DORNYEI L2 MOTIVATION SELF SYSTEM IN PLURILINGUAL CONTEXT OF BALOCHISTAN

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ABSTRACT

In this paper I investigated the Dornyei L2 motivation Self System in a plurilingual context of Balochistan and some other motivational factors related to the context of Balochistan to find out the basic motivational factors behind the students intended learning factors. I employed the explanatory sequential mix method design for my research in which two types of data were collected in two phases and analyised together. The questionnaires were administered in the three main public universities of the Balochistan. Among them 154 male and 144 females for quantitative data collection and for qualitative data 13 students were interviewed among whom 7 were male and 4 were female. Quantitative data was analyised in SPSS version 26 and qualitative data was analyised through thematic analysis. Findings of the research proved the validity of Dornyei L2MSS in the plurilingual context of Balochistan. And Instrumentality promotion, L2 Learning Experience. Ideal L2 Self, Attitudes towards learning and ought to L2 self as the major components of learners intended efforts. Correlation analysis demonstrated the strong relation of Ideal L2 self and L2 learning Experience with the intended learning efforts and ideal L2 self with the status symbol, instrumentality promotion and attitudes towards learning. Moreover, ought to self strongly correlate with Anxiety, Instrumentality prevention and Pakistani or Muslim identity.

KEYWORDS: Plurilingual, Integrative, Languages, L2 Motivational, Instrumentality

1. INTRODUCTION:

Motivation is a central factor for initiating any activity and later on sustaining it. Word motivation is very often used in educational psychology but even though a less agreement is found over its definition. Robert Gardner once defined motivation in these words. Motivation is the combination of effort and desire to obtain the aim of learning language as well as positive attitude toward learning the language" (Anjomshoa and Sadighi, 2015, pp. 1). Foundation of L2 motivational research states back within the work of two Canadian

scholars Gardner and Lambert. However, with the emergence of L2MSS the significance of self concept has emerged and shift is occurred in the status of English as world lingua franca and the concept of "deterritorialization" has appeared which means that English is now not more the property of native English speaking countries. So, the reasons of learning it have also changed drastically (Rasool and Winke, 2019, pp.1).

Now the integrative version of the learning language is not more popular among the learners of L2 now the learner have in mind the pragmatic aspects of language learning for example education, worldwide communication etc.In this regard the Dornyei notion of L2 motivation self system is gaining popularity day by day as it focus on the more broader aspects of learning contemporary languages (Taughi, Magid &Papi, 2009). Keeping in view this reinvasion notion of motivation by Dornyei I investigated the undergraduate's students of three main public universities of Balochistan.

2. LITERATURE REVIEW

From several years the central focus of the L2 (second Language) motivation remained the Gardner theory of L2 motivation the concept of integrativeness which means learning a language in order to be closer to the targeted language community or exhibit a respect and owner for the members of a targeted community in extreme case of integrativeness people identified themselves with the people of targeted community and forget their own language and identity (Lu, 2019).

Dornyei argues that in the present world plurilingual scenario the Gardner concept of integration is outdated because now when people are learning certain language where they are not in contact with native speakers of that country for example learning English in china or Pakistan the concept of integration failed. At that time there are other motivational factors like travelling, companionship, Knowledge seeking and goal driven behaviors etc.

that could be the force for learning L2. Dornyei further argue that in the process of globalization now status of English has changed in to the world lingua franca which has more complicated the concept of integrativeness because now people moved in a globe with two identities one that keep them in touch with their own people and the other is for a contact with the international world. And the language of this international world is English (Lamb, 2012). Now the learners who are learning English as second or foreign language do not know who the owners of their English are. In the present context of world Englishers' the Gardner notion of integrativeness is not relatable.

2.1. PLURILINGUALISM

Plurilingualism is related to a person ability of communicating or interacting in different languages for the purpose of interconnection or cultural expanse and that person is considered the social agent having the different degree of proficiency in many languages. These people do not have a complete proficiency over any language but they utilize their knowledge of different language in various challenging situations to resolve their problems and accomplish their aims. Plurilingual people go through different experiences of various cultures and concepts in their life which develop in them various expertise. The competency in different languages can help them to address some problem in a multiple way. It increases their knowledge bank, enhance their value and open the doors of countless opportunities for them etc. (Luka, Pigozne, Surikova, 2015).

