

**AN INVESTIGATION INTO PAKISTANI
STUDENTS' DEMOTIVATION IN LEARNING
ENGLISH: THE IMPACT OF RESILIENCE AND
BIG-FIVE PERSONALITY TRAITS**

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UNIVERSITI SAINS MALAYSIA

2020

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STUDENTS' DEMOTIVATION IN LEARNING
ENGLISH: THE IMPACT OF RESILIENCE AND
BIG-FIVE PERSONALITY TRAITS**

by

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**Thesis submitted in fulfilment of the requirements
for the degree of
Doctor of Philosophy**

December 2020

ACKNOWLEDGEMENT

I would like to express the deepest gratitude and thanks to God, the Almighty for the support, health and strength given to me to reach the completion of this thesis. The accomplishment of this thesis shapes the subsequent lifelong learning, and throughout the journey of the PhD study, I have obtained a great and unlimited opportunity to acquire knowledge. This allowed me to attain immeasurable learning that will influence my life and career in the future.

I am indebted to so many people for intellectual, practical, and emotional support during this endeavour. I deeply appreciate my supervisor, the dean of School of Educational Studies, Assoc. Prof. Dr. Shaik Abdul Malik Mohamed Ismail for his enduring support, mentorship, encouragement, giving constructive feedback on the various drafts of the thesis during my doctoral studies. It has been a privilege and an honour for me to work with him and I am forever grateful. Thank you my dear mentor and my advisor for helping me achieve my dream. I also would like to express my gratitude to my co-supervisor, Dr. Leong Lai Mei for her moral support and encouragement.

I am also truly indebted to Dr. Mohamad Jafre Zainol Abidin, and Dr. Amelia Abdullah, my thesis internal examiners. They are two awesome professors and human beings with vast knowledge and expertise. I thank them for their constructive criticism, and thought provoking insights on my research during my prospectus, research proposal defense, and pre-viva presentations. I also would like to thank Rohartina Binti Razali, the administrative staff in the School of Educational Studies. She was a big help to carry out my documentation-related obligations during my Ph.D. journey.

Words cannot express the value of the emotional and spiritual support from the four most important people in my life: my brother Mir Hassan Pathan, my lovely wife Irum fatima, my son Muhammad Ibrahim, and my daughter, Laiba Zahid. Thank you for all your unwavering love and confidence in me.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as a Second Language
L2	The language a person is learning or is acquiring in addition to his/her native language (L1)
ELLs	English language learners

**PENYIASATAN TERHADAP DEMOTIVASI PELAJAR PAKISTAN DALAM
PEMBELAJARAN BAHASA INGGERIS: IMPAK DAYA TAHAN DAN
LIMA TRET PERSONALITI**

ABSTRAK

Di Pakistan, bahasa Inggeris adalah salah satu bahasa penting yang mendapat populariti dalam kalangan akademia dan merupakan cara utama untuk mendapatkan peluang pekerjaan yang cerah. Oleh itu, pelajar Pakistan perlu mencapai kecekapan dalam bahasa Inggeris. Walaupun telah mempelajari bahasa Inggeris di sekolah, kolej, dan universiti, tahap kemahiran berbahasa Inggeris pelajar Pakistan masih ketinggalan. Kajian sebelum ini menunjukkan bahawa demotivasi merupakan punca kegagalan pembelajaran bahasa Inggeris dalam banyak bilik darjah EFL. Justeru, kajian ini bertujuan untuk mengkaji konsep demotivasi L2 berhubung dengan daya tahan dan lima dimensi besar keperibadian (iaitu, ketelitian, kesahihan, keterbukaan kepada pengalaman, ekstraversi dan neuroticisme). Kajian ini menggunakan reka bentuk gabungan penerokaan berurutan untuk menjawab soalan kajian yang dikemukakan. Bahagian kuantitatif kajian ini terdiri daripada 3 soal selidik yang berlainan berkaitan demotivasi L2, ketahanan dan 5 tret personaliti. Temubual separa berstruktur dijalankan untuk bahagian kualitatif. Untuk menganalisis data kuantitatif statistik deskriptif, korelasi Pearson, MANOVA, regresi linear mudah dan ujina regresi linear berganda akan dilaksanakan melalui SPSS (Versi 24). Analisis tematik kandungan dilakukan untuk menganalisis data kualitatif. Kedua-dua analisis kuantitatif dan kualitatif menunjukkan kewujudan demotivasi L2 dalam kalangan pelajar EFL Pakistan daripada faktor luaran dan dalaman; ciri-ciri kelas, persekitaran

