, English	21.44	2.607	16
	Urdu, Hindi, English, Arabic	21.89	2.486	27
	Urdu, Hindi, Arabic, English, other regional languages	21.40	2.066	11
	Total	21.92	2.478	63

In the Table 4.4 the collective mean and standard deviation scores of the three test batteries are compared ($TB1= 22.43/2.131$; $TB2= 23.14/2.242$; $TB3= 21.92/2.478$). From the mean and standard scores the emphasis given to the instrumental motivation (TB2) is relevant. The overall statistical analysis has shown that there is an inclination towards the instrumental motivation at the level of gender, age, and languages known samples. Therefore, it could be said that the instrumental motivation has more impact on the learners' perception towards ESL learning. Moreover, the instrumental motivation could be the main driving force after their learning of the English language.

4.2 Qualitative Analysis

The qualitative study was aimed at exploring the responses of the participants regarding their self, ideal self and the relationship to motivation. A number of questions were asked and their responses were elicited. Initially, they were asked to write in English. However, their lack of proficiency in English posed certain problems. They were given the choice to write either in English or their mother tongue, which was Urdu.

The instrumental and integrative motivation were shown in their need to learn the language. Among both boys and girls, instrumental motivation was viewed to be of significance in studying English. Questions regarding integrative motivation were elicited but the lack of direct contact with native speakers and their culture becomes a deterrent. Integrative motivation was not desired by the majority as compared to instrumental motivation. A few respondents among girls did show their desire to go abroad and to be assimilated in their culture. The result of quantitative analysis showed instrumental motivation as being more among both groups of learners. The scores showed mean differences as being greater for female learners which shows that females have a significantly higher level of motivation as compared to male learners.

The issues regarding identity and self are complex in the post structuralist debates. These are not static variables but are related to more complex issues related to gender, class and race. Learning and self is closely related to the ways in which the societal practices affect learners and the ways in which they view themselves in relation to certain practices. The structure and agency in the study of self accounts for the ways in which individuals situate themselves and how they are affected by societal practices. Weedon (1997) suggests how this “the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation in the world” which is “constantly reconstituted.” (Weedon, 1997: 32) The identity of the learner is negotiable and the emergence of the new self is, at times, conflictual.

The first research question concerning the relationship between motivation and L2 self cannot be disassociated from the desire to associate with a culture. Motivation among ESL learners is seen to be related to their perception of self. The self has been variously viewed by the learners. The ideal self is the self which one would like to become. The ought to self is the perception of self held by others. (Markus and Nurius 1986, cited in Dorneyei and Ushioda, 2009) The responses showed the conflict within the learner to maintain a balance between the existing self and the desired self. They view this in relation to their desired outcomes, roles and goals of learning. A female respondent, stated the following:

‘I want to learn English so that I can have a mastery in different fields of study. English is a very important language today and I want to learn it and have mastery over it. ...After being enrolled in this course, I can feel the differences within myself. After the completion of this course, I want to accomplish bigger things. This can be achieved if I understand the language well.’

The emergence of self in relation to their positioning with regard to the foreign language emerges which is voiced in different ways by the respondent.

‘I like speaking English. My mother likes it more than me and she says that I should speak English because she likes girls who are able to speak in this language. This provides a greater impetus and a desire to learn the language.’

The mother’s desire to see the girl is not to be viewed in isolation. Their own inability to learn the language has provided an added impetus in the desire for the children to learn it. This finds some correlation with the study regarding the influence of gender on language learning by Menard Warwich 2009, cited in Norton and Toohey, 2011: 426), which examined the ways in which women with their gendered life histories had a tremendous impact on the education of their children. The role of mothers here, in urging their daughters to excel in English, has significance in the ways in which they desire to see some transformation among

self in the next generation. The desire to see a change in the next generation is the desire to see a transformation in the self.

The perception of themselves is viewed in relation to their community and to the desire to have an impact on the various groups of learners in their community of practice.

‘My ideal self is to be able to master the language. I want to influence and teach my next generation. I want to prove the people wrong when they say that girls should not be marching ahead of boys. I want to become an ideal woman for my community and for my next generation of learners.’