Plurilingualism is not the recent world phenomena however its significance has several times multiplied by the globalization. Globalization has displayed the advantages of speaking and understanding many languages and also the worth is attached to the individuals who can speak many languages. Cognitive Psychologists has also proved the effectiveness of speaking many languages that those individuals who can speak more than one or two languages or partially speak or understand more than one language are more innovative and capable (Piccardo, 2017).

Balochistan is the province of ethno linguistic diversity where different languages are being spoken. According to Pathan (2012) there are major six and minor 59 languages are being spoken where an average person can speak two or more languages other than their mother tongue in which they have high proficiency. According to the research of Rasool and Winke (2019) an average person in Balochistan can speak 3.50 languages. Which indicates that more than three languages. This indicates the plurilingual culture of the province.

2.2. PREVIOUS STUDIES

Peker, (2020) has done his studies on L2Motivation self system in the southern United states. Research participants are the adult ESL learners. Aim of the study was to see the validity of feared L2 self as emerging component of L2MSS. Results show the strong relationship between ideal l2 self and L2 learning Experience and between ought to L2 self and feared L2 self. Study also shows the relationship between ought to L2 self, L2 learning

experience and ought to L2 self. And new emerging components are ought to L2 self and L2 learning experience.

(Yichen and Ryan, 2019) investigates the differences of L2MSS and independence or autonomy in   three different Taiwan school systems. The results show no significant differences on the motivation of three school systems. He also measured that differences exists between L2MSS and Autonomy but there are also several variables correlate.

L2MSS has been explored in many countries as in Australia by (Ramburuth & Cormick, 2001) in Japan (Yashima,Nishid & Shimizu,2004) in East Timor by (Abi,2017) in Chile (Kormos, Kiddle &Csizer , 2011) in Iran (Rajab, Far Etemadzadeh , 2012) in Spain (Calvo,2015) in   Indonesia(Lamb , 2012) in Singapore (Magid, 2013) in Pakistan (Mahboob, 2003; Pathan, 2012; Islam, Lamb& chambers,2013; Rasool and Winke, 2019) all of these studies were done in the field of L2 and they mostly utilized L2MSS as their theoretical framework and proved its validity in these contexts.

2.3.   THEORETICAL FRAME WORK

There are three major components of Dornyei L2MSS. Ideal L2 self, ought to L2 Self, L2 Learning Experience. Ideal L2 self is connected to person's ideal self image his/her hopes, aspirations and dreams of the future life and goal oriented motivation. Ought to L2 self is connected to the qualities that other want to see in you. Or one him/herself thinks that he/she should possess these qualities. Ought to self is related to the sense of obligations and responsibilities.

And third component L2 Learning experience is related to your language learning experience for example class room environment, teacher behavior, pair or group study etc. All of these components elucidate the learners intended learning efforts (Tseng, Cheng, Gao, 2020).

2.4.   RESEARCH QUESTIONS

The study is pursued to answers of the following research questions:

  1) What are the basic Motivational factors that motivate learners for learning English as a Second Language?

 2) Are the constituents of Dornyei's L2 Motivation Self System relevant in the context of present study?

3. RESEARCH METHODOLOGY AND DESIGN

I used the "Explanatory sequential mix method design" of research for my studies. In this process two types of data qualitative e and quantitative were collected sequentially in two phases. First of all, I collected quantitative data through questionnaires. In which Likert scale of seven items is used. Over all questionnaires were consist of 60 variables. Through which 9 constructs were measured. After the collection of quantitative data, I collected quantitative data through interviews that was consist of 13 open ended questions regarding the constructs I intended to measure. Interviews provided more in-depth information regarding the phenomena I was investigating.

3.1. SAMPLING

Population of the study was selected from three main universities of Balochistan. Sample of the study was selected among the population of the study. Who were the undergraduates enrolled in different B.S programs none of them have English as their mean subject? Sample of the quantitative data were 154 male and 144 female total sample size was 250. While sample of the qualitative data was almost of the same ratio total 11 students were opt for the interviews among whom 7 were male and 4 were female.

3.2. ANALYSIS

Quantitative data of questionnaire was entered in the SPSS for descriptive, inferential and correlation analysis. Qualitative data was analyised through thematic analysis.