kelas, bahan kelas, kurang minat dalam bahasa Inggeris dan pengalaman kegagalan. Selain itu, bahagian kualitatif juga mengenal pasti demotivasi novel (iaitu bahasa Inggeris sebagai bahasa pengantar) sebagai sumber demotivasi pelajar EFL. Selain itu, output MANOVA menunjukkan pelajar EFL sekolah menengah dan kolej mempunyai demotivasi yang lebih tinggi berbanding pelajar EFL universiti. Manakala keputusan mengenai daya tahan dan demotivasi L2, dapatan menunjukkan daya tahan menimbulkan kesan terhadap faktor yang mendorong demotivasi dalam kalangan pelajar EFL sekolah menengah, kolej dan universiti. Di samping itu, hasil dapatan juga menunjukkan bahawa daripada 5 dimensi iaitu tret dimensi ekstravensi adalah signifikan dan mempunyai impak negatif terhadap kesemua enam penyebab demotivasi (iaitu tingkah laku guru, ciri kelas, persekitaran kelas, bahan kelas, kurang minat dan pengalaman kegagalan) dalam kalangan pelajar sekolah menengah. Manakala tret kesedaran personaliti menunjukkan kesan signifikan dan negatif terhadap faktor yang menyebabkan demotivasi dalam kalangan pelajar EFL kolej dan universiti. Hasil keseluruhan dalam kajian ini mencadangkan guru EFL Pakistan, pihak berkuasa pendidikan dan pembuat dasar bahasa perlu mengambil tindakan yang perlu untuk menangani punca kelemahan yang menyebabkan demotivasi dalam kalangan pelajar EFL kolej dan universiti.

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LEARNING ENGLISH: THE IMPACT OF RESILIENCE AND BIG-FIVE
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ABSTRACT

In Pakistan, English language is one of the strongest languages gaining popularity in academia and a key means to secure bright job opportunities. Therefore, it necessitates Pakistani students to attain proficiency in the English language. Despite studying the English language in schools, colleges, and universities, Pakistani students' English language proficiency level is still lagging behind. Prior research indicates that demotivation is a major cause of language learning failure in many EFL classrooms. To this end, the present research primarily aims at examining the L2 demotivation concept in relation to resilience and the big-five personality dimensions (i.e., conscientiousness, agreeableness, openness to experience, extraversion, and neuroticism). The present study adopted a sequential explanatory mixed methods research design to answer the proposed research questions. The quantitative part of the study included three different research questionnaires on L2 demotivation, resilience, and big-five personality traits; whereas semi-structured interviews were conducted in the qualitative part of the study. To analyse the quantitative data, descriptive statistics, Pearson correlation, MANOVA, simple linear regressions, and multiple linear regressions tests were performed in the SPSS (Version, 24); whereas thematic analysis was performed to analyse the qualitative data. Both quantitative and qualitative analyses revealed the existence of L2 demotivation among Pakistani EFL students that was the result of

both external and internal factors: characteristics of classes, class environment, class materials, lack of interest in the English language, and experiences of failures. Additionally, the qualitative part of the study also identified a novel demotivation category (i.e., English as a medium of instruction) as a source of EFL students' demotivation. Furthermore, MANOVA output also indicated that high school and college EFL students were more demotivated than university EFL students. Concerning the results regarding resilience and L2 demotivation, the results showed that resilience exerted an impact on the factors driving demotivation among high school, college, and university EFL students. Additionally, the results also highlighted that of the five personality dimensions, extraversion personality trait had a significant and negative impact on all the six causes of demotivation (i.e., teacher behaviours, characteristics of classes, class environment, class materials, lack of interest, and experiences of failure) among high school students; whereas conscientiousness personality trait showed its significant and negative impact on the factors that caused demotivation among college and university EFL students. The overall results garnered in the present study suggest that Pakistani EFL teachers, higher authorities in education and language-in-education policymakers have to take necessary actions to address the causes that debilitate EFL learners' motivation.

CHAPTER 1

INTRODUCTION

1.1 Introduction

English language has emerged as a global language due to its ever-increasing use in transnational and cross-cultural communications, such as internet, tourism, foreign trade, and media (Feng, 2012; Graddol, 2010). Now is the era when many Asian countries have recognized the unprecedented importance of English language and have included it in their education curriculum (Choi & Lee, 2008) because it can contribute to students' personal, linguistic, social, and cultural development. Pakistan is not an exception to such a trend.