Some other respondents have added on similar lines when they state the following: ‘Learning English will lead to a number of changes within me. Learning English will help me in understanding people of different cultures better’.

Among the males, the motivation for studying English was similar in being more motivational than integrative. A number of reasons were given for this. The instrumental function of learning English was to have a social visibility within their circle and outside their circle. Knowing English would further help them in removing misconceptions regarding their culture by relating to people outside. Some learners talked about how knowledge of English helps in improving one’s self image. The respondents motives to pursue their career while trying to maintain a balance between their self and the evolving self was evident in their response. The desire to be valued and accepted in their own circle was prioritised. It was a significant factor in providing an impetus to being at par with the mainstream learners. There were some other reasons which were given like the desire to go abroad and to be able to speak English. The importance of English for their future was felt by almost all the learners. Another reason which was given was that Urdu was not understood in countries abroad and hence the indispensability of English.

One respondent stated the following:

‘There will be a significant change within me after learning English, I will have more confidence while speaking to other people.’

‘People have the misunderstanding that children from madarsa background cannot attain anything in life. We need to remove this misconception by showing our worth. To learn English is of immense importance today. I would like to be identified as a person with both religious and worldly knowledge.’

‘ My viewpoint is that I should be viewed as an example for others. People should regard me as an educated woman. Uptil now, I have acquired proficiency in Urdu, Persian and Arabic. I would also like to acquire confidence in English in order to remove the misconception that madarsa children are underachievers.’

The perception of self and its relation to the ‘other tongue’ reflects the unequal power relationships which can be seen in various capitals like social, cultural and economic. The sense of deprivation accompanies the lack of power accrued to the mother tongue on account of the hegemonic practices of English which has resulted in the subjugation of other languages not just Urdu.

‘I should learn to speak English as a language. I should not be using English while speaking in my mother tongue. If we had struggled hard in our mother tongue we would have progressed much further. While the other countries have developed their mother tongue education, we have struggled with the other tongue.’

A similar voice was heard in these words:

‘I want to be identified on the basis of my mother tongue but my goal is to learn English. I would not liked to be judged on the basis of how I speak but on the basis of my command over my other tongue.’

The self in many instances was seen in relation to the community and the citizenship with the community. It was not viewed as being exclusionary but was more inclusionist in its approach.

‘I can see a significant change within myself and I am better able to understand others’ viewpoints. I will be able to understand the other culture and can compare it with my culture. This will eventually lead to my becoming a responsible citizen.’

The independent samples test for gender shows the female learners as having higher instrumental and integrative motivation, with instrumental motivation as being the main reason for learning English. The qualitative research validates this point where the instrumental motivation is seen to be of primary importance. Instrumental motivation is an important factor in learning English and this seems to be the primary reason for joining the course. If the identity of the second language learner is to be understood with reference to the inequitable social relations then the role of language is as being constitutive of a person’s identity. Learning English is not just learning a language but is gaining access to power. Power refers to the socially constructed relationships among individuals. As learners negotiate

and renegotiate their sense of self and their differing relationships with the host and target language their sense of self is also liable to change. This brings us to the notion of investment which views the learner as relating himself to the world outside his immediate world. The needs of the learners was constitutive of their investment in the target language. This renegotiation of identity has been stated in various among both the groups of learners.

Part of the future investment has been captured by one respondent who cited the eminent poet, Allama Iqbal, in the following words:

Nigaah buland, sukhan dil nawaaz, jaan pursoz

Yehi hai rakht-e- safar miir –e- kaarawaan ke liye

(Translation: ‘High ambition, winsome speech, a passionate soul

This is all the luggage for a leader of the caravan.’)

The qualitative analysis further probed some other related questions on how they viewed their identity. Contemporary identity theory views how an individual is situated. Language learners with their differing identity position seek to negotiate and position themselves in relation to the target language. Some responses from the boys saw their identity in relation to their culture, language, religion and their way of life. Placing a great deal of value on cultural and religious aspect lead to the negotiation of their identity. The responses of the girls with regard to their perception of identity was associated with their recognition of their self.