4. RESULTS

In the questionnaire participants are first asked about the demographic information of their mother tongue their ability of speaking different languages etc.

Table no.1

Number of Speaking Languages by the Participant

Number of Speaking Languages	Frequency	Percentage
1	2	.8
2	23	9.2
3	140	56.0
4	46	18.4
5	23	9.2
6	10	4.0
7	3	1.2

8	1	.4
9	2	.8
Other languages	4	.16
Total	250	99.2

Table no.2

Mean of Number of Speaking Languages by participants

Number of Speaking Languages	
Mean	3.50
Minimum	1
Maximum	10

4.1. NUMBER OF SPEAKING LANGUAGES

Table no 1 and 2shows the number of speaking languages in the province of Balochistan where an average person can speak three and a half language that proves that the study has taken place in a plurilingual context of a Balochistan.

Table no.3

Reliability of the Constructs

S.No	Constructs	No of Items	Cronbach Alpha
1	Ideal L2 Self	7	.669
2	Ought to L2 Self	7	.718
3	L2 Learning Experience	7	.652
4	Anxiety	7	.736
5	Instrumentality Promotion	7	.746
6	Instrumentality Prevention	7	.704
7	Attitudes towards Learning L2	7	.581
8	Effects on Pakistani and Muslim identity	6	.530
9	English as Status Symbol	5	.722

4.2. RELIABILITY OF THE CONSTRUCTS

Internal reliability of the constructs is measured in SPSS. The high reliability value shows the strong relationship between the elements and low reliability shows the weak relationship between the items of the constructs intended to be measured. The accepted value of Cronbach alpha in social sciences is .70 to .60 (Nunnally, 1978). Reliability of all the constructs out 7 out of 9 is under the range of .746 to 652 only two constructs have slighter

low reliability value than acceptable reliability value that are of, Attitudes towards Learning L2 .581 and Effects on Pakistani and Muslim identity .530.

4.3.   MEAN OF THE CONSTRUCTS

Table no 4 shows the overall mean and standard deviations of all the constructs. Instrumentality promotion has the highest mean after it L2 learning experience and ideal L2 self comes. Then attitudes towards learning, instrumentality prevention, ought to L2 self, English as status symbol, Anxiety and effects on Muslim and Pakistani identity comes correspondingly.

Table no. 4

Mean of all Constructs:

S.No	Constructs	Mean	Std. Deviations
1	Instrumentality Promotion	5.2291	.99527
2	L2 Learning Experience	5.020	.90397
3	Ideal L2 Self	4.998	.99799
4	Attitudes towards L2 learning	4.911	.93536
5	Instrumentality Prevention	4.830	1.70679
6	Ought to L2 Self	4.444	1.07038
7	English as Status Symbol	4.418	1.33154
8	Anxiety	4.1470	1.23760
9	Effects on Pakistani and Muslim identity	4.1673	1.04884

Table no. 5

Correlation among the scales

**Correlation is significant at the of 0.01 level (two tailed

*Correlation is significant at the 0.05 levels (two tailed)

	Scales	2	3	4	5	6	7	8	9
1	Ideal L2 Self	.544**	.615**	.706**	.587**	.218**	.628**	.480**	.523**
2	Ought to L2 Self		.506**	.518**	.605**	.442**	.534**	.674**	.580**
3	L2 Learning experience			.669**	.573**	.125*	.321**	.487**	.394**
4	Instrumentality Promotion				.611**	.111	.608**	.375**	.608**
5	Instrumentality Prevention					.321**	.590**	.472**	.558**
6	Anxiety						.321**	.487**	.394**
7	Attitudes towards Learning							.482**	.484**
8	Pakistani or Muslim identity								.564**
9	Status Symbol								

4.5. CORRELATION AMONG ALL SCALES

All the components of Dornyei L2MSS positively correlate. Anxiety has Strong correlation with ought to L2 self and weak relation with ideal L2 self and attitudes towards learning. Ought to L2 self has strong relation with Pakistani and Muslim identity as opinion of the participants on the effect of learning English on Muslim and Pakistani identity has divided as shown by the mean of construct some people feel it does not affect their identity but some participants feel it do so.