In Pakistan, English language is an official language (Mansoor, 2004) and "it is considered the vehicle for achieving modernization, scientific and technological development, and economic advancement for self and the country in Pakistan"(Shamim, 2008, p.236). Additionally, English language is taught as a compulsory subject from secondary education to university education level. Recently, the Ministry of Education of Pakistan has planned to include English as a compulsory subject from Grade 1 (Ministry of Education, Government of Pakistan, 2017). Besides, English is used as a medium of instruction for teaching science and mathematics subjects from college education and on-wards. English education in Pakistan serves as a passport to avail good job opportunities, social prestige, and social and economic mobility (Rahman, 2007; Manan, David, Dumanig, & Channa, 2016). Due to the promotion of English language in the education sector, the prior studies have largely investigated the Pakistani learners' motivation in learning the English language (Ali, 2016; Khalid, 2016; Pathan, 2012). But, the darker aspect of

motivation i.e., ‘demotivation’, which is a common phenomenon in English language classrooms (Dörnyei, 2001), is yet to be researched in Pakistani context.

In the past, researchers have also conceptualized L2 demotivation with gender, anxiety, and proficiency level of English language learners (see, Hu, 2011; Kaivanpanah & Ghasemi, 2011; Rastegar, Akbarzadeh, & Heidari, 2012), but still there is a little known about the relationship between English learning resilience and L2 demotivation. English learning resilience is defined as “the internal power to overcome difficulties in adverse English learning situations” (Shin & Kim, 2017, p. 69). English language learning resilience is a relatively new concept; therefore a few studies are available on the relationship between academic resilience and L2 demotivation (Kim, Kim, & Kim, 2018; Shin & Kim, 2017). This relationship is worth researching because academic resilience and L2 demotivation seem to be standing at two different edges and negatively correlated (Shin & Kim, 2017). For example, demotivation retards students’ L2 learning and exerts a negative impact on their L2 motivation (Kikuchi, 2011), while academic resilience refers to “students’ ability to deal effectively with academic setbacks, stress, and study pressure” (Martin, 2002, p.35). Hence, students with high resilience tend to be in a better position to bounce back from academic adversaries caused by demotivating factors (Kim & Kim, 2017). However, studies should be carried out to draw solid conclusions. In this way, it would be possible to devise strategies to help demotivated English language learners flourish in the face of demotivation (Shin & Kim, 2017).

In addition to academic resilience, Big-Five personality traits are also correlated with students’ cognitive development, L2 motivation and academic success (Clark & Scroth, 2010; Erfani & Mardan, 2017; Oz, 2016; Pourfeiz, 2015).

Personality is defined as “the most individual characteristic of a human being (Dörnyei, 2014, p.11). Additionally, ‘personality’ is an individual differences factor that affects second language acquisition (SLA) (Ellis, 2008). Personality is measured with Big-Five personality traits: conscientiousness, openness to experience, agreeableness, extroversion-introversion, and, neuroticism (Costa & McCrae, 1985). Of these five personality factors, Dinius (2013) studied ‘conscientiousness’ in relation to the Malaysian students’ demotivation to learn English language. This study found that ‘conscientiousness’ impacts learners’ demotivation and the Conscientious learners are capable of keeping themselves motivated even in demotivating environment. As Dinius’s (2013) investigation was limited to one personality trait i.e., ‘Conscientiousness’; therefore, it is difficult to draw solid conclusions about the overall relationship between Big-Five personality traits and L2 demotivation. Kikuchi (2015) asserts, demotivation is “a process that an individual learner goes through” (p.17). This view implies that demotivation varies from one learner to another. Thus, future studies ought to be carried out combining all the five personality factors in relation to L2 demotivation (Dinius, 2013).

To close the existing gape, the present study has a three-fold objective. First, to investigate the factors that cause demotivation among students of different education levels: High school, college, and university ESL students. Second, to investigate whether academic resilience of these students impacts their English language learning demotivation. Third and final, to investigate the Big-Five personality traits of the students that impact their English language learning demotivation.

1.2 Background of the Study

Many researchers regard demotivation as ‘another side of motivation’ (Dörnyei & Ushioda, 2010; Falout & Maruyama, 2004; Sakai & Kikuchi, 2009). Demotivation is defined as “the specific internal and external forces that reduce or diminish the motivational basis of a behavioural intention or an on-going action” (Kikuchi, 2011, p.11). These internal and external forces are called demotivating factors that de-energise students’ L2 motivation (Dörnyei, 2001). English language learning demotivation has been investigated in different social contexts, such as in China (Li & Zhou, 2017), Iran (Ghonsooly, Hassanzadeh, Samavarchi, & Hamed, 2017), Japan (Kimuchi, 2011; Sakai & Kikuchi, 2009), South Korea (Kim, 2011; Kim & Kim, 2017), Malaysia (Dinius, 2013), Saudi Arabia (Al-Khasawneh, 2017; Daif-Allah & Alsamani, 2014), Turkey (Akay, 2017), and Vietnam (Tuan, 2011).