The question whether learning English was likely to affect their identity evoked almost equal responses among boys. Those who answered positively stated how learning another culture influences one’s identity. On the other side, those who disagreed stated that this would not lead to any change in identity and that language does not change a person’s identity. The girls were unanimous in stating how learning English does not affect their identity. They wanted to learn English without losing their identity. Some, further stated, that a community which loses one’s identity does not progress. They shared their views stating how their identity is their signature which should not be lost. Their madarsa education, which was in their mother tongue, had given them their identity, which should not be influenced by the dominance of another language.

Another question of whether they would like to be identified through an English identity brought mixed results with some espousing for English and others stressing on the importance of the mother tongue.

One respondent wrote the following:

‘People with English background are respected more than those with Islamic tradition, so I need to have a separate identity.’ This had its counter point which stated that ‘if we imbibe the other culture then our culture is getting eroded and defeated’. Interestingly, one respondent wrote on the uselessness of such a debate by stating that ‘Language and its impact does not matter. I am being identified through any language.’

Among the girls, the majority stated how they would like to be identified through English language with one of them stating that ‘I wanted proficiency and recognition both in English language’ and further that ‘I want to prove that student from madarsas are also capable of speaking in English’ .

The issue here was to look into the links between identity and language learning. The motivational factors and the test battery conducted seemed to be focussed more on instrumental motivation which had been demonstrated through the qualitative analysis. The affective factors within an individual becomes a source of assessing and understanding the motivational factors. The psychological construct of motivation cannot account for the questions related to self. It is the sociological construct of investment which provides the necessary impetus to the learner to learn the target language. Drawing from Bourdieu and Passerson (1977), Norton points out how learners seek to invest in the target language in order to acquire symbolic and cultural resources. (Norton and Toohey, 2011: 420)

The individual learner, therefore, is not a static entity but is the process of evolving the self on account of the complex social history. The issue is too complex, deep and intricate and the responses show this conflicting situation which emerges before the learners. Being marginalised, in terms of lacking adequate proficiency in English, they seem to strive for learning English with an urgency and immediacy. Proficiency and mastery in their mother tongue and their maturity in being able to view the cross-cultural aspects of both the languages leads to negotiations and renegotiation of identities. The question of identity is, therefore, intricately related to their investment in the target language, their exposure and understanding of the language .

Gender differences among the two groups shows some changes regarding their perception towards the target language. The qualitative analysis shows the girls as more enthusiastic respondents in learning English. Interestingly, a number of them made the candid admission regarding the interest shown by their mothers towards learning this language. This provides a greater impetus and motivation to them. This has not been the case with the boys for their response does not mention the motivation level of their parents. The quantitative and qualitative tests show certain similarities. Whereas, the quantitative test is limited to Gardner’s

instrumental and integrative motivation, the qualitative test has been extended to viewing the identity and self of the learner. Both the tests do show some overlap especially with regard to instrumental motivation. The T-Test which has been applied to test the differences among test batteries shows female learners with a high level of integrative and instrumental motivation. It further shows instrumental motivation as higher when compared to integrative motivation. Both male and female show high inclination towards instrumental motivation. The qualitative study seeking answers to their motivation level brought a similar response with both the groups showing higher instrumental motivation.

5. Conclusion

The paper has aimed at looking at the motivational aspect of the learner and has further sought to view the aspect of self and identity among the learners. The negotiation of identity and identification with the L1 learner leads to a considerable number of debates. The investment in the target language, their exposure, understanding and motivation to learn the language becomes intricately associated with the question of self and identity. It is this social aspect of investment which gives an insight into the relationship between self and learning practices. This has an impact on their identity construction where identities become negotiable. This accounts for the ways in which the agents are positioned and how they would like to be positioned in future.