Therefore, their relation shows that the identity is a part of their feared self which they ate afraid of becoming. This finding is contrast with the finding of (Pathan, 2012) and (Islam,et al , 2013).Where Pathan find integrativeness and students strong motivation for

becoming the part of English speaking community of engineers and in the study of Islam where he find strong relationship of ideal L2 self and national interest and its association with national identity. Ideal L2 self has strong relationship with Status symbol.

4.6.   DISCUSSION

Research in L2 motivation studies has a vast background. Many researchers have studies the L2 motivation with different paradigms and constructs and also in different settings and contexts. My study has taken place in a plurilingual context of Balochistan where people belong to various ethnic groups the most prominent languages of which are Balochi, Brahui, Pashto, Persian (Hazargi). And also, some population of Sindhi, Saraiki, Punjabi, Hindko and Urdu being a national language operate as a lingua franca among the speakers of different languages Whereas English is utilized mostly for the official purposes. In Balochistan an average person can speak or understand the more than three languages.

4.7.   CONSTRUCTS

I explore the 9 constructs in the plurilingual context of Balochistan. That are 1: ideal L2 Self, 2: Ought to L2, 3: L2 learning Experience, 4: Anxiety, 5: Instrumentality promotion, 6: Instrumentality prevention, 7: Attitudes towards learning English, 8: English language and Pakistani or Muslim identity, 9: English as a status Symbol in Pakistan.

4.7.1. IDEAL L2 SELF

Our Ideal L2 Self is very much related to what we want to become in a future, our mental imagery how we envision ourselves. What is the image of an idealized person in our mind where we want to see ourselves in future certainly our future dreams or goals are dependent on our proficiency in English language or not? Construct of the ideal L2 self were consist of seven items in which students are asked about whether in their future they see themselves using English effectively with friends, colleagues etc.

Students are asked whether they want to go abroad and study in a university where medium of instruction is English. Or in their imaginations they find themselves using English effectively or fluently. Students are also asked about their goal and dreams that whether their future goals depend on their learning English proficiency.

Q1: English is necessary in order to fulfill your future desires and goals?

S1: *English is very necessary I dream big or want to achieve something high so I have to learn English without it, it is not possible.*

S2:   My motivation is in future if I gain opportunity or I go abroad so I should know good English for my studies so for that purpose I will not face any difficulty.

S3:   I am planning to go abroad so mostly universities situated abroad use English as a medium of instruction and communication so learning English is inevitable for my foreign education and exploration plus test that are conducted for the eligibility in different universities IELTS, TOFEL, GAT, GRE required English.

4.7.2   INSTRUMENTALITY PROMOTION

Instrumentality promotion is related to the practical benefits of the language learning for your career and future life. Your future career demands the successful acquisition of the L2. It can be including your temporary goals of getting high grades or extended goals of advancement in future career life.

Instrumentality promotion has its root in a Higgins (1987, pp .6) Future self guide. Where he explains that ideal future self guide has a "promotion focus" our dreams, inspirations, desires, goals etc. Because when our ideal self image is associated with becoming successful professionally so it is related to instrumentality promotion. For measurement of this construct the statements that are included in the questionnaire are related to the student's future promotion, the usefulness of English for their future career, jobs, going abroad for studies or working globally and encountering new challenges in their life etc.

Q1:   What are the Advantages of Learning English?

S1*:   I think you cannot achieve anything without the help of English. Now everything is in English. If you want to achieve your dreams or grow big so you have to learn English. Unlimited advantages are there in English.*

Does learning English will strengthen your chances of promotion in future?

S1:   It is the only thing that will strengthen my chances of promotion in future.

S2:   Yes, exactly if you speak good English obviously increase your chances of promotion.

4.7.3.   OUGHT TO L2 SELF

Ought to L2 Self is according to Dornyei L2MSS is our feared self what we are afraid of becoming. This is the avoidance of unfavorable circumstances by a person. In future self

guide also Marku and Nurius (1986) mention ought to self mention as our feared self. There is some response of the questions asked about ought to L2 self from the participants.

Q1.   If you do not learn English, how it will affect your career and future life?

S1:   *It will badly affect my career because each and every thing is in English. We cannot move in today's world without English.*

S2:   *It will affect a lot in Pakistan where ever you go English is everywhere. Our classes are in English. Teacher speaks in English. Our books are in English without English we cannot do anything.*

4.7.4. INSTRUMENTALITY PREVENTION

Ought to L2 Self as explained by the Dornyei (2005) have a prevention focus. You do something or learn something to prevent you from certain negative out comes. For example, you do not want to fail your exam or become embarrass in front of your parents, relatives or classmates, teachers etc. There is some response of the participants on the questions asked about instrumentality prevention.