Prior studies have found that teacher misbehaviours, ineffective course contents and teaching materials, undue importance to L2 grammar/grammar-based teaching, defective teaching methods, classroom environment, lack of confidence, and poor grades negatively impact L2 learners’ motivation (Alavinia & Sehat 2012; Al-Khasawneh, 2017; Ghonsooly et al., 2017; Hamada, 2008; Hu, 2011; Kaivanpanah & Ghasemi, 2011; Kikuchi, 2011; Rastegar et al., 2012). Interestingly, while investigating Pakistani learners’ L2 motivational orientations, Ali (2016) also found that reduced self-confidence, and fear of committing grammar mistakes (internal factors), teachers’ attitude and class-fellows’ discouraging behaviors (external factors) were the potential threats to Pakistani postgraduate students’ L2 learning motivation. As Ali’s (2016) study primarily aimed at investigating the motivational orientations of Pakistan English language learners; therefore, this study could not present the detailed account of students’ L2 learning demotivation. Hence,

demotivation, which is a “salient phenomenon” (Dörnyei, 2001, p. 155), needs to be investigated in the context of Pakistan.

The recent wave of research has shown a major concern for the students who experience language learning demotivation. In this regard, prior research (Kim et al., 2018; Shin & Kim, 2017) has focused on the concept of resilience in relation to EFL learners’ demotivation. Resilience is generally defined as “the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances” (Howard & Johnson, 2000 as cited in Martin & Marsh, 2006, p. 264). It refers to good outcomes in the face of hardships, difficulties and threatening environment (Masten, 2001). In the educational context, resilience is the heightened likelihood of a student attaining academic success in the face of vulnerabilities and adversities (Wayman, 2002).

Wagnild and Young (1993) suggested five constituents of resilience: perseverance, meaning (purposeful life), self-reliance, equanimity and existential aloneness. Perseverance is one’s overwhelming persistence that helps individuals move on and flourish despite facing hardships. Meaning or purposeful life refers to the sense of worth and self-efficacy. Individuals who have developed purposeful life are likely to have positive beliefs about their abilities to manage difficulties. Self-reliance refers to individuals’ resourcefulness and problem-solving skills. Equanimity refers to the balanced perspective of individuals’ experiences and life. Individuals who possess the qualities of equanimity are likely to perceive difficulties as their learning experiences. Existential aloneness refers to “coming home to yourself.” According to Wagnild (2009) “coming home is a journey that begins with getting to know yourself well. Along the way, you become comfortable in your own skin” (p. 16). It fosters one’s feeling of freedom and confidence to confront

challenges. In the English language learning context, resilience is defined as “the internal power to overcome difficulties in adverse English learning situations” (Shin & Kim, 2017, p. 69). An academic resilience facilitates language learners in many ways. For example, it enhances students’ motivation for learning the English language (Martin & Marsh, 2006). In addition, Waxman, Rivera, and Powers (2012) also found that the high and average resilient language learners perceived more competition in the classroom than the non-resilient students. In another study, Kim et al. (2018) found that the characteristics of resilience, such as social support, emotional regulation, a clear learning goal, and tenacity influenced students’ demotivation to learn the English. In addition, the previous studies (Shin & Kim, 2017) also found the significant influence of academic resilience on the EFL learning demotivation. As most of the research on the relationship between academic resilience and demotivation has been carried out in the context of South Korea, now there is a need to explore this phenomenon in different learning contexts particularly where English is learned as a foreign language. Once resilience is established as a significant predictor of EFL learners’ causes of demotivation, then attempts can be made in the classrooms to help EFL learners enhance their resilience. It is because “educational resilience should not be viewed as a fixed attribute of some students, rather as alterable processes or mechanisms that can be developed and fostered in schools and classrooms” (Waxman et al., 2012, p. 54).