The study has looked into the issues of motivation and self with regard to the ESL learners enrolled in the Bridge Course. The motivation level shows an upward trend among both group of learners both, in the quantitative and qualitative study. The motivation level is slightly more among girls as compared to boys which may be indicative of a greater sense of urgency in learning the language and to be part of the mainstream students. Whereas, motivation in SLA research assumes a monolithic entity, it is a much more complex issue than what is obvious. A learner's motivation is mediated by various other issues of investment. Their investment in learning the language is also indicative of their gendered identity and the societal influences. The female learners have shown a higher instrumental motivation to learn the language with the mean difference showing 22.88 as compared to the males which is 21.97. The standard deviation scores show both the groups with high inclination towards instrumental motivation. The ANOVA univariate with regard to the effect of the number of languages on motivation has not shown much statistical significance. The sense of self in the emergent process has evoked somewhat similar responses in both the groups. Their view of their ideal selves and ought to selves have shown the desire to see a change in their existing position. They have articulated their thoughts and view the learning process as leading to some significant change.

The study, further, problematizes the ambivalence faced by the learners, while desiring to learn a language and to maintain their identity. The issue of identity is related to subject positioning at various crossroads faced by the learner. The cross roads here are the madarsa and mainstream learners. Identity construction therefore, is closely linked to the social, economic and cultural capital. The perspective of identity which emerges is of language identity which can be looked at as the sense of self in relation to the other language. Language identity has been viewed as the relationship, which has been discussed as language expertise, language inheritance and language affiliation by Leung, Harris and Rampton 1997, cited in Block, 2014: 46). The emergence of identity has been viewed as the identity in the language of inheritance and the language of affiliation. The choices governing them are deeply embedded, socially and historically. The identity maintenance position has been taken by the respondents in their responses where they suggest that their affiliation with the new language does not diminish their association and allegiance with their mother tongue.

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Instrumental Motivation

1. Studying English is important because I need it for my future.
2. Studying English will get me a good job.
3. I would like to be more confident while speaking English.
4. Studying and speaking English will enhance my personality.
5. Studying English will lead me to the mainstream.

Integrative Motivation

1. Studying English will help me to be at ease with the English language.
2. Studying English will lead to an understanding of the cultural commonalities between my L1 and target language.
3. Exposure to English will help me in understanding texts (fiction /nonfiction) in English.
4. Exposure to English will lead to a broadening of ideas.
5. Exposure to English will make it easier to understand its art and literature.

Ideal L2 Self

1. I can imagine myself as a fluent speaker of English.
2. I can imagine myself interacting fluently with native speakers of English.
3. I visualise myself as presenting papers in international conferences in English.
4. I visualise myself as being able to translate texts from L1 to the target language.
5. I visualise myself as having competence like the non native speakers who are fluent in the language. (native speaker independent ideal L2 self)

Ought to L2 Self

1. I need to be at par with the mainstream English speaking community of learners.
2. My peer group has an influence on me.
3. There are certain expectations from the academic community which I need to fulfil.
4. There are certain expectations from the family which I need to fulfil.
5. I need to be effective and competent in English.

QUESTIONNAIRE

Name
 Gender
 Age
 Mother Tongue
 Languages known

TEST BATTERY - 1

Mark the response on the scale provided below:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have always been interested in learning languages.					
My proficiency level in my mother tongue is high.					
I am fluent in reading and writing in my mother tongue.					
I am fluent in reading and writing in Arabic.					
Compared to Arabic, I am more proficient in my mother tongue.					

TEST BATTERY - 2 (Instrumental Motivation)

Mark the response on the scale provided below:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I want to improve my English for my future.					
Improving English will help me to be with the mainstream learners.					
Proficiency in English will open more opportunities for me.					
Proficiency in English will help me in getting jobs both in India and abroad.					
Fluency in spoken English is					

required for interviews, group discussions etc.					
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TEST BATTERY - 3 (Integrative Motivation)

Mark the response on the scale provided below:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I want to have a native like pronunciation.					
Improving English will help me in understanding the English culture.					
English will help me in assimilating with its people and culture.					
English will help me in understanding their books, movies and music.					
English will help me in understanding the nuances of the language.					

TEST BATTERY - 4 Motivational Self System

1. Do you see any relationship between motivation and learning English?
2. What impact does motivation have on your identity?
3. Do you see any change in yourself before and after this course is over?
4. Do you see any relationship between learner identity and second language learning?
5. What is my ideal which I seek through this course?