Q1:   If your English is weak, you will not be able to pass your exam?

S1:   *Yes, we cannot pass because each and every thing is in English. If we will not understand, what will we write. Even question paper we cannot understand without English so how can we go for an answer.*

4.7.5. L2 LEARNING EXPERIENCE

L2 learning experience is the third main construct of Dornyei L2MSS. In which he discusses the pleasure that arouses when we learn a language. Class room environment, aptitude of the teacher, peer discussion and friendly relationship with the friends are also very important factors in raising some one L2 motivation (Dornyei, 2009). There is some response of the research participants about their L2 learning Experience.

S1*:   It was a nice and very pleasant experience. I like learning languages. I enjoyed because I got extremely nice and motivated teachers. Therefore, I enjoyed learning.*

S2:   *Very nice experience at beginning I felt difficulty but afterward I enjoy a lot. When I was learning English, it was a very pleasant activity for me.*

4.7.6. ATTITUDES TOWARDS LEARNING L2

According to Latchanna and Dagnew (2009, pp. 2) "attitude is accepted as an important concept to understand the human behavior and is defined as mental state that includes belief and opinions. Beliefs about language learning are directly associated with success in language classes". It means negative frame of mind and deficiency of motivation can hinder the process of language learning and the positive attitude and belief about language learning can speed up the process of learning in any language (Vahedi & Oroujiou, 2011). Participants are also asked about their attitudes towards learning L2.

Q1.   Have you experience English language learning?

S1:   *Yes, I am learning from 6th class when I came to the city so everyone is engaged in a learning process so I also stats learning. It was a very good experience. I have been learning from 7 to 8 years and used to teach English as well to the beginners.*

S2:   *Yes, I enjoyed learning. It is an interesting thing to talk to foreigners and feel their emotions.*

4.7.7. ANXIETY

Anxiety is the uneasiness and lack of confidence which you feel whenever you speak or write in L2. Anxiety is the frequently tested construct in the most of the researches that are done in the field of L2 Motivation research because Motivation is the factor that pushes you to initiate certain activity or later on sustain it. However, the nervousness and discomfort you encountered during the process of language learning or speaking complicated the learning process and decreases your level of motivation and confidence upon yourself.

As a result, students lost their motivation or in worse cases stop the language learning process etc. Mean of the construct is 4.147 which is some point high than neutral. Some participants are of the view that they do not feel any kind of anxiety.   Mean value of the construct shows that the learners are anxious about their English. They feel English speaking and writing anxiety

Are you confident whenever you speak or write English?

S1:   *Whenever I want to speak in public, I become very conscious about my English speaking that if I speak wrong English so the people around me make a fun of me. This is the reason I avoid speaking although English is not our native language if you make mistakes so it should not matter but people do not understand this.*

S2: *I feel very good whenever I speak English. I am very confident and happy. I never hesitate with friends also.*

S3: *yeah, some time I feel anxiety due to grammatical mistakes.*

4.7.8. PAKISTANI AND MUSLIM IDENTITY

Look back into the history so Pakistan is a country that got its freedom on the name of religion. They feel that they need a country where they can freely practice their religion Islam. Because with the rule of Britishers when English turn to be the official language of Indian sub-continent so some Muslim scholars declare this in their speeches that English learning is the against the principles of Islam. And when after the independence when English is declared as the official language of Pakistan since then it is thought that the dominance of English in Pakistan affects the status of Urdu as the national language of Pakistan. And it will also influence the religious and national identity. Participants of the research are asked about this phenomenon.

S1: *No, it does not affect our Muslim identity neither our religious identity because it is just a language, we use it for official purposes.*

S3: *No, it does not. It will rather benefit the Islam that you convey the teaching of Islam and its message of peace to the foreigners that how open minded and peaceful religion is Islam.*

S4 *No, it does not affect, how can language affect one's identity?*

Mostly students are of the opinion that it will not affect their national or religious identity however some students are of the believe that it will not affect our religious identity but our national identity in a way that we are forgetting our national language and mostly value and preferences are given to English language everywhere in Pakistan now a days.