In addition to the resilience, personality factors (extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism) are regarded as ID variables that account for individuals’ emotional, cognitive, and behavioral styles (Goldberg, 1993). These personality traits can be broken down into several facets (Dörnyei, 2014). For example, being self-disciplined, goaloriented, persevering, meticulous and

systematic are the key facets of conscientious individuals, whereas open individuals are characterized as being curious, noveltyseeking, flexible and imaginative (Dörnyei, 2014). Additionally, neurotic are mostly anxious and tense (Howard & Howard, 2001), and this personality trait negatively affects students' academic performance. Moreover, extroverts are regarded as active and social (Howard & Howard, 2001). Agreeableness refers to the degree to which an individual is soft-hearted, lenient, and agreeable in seeking harmonious relationship with others. An individual with high agreeableness tend to be friendly, likeable, and modest (Dörnyei, 2014). Prior studies have emanated different findings on the role of agreeableness in predicting academic performance. Such variability in results can be noted across students with different educational level. For example, agreeableness was found positively correlated with high school students' GPA (Lounsbury, Sundstrom, Loveland, & Gibson, 2003) whereas agreeableness was not correlated with academic performance of students at the undergraduate level (Chamorro-Premuzic & Fumham, 2003).

In prior research, personality factors have been linked with students' academic motivation, language learning strategies, learning competence, WTC and the language learning demotivation (Clark & Scroth, 2010; Dinius, 2013; Khany & Nejad, 2017; Piechurska-Kuciel, 2018). A growing body of research also acknowledges that both conscientious and openness to experience personality traits positively influence the language learning process. Bidjerano and Dai (2007) found that conscientious and open students employ self-regulated learning strategies, such as elaboration, metacognition, critical thinking, effort regulation and time management. These language learning strategies enhance students' language learning progress (Bidjerano & Dai, 2007). Fazeli (2012) also noted that students' personality

is associated with their language learning strategies: summarizing, note-taking, reasoning, outlining, and synthesizing. The research also shows that the openness to experience predicts students' self-perceived learning competence (Ntalianis, 2010) and WTC (Khany & Nejad, 2017; Piechurska-Kuciel, 2018). Additionally, Dinius's (2013) study also found that conscientious learners are able to deal with their English language learning demotivation caused by an external factor (classroom materials) and internal factors (lack of interest, and experiences of failure). Dinius's (2013) study was the first study of its kind that studied the language demotivation from a personality perspective. Now, what is not known yet is the impact of the five personality traits on EFL learners' demotivation. The present study fills this gap by examining the impact of big five personality traits on Pakistani English language learners' demotivation.

1.3 Problem Statement

Due to the unprecedented growth in the use of English language in Pakistan, prior studies have studied Pakistani learners' L2 motivation orientations and attitudes toward English language learning at school, college, and tertiary level (Ali, Wyatt, & Van Laar, 2015; Khalid, 2016; Pathan, 2012; Rasool & Winke, 2019; Tariq, Mubeen, & Mahmood, 2011). But, L2 'demotivation' which is the 'darker side' of motivation (Dörnyei, 2001) is under researched. There are pernicious effects of demotivation on students' integrative and instrumental motivation for learning English (Bahramy & Araghi, 2013).

Researches (Pathan, 2012; Rasool & Winke, 2019) exclusively focusing over learners' L2 motivation (as in Pakistani context) tend to present untrue picture of students' learning behaviour. It is because such studies limit learners' response to the

brighter aspects that motivate them in learning English and ignore the darker aspects that halt their learning process i.e., demotivating factors. In this regard, Falout, Elwood, and Hood (2009) also argue that demotivation has debilitating impact on students' L2 motivation and learning outcomes. Underscoring the negative impact of demotivation on students' learning, Dörnyei and Ushioda (2010) also refer 'demotivation' as one of the leading causes of language learning failure in classrooms.

In the current study, the research gap is that L2 demotivation research is still scarce in Pakistan. As L2 demotivation is frequent in language classes (Dörnyei, 2001), its identification would serve the promotion of English language teaching and learning (Kikuchi, 2011). In Pakistan, English language is the official language and is being taught under bad conditions (Warsi, 2004). For example, English language syllabi is designed while ignoring learners' needs (Shahbaz, 2012), the syllabus is taught with defective teaching methods (Warsi, 2004), grammar-based teaching is prioritized over communicative language teaching (Manan, 2018; Zeeshan, 2016), English language teachers make fun of students' grammar mistakes, and there are inadequate teaching and learning facilities (Ali, 2016). The recent studies carried out in different contexts have labelled these factors as 'demotivation factors' (Akay, 2017; Jahedizadeh, Ghanizadeh, & Ghonsooly, 2016; Li & Zhou, 2017; Kikuchi, 2011; Kim, 2011; Song & Kim, 2017; Unal & Yanpar, 2016). These overall facts posit the necessity to investigate L2 demotivation in Pakistani context so that the possible demotivating factors could be timely highlighted and addressed.

Additionally, demotivation is not a 'static' phenomenon but it varies across students on different educational levels (Dörnyei & Ushioda, 2011; Hassaskhah, Mahdavi, & Fazeli, 2015; Kikuchi, 2015). The changing nature of demotivation has

been studied from different perspectives. For example, Hassaskhah et al. (2015) studied the changing nature of demotivation across Iranian English major undergraduates studying in different years of study (1st to 4th year). Now the unknown aspect of demotivation is that how it changes across students of different education levels. Therefore, the present study studies demotivation across students of different education levels, such as high school, college, and university level that has not been researched so far.

Another problem is that academic resilience has not been profusely researched in relation to English language learning demotivation. To date only a few studies exist on the relationship between academic resilience and L2 demotivation that have been carried out in South Korea (Kim et al., 2018; Shin & Kim, 2017). The results of these studies are not enough to draw solid conclusions especially in other contexts, such as Pakistan. Researches need to investigate this issue thoroughly in different contexts so that students may be helped to strive in the face of demotivation (Shin & Kim, 2017).

The fact that personality that also accounts for language learners' success (Ellis, 2008) is under researched particularly in relation to L2 demotivation. To date there is only one study (Dinius, 2013) that found conscientiousness positively impacts Malaysian students' demotivation in learning English. Additionally, Dinius's (2013) study only studied one personality traits in relation to students' demotivation, how big five personality traits interacts L2 demotivation is yet to be studied. Therefore, future studies ought to be carried out combining all the five personality factors in relation to L2 demotivation (Dinius, 2013; Dörnyei & Ushioda, 2010; Kim, 2009).

To-date research on interactions of academic resilience and big five personality traits with EFL/ESL demotivation is scarce. To this end, the proposed study will

address this gap by studying English language learning demotivation in relation to Pakistani students' academic resilience and big five personality traits.

1.4 Research Objectives

1. To investigate the factors that demotivate Pakistani high school, college, and university students in learning English.
2. To determine whether there is a significant difference between Pakistani high school, college, and university students in terms of demotivating factors in learning English.
3. To determine whether there is an impact of resilience on the factors that cause demotivation among Pakistani high school students in learning English.
4. To determine whether there is an impact of resilience on the factors that cause demotivation among Pakistani college students in learning English.
5. To determine whether there is an impact of resilience on the factors that cause demotivation among Pakistani university students in learning English.
6. To investigate if big-five personality traits impact the factors that cause demotivation among Pakistani high school students in learning English.

7. To investigate if big-five personality traits impact the factors that cause demotivation among Pakistani college students in learning English.
8. To investigate if big-five personality traits impact the factors that cause demotivation among Pakistani university students in learning English.

1.5 Research Questions

1. What are the factors that demotivate Pakistani high school, college, and university students in learning English?
2. Is there any significant difference between Pakistani high school, college, and university students in terms of demotivating factors in learning English?
3. Is there any impact of resilience on the factors that cause demotivation among Pakistani high school students in learning English?
4. Is there any impact of resilience on the factors that cause demotivation among Pakistani college students in learning English?
5. Is there any impact of resilience on the factors that cause demotivation among Pakistani university students in learning English?
6. Is there any impact of big-five personality traits on the factors that cause demotivation among Pakistani school students in learning English?

7. Is there any impact of big-five personality traits on the factors that cause demotivation among Pakistani college students in learning English?
8. Is there any impact of big-five personality traits on the factors that cause demotivation among Pakistani university students in learning English?

1.6 Hypotheses

Based on the research questions of the study, the following research hypotheses were proposed:

- H1₀. There is no significant difference between Pakistani high school, college, and university students in terms of demotivating factors in learning English.
- H2₀. There is no impact of Resilience on the factors that cause demotivation among Pakistani high school students in learning English.
- H3₀. There is no impact of Resilience on the factors that cause demotivation among Pakistani college students in learning English.
- H4₀. There is no impact of Resilience on the factors that cause demotivation among Pakistani university students in learning English.
- H5₀. There is no impact of big-five personality traits on the factors that cause demotivation among Pakistani school students in learning English.

H6₀. There is no impact of big-five personality traits on the factors that cause demotivation among Pakistani college students in learning English.

H7₀. There is no impact of big-five personality traits on the factors that cause demotivation among Pakistani university students in learning English.