4.7.9. ENGLISH IS A STATUS SYMBOL IN PAKISTAN

English is a status symbol in Pakistan means that English is the language of elite class and highly educated people in Pakistan. English is the emblem of technologically advancement, scientific improvement and economic development for the one's own self and country (Umrani and Bughio, 2017). Research participants are asked about their views on the phenomenon of English as the vehicle of achieving high social status in the society etc.

Q1:   English is a status symbol in Pakistan?

S1:   yes, it is obviously

S2:   To some extent as our thinking is made like this that we consider it a status symbol.

S3:   Yes, it is considered a status symbol if you speak in English or your children speak English or you usually talk in English so it is assumed that you are in fit in to a high class or a modern family.

S4:   yes, it is people who do not speak in English look down upon or whoever speaks in English it is presume that he/she have high social status.

4.8.   ANSWER TO THE FIRST RESEARCH QUESTION

According to the questionnaire that was given to the students for the measurement of the basic motivational factors the mean of all the nine constructs measured. The highest mean value is of instrumentality promotion 5.220 which means the construct that mostly motivates the participants is instrumentality promotion. After that L2 learning experience has the second highest value of 5.020 and ideal L2 self has the third highest mean value of 4.998.These findings are in line with the findings of(Lamb, 2012) in Indonesian context find L2 learning experience, instrumentality , international posture and ideal L2 self as the most motivating factors among his participants and (Rasool and Winke,2019) where they find instrumentality promotion, International posture, ideal L2 self and attitudes towards learning English as the major motivational factors.

(Kormas et al., 2011) in his studies finds ideal L2 in a strong relationship with the students intended efforts the questions which he asked from the participants are related to the ideal self image and goal oriented motivation which is related to a person future self guide his/her dream, desires and career oriented motivation etc.

As we know that ideal L2 self as a future self guide also has promotion focus in which you focus on the attainment of your future plans, ambitions and aspirations. And the second prime relationship he observes is between attitudes towards learning L2 learning and students motivational behavior questions that are asked from the participants are related to their L2 learning experience this findings are in line with the findings of Rasool and Winke (2019) where they find attitudes towards learning as strong predictor of L2 motivation and in my finding also L2 learning experience is the second high predictor of L2 motivation and attitude towards L2 comes on fourth number.

The graph of instrumentality or instrumentality promotion is very high in all according to my findings after international posture which I have not investigated. This is because the participants of the study possess the clear concept of their future self guide in their mind. They want succeed professionally and for achieving the optimum level of success they need English. L2 learning Experience emerged as the second most important factor of my L2 research this also the second component of Dornyei L2MSS. And several researches in the field of L2 proved its efficacy for students intended learning efforts because the learning environment, course material and pleasure that is experienced at the time of learning plays a vital role in forming the motivated behavior of the learners. In case you are very motivated to learn but the class environment, syllabus, group discussion and teacher behavior does not provide the required impetus then it is very difficult to sustain the language learning process. Ought to L2 self and Instrumentality prevention comes after the above three components of motivation.

They are also the strong interpreter of participants L2 motivation Higgins (1987) says that ideal L2 self and ought to L2 self are the same because they both help the learner to reach the desired end state. Research participants know that if they want to pass their exams or score high so it is not possible without the acquisition of English owing to the fact that the medium of instruction at their universities is English, their course, syllabi everything is in English. Language of their cell phone, computer is English. When they step out of their home go to the shop or market, hospitals or any office sign boards, labeling all is in English. Ought to L2 is related to the obligation and a sense of responsibility so passing their exam or completing their degree is very necessary.

English as Status Symbol shows the mean value of 4.418 which indicates that mostly participant agreed with the construct. High status language is the one which is the symbol of social prestige and economy. Language of science and technology, media, education, court, multinational companies, doctors, Engineers and all professionals, politicians and elite class of the society. Learners of L2 know this fact they agreed that English is a status symbol in our society or if you want to grow economically then also you have to learn and speak English. They agreed with the fact that English is the symbol of social prestige especially in the educational and professional settings. If you speak in English so you already pass an impression of highly educated and capable person. For representing your country in the world or choosing the career of translator or diplomat you speak English and win half of the battle.