1.7 Significance of the Study

The findings of this study are significant in many ways. First, the understanding of ‘English language learning demotivation’ is crucial to promote English language learning in various social contexts (Hassaskhah et al., 2015; Kikuchi, 2011, Shin & Kim, 2017). It is because highlighting the causes of English language learning demotivation can help educators devise strategies to address the potential threats to learners’ motivation. As ‘demotivation’ is not a static phenomenon (Kikuchi, 2015), the findings of the present study can benefit researchers, who are currently working in L2 motivation and demotivation, in understanding of the changing nature of demotivation across students of different education levels: high school, college, and university students.

Second, this study can benefit English language pedagogy in Pakistan. As demotivation is a frequent phenomenon in language classes (Dörnyei, 2001), the findings of this study can add knowledge to the Pakistani high school, college, and university teachers’ understanding of the factors that have pernicious impacts on Pakistani English language learners’ motivation. Such information can help these

teachers to adopt motivational teaching strategies accordingly and avoid practices that demotivate their students.

Third, although prior studies have validated the relationship of English language learning demotivation across gender, anxiety and proficiency level of language learners (see, Hu, 2011; Kaivanpanah & Ghasemi, 2011; Rastegar et al., 2012), the relationship between English language learners' academic resilience and demotivation is still scarce. Therefore, examining the relationship of resilience and demotivation, the present study tends to make a unique contribution in gaining the in-depth knowledge regarding the qualities of resilient English learners who thrive despite facing demotivation. Additionally, these findings can also benefit educators to accentuate on the strategies that make students resilient against demotivating factors (Kim & Kim, 2017).

Fourth, investigating demotivation phenomenon from 'personality' perspective can help in understanding why some students attribute their demotivation to different factors despite studying English in the same learning conditions (Dinius, 2013; Dörnyei & Ushioda, 2010). Such a variability in responses emanates because personality is "the most individual characteristic of a human being" (Dörnyei, 2014, p.10), and individuals possessing different personality traits are likely to respond to the similar situations in different ways (Liu, 2011). Hence, Educators would benefit from this study to know learners' individual learning needs. This information would benefit educators to adopt motivational strategies in language classrooms according to individual learners' needs instead of relying on 'one-size fits-all' motivational strategy because demotivation is "a process that an individual learner goes through" (Kikuchi, 2015, p.17).

Fifth and final, conceptualizing academic resilience and personality traits with L2 demotivation phenomenon in a study may also contribute to the theoretical development of the ‘demotivation’ concept. To date researchers have not studied ‘English learning demotivation’ while combining the concepts of academic resilience and big five personality traits. Additionally, such information, especially in Pakistani context, would also be regarded as essential as it would shed light to the relevant authorities such as the Ministry of Education, school, college and university instructors and students themselves to be aware of ways and methods that could be applied in classrooms with the effort to enhance teaching and learning of English.

1.8 Delimitations

Delimitations refer to the parameters of the investigation. These choices serve as boundaries for the proposed study. The first delimitation was that the current study included only those students who are enrolled in the government public high schools, colleges, and universities in Quetta, Pakistan. The second delimitation was that the proposed study utilized explanatory mixed method design in which quantitative data was more weighted than the qualitative data.

1.9 Operational Definitions

The following terms are operationally defined which are used in this study.

Academic Resilience: For the proposed study, academic resilience is defined as “the internal power to overcome difficulties in adverse English learning situations” (Shin & Kim, 2017, p. 69).

Agreeableness: It is one of the five personality traits that refers to the extent to which individuals are kind, friendly, good-natured, and cooperative (Dörnyei, 2014). For the proposed study ‘agreeableness’ is measured using the personality inventory by John, Donahue, and Kentle (1991).

Characteristics of classes demotivating factor: For the proposed study, English Learners’ demotivation associated to Characteristics of classes refer to the way in which lessons are taught in English class, such as undue importance to grammar and vocabulary, exam-based lessons, non-communicative lessons, and inappropriate pace of lessons.

Class environment demotivating factor: In this study, English learners’ demotivation related to class environment refers to over-crowded classrooms, lack of learning facilities (audio-visual materials, computers), compulsory nature of English subject, classmates’ unpleasant behaviour, classmates’ negative attitude towards English, and one’s attitude towards classmates (Kikuchi, 2011).

Class materials demotivating factor: In this study, class materials that cause demotivation among English learners include defective teaching and learning materials, unsuitable textbooks, lengthy English passages in textbooks, difficult sentences to interpret, and mismatch of learning materials with learners’ English proficiency level (Kikuchi, 2011).