Anxiety demotivates a learner or hurt his/her self esteem that if he/she speaks wrong English or make mistakes so he/she will encounter certain mocking experience or the feelings of embarrassment. Students are asked about their level of confidence and English speaking and writing anxiety. Mean value of the construct is 4.1470 that shows the participants level of agreement is somewhat high from neutral which means that participants have mix feeling about the construct and responses in the interviews also show that they find themselves confident in certain situations with friends and in classrooms but in unfamiliar situations they feel anxiety. The neutral value of the construct shows that mostly participants find Anxiety as a factor interfering with their L2 motivation.

Answer of second research question.

2) Are the constituents of Dornyei L2 Motivation self system being relevant in the plurilingual context of Balochistan?

The answer is yes as the results of both quantitative and qualitative data shows that all the constituents of Dornyei L2 motivation self system are exceedingly relevant in this context. Correlation analysis is done to show the strength of all three components of Dornyei L2MSS with each other. All components of Dornyei L2 motivation self system are strongly correlate with each other.

The correlation of ought to L2 self with the Ideal L2self is .544 which display the moderate correlation and correlation between ideal L2 self and L2 learning experience is.614which demonstrate the strong relationship between ideal L2 self and L2 learning experience. Correlation among all the components of Dornyei L2MSS is significant they all correlate but also distinct from each other because correlation is not very strong or not very weak. Dornyei further said that Ideal L2 self has promotion focus which is related to our hopes, desires future goals etc. Instrumentality promotion and Ideal L2 self shows strong correlation of .706 and ought to L2 self has prevention focus which is associated to our feared selves and person we are afraid of becoming.

Ought to L2self and prevention focus display strong correlation of .605. Attitudes towards learning L2 also exhibits strong relationship with ideal L2 self and weak correlation with ought to self. So, the results proved the validity of L2MSS in the context of Balochistan. All the components of L2MSS complementing each other but are also different from each other and measuring different aspects of L2 motivation. The results of (Lamb, 2012; Islam et al, 2013; Rasool and Winke, 2019; Korma et al, 2011) also shows the highest

correlation of ideal L2 self with L2 learning experience and intended learning efforts and the strong correlation of Ideal L2 self with Instrumentality promotion and ought to self with prevention. Their findings suggest the Ideal L2self and L2 learning experience as the strong component of Dornyei L2MSS. (Taughi et al, 2009) find out that the component of Instrumentality promotion surprisingly equally correlates with the Ideal L2 self and ought to L2 self in Chinese and Iranian context. He justifies his results while saying that in china people have to take care of their aging parents due to the Chinese policy.

Which increases their financial burden therefore promotion at work place is inevitable. (Peker, 2020) in his research also finds the construct of ought to L2 self as the new emerging component L2MSS and its strong relation with L2 learning experience.

5. CONCLUSION

Study shows that Dornyei L2MSS is highly relevant in the plurilingual context of Balochistan where people from adverse ethnic background reside. All components of Dornyei L2MSS play their role for keeping learners motivated. Findings of the study are in line with the so many previous studies done on a subject of (Lamb, 2009; Islam et al, 2013; Taughi et al, 2009; Pathan, 2012; Rasool and Winke, 2019).

The major motivational factors or the predictor of students learning efforts are also that are mentioned by the Dornyei. In this study I have also investigate English as a Status Symbol in Pakistan keeping in view the colonial era when English is a symbol of social prestige and the vehicle of obtaining high social status in society. I feel that the situation of our society is almost same. Results show that people agree with the fact that English is a status symbol in our society and for attaining high social status we need it. And the mean value of anxiety also shows that the participants of research are anxious about their English speaking and writing.

This study is very beneficial for the teachers because they can take help from its results and can see the direction of students' motivation and apply its results in their classroom. Teachers can also help students to low the level of their anxiety by positively encouraging them.

I feel that more studies should be done in the plurilingual context of rural areas because mostly studies that are done in the context of L2 take place cosmopolitan cities. In addition to it I also find that some studies should be done in context of schools with the teenagers because as soon as teacher and student know the direction of their L2 motivation and intended learning efforts as well effective will be the language learning process.

My studies also contain limitation especially in the constructs of attitudes towards learning and Pakistani and Muslim identity. I feel that the variable in these constructs are not enough to measure these constructs so the future researchers should consider this fact.

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