Conscientiousness: It is one of the five personality traits that refers to the extent to which individuals self-disciplined, hard-working, meticulous, and organised (Dörnyei, 2014). For the proposed study ‘agreeableness’ is measured using the personality inventory by John et al. (1991).

Demotivation: In this study, demotivation refers to ‘the specific internal and external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action.’ (Kikuchi, 2011). It refers to both external and internal factors which discourage second language learners to continue their interest in second or foreign language learning.

Experiences of Failure demotivating factor: For the current study, experiences of failure refer to English language learning difficulties, and low-test scores that demotivate English learners (Kikuchi, 2011).

Extroversion: It is one of the five personality traits that describes extroverts are talkative, gregarious, assertive, and passionate (Dörnyei, 2014).

Equanimity: It is one of the characteristics of resilient individuals who display a balanced life, embracing whatever comes in life, and remain calm despite facing adversities (Wagnild, 2009). It characterizes the optimistic nature of students who thrive in the face of demotivation (Shin & Kim, 2017).

Lack of interest demotivating factor: For the proposed study, English learners’ demotivation related to lack of interest include a negative attitude towards English language, a loss of interest in English, and learners’ feelings that English is not an important language (Kikuchi, 2011).

Meaning: It is one of the characteristics of resilient individuals who have purposeful life and reasons to move on (Wagnild, 2009).

Neuroticism: It is one of the five personality traits. For the proposed study, it is measured by the personality inventory (John et al., 1991). Individuals who have high score on this scale are characterized as anxious, depressed, moody, and insecure. On

the contrary, individuals with low score on this scale are characterized as self-satisfied, content, calm, even tempered and so forth (Dörnyei, 2005, p. 15).

Openness to experience: It is one of the five personality traits that refers to the extent to which individuals are curious, creative, novelty-seeking, and untraditional (Dörnyei, 2014).

Perseverance: It is one of the characteristics of resilient individuals who show persistence in their actions, and willing to continue in the face of adverse conditions (Wagnild, 2009). The students with acute perseverance are likely to cope with language learning demotivation (Shin & Kim, 2017).

Self-reliance: It is one of the characteristics of resilient individuals who know their capabilities and limitations, in other words they are well aware of their own resourcefulness, in other words self-control (Wagnild, 2009). Students with self-reliance are likely to overcome English language learning demotivation (Shin & Kim, 2017).

Teacher behaviours as a demotivating factor: In this study, demotivation related to teachers behaviours refers to teachers' language proficiency, teaching styles, teachers' attitude, and teaching competence (Kikuchi, 2012).

Existential aloneness (authenticity): It is one of the characteristics of resilient students. It refers to "coming home to yourself," (Wagnild, 2009, p.17) and it implies that challenges and adversaries that one faces vary from individuals to individuals; therefore, they need be addressed individually.

1.10 Summary

This chapter present highlighted the problem that demotivation is a salient phenomenon and it needs to be addressed especially in a context where English is predominantly used in the academics. In English language learning context, demotivation has been found as a major construct causing debilitating impact on students' English language proficiency motivation in learning English language (Akay, 2017; Dinius, 2013; Ghonsooly et al., 2017; Song & Kim, 2017). This chapter also identified a problem that a majority of the past studies have studied demotivation phenomenon as a as an individual construct, a very little is known about how demotivation interacts with academic resilience and students' personality traits (Dinius, 2013; Dörnyei & Ushioda, 2010; Kim, 2009; Kim & Kim, 2017; Shin & Kim, 2017). In fact, prior researchers have found that academic resilience and personality traits impact students' Language learning motivation, language proficiency, academic success (Abolmaali & Mahmudi, 2013; Clark & Scroth, 2010; Erfani & Mardan, 2017; Kwek, Bui, Rynne, & So, 2013). AS ID variables are regarded as the most consistent predictors of language learning success (Dörnyei & Skehan, 2003); therefore, the present study investigates demotivation phenomenon according to students' IDs i.e., academic resilience and personality traits. The second chapter also discusses the importance of academic resilience and the big five personality traits in relation to the English language learning.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

The proposed study investigates the factors that demotivate Pakistani students to learn English language. This study also aims to examine whether students' academic resilience and personality traits impact their demotivation to learn English language. This chapter is divided into four parts. The first part presents the succinct overview of the socio-linguistic profile of Pakistan and highlights the conditions under which English language is taught in public educational institutes. The second part of the chapter discusses English language learning demotivation in the light of the previous research studies. The third part discusses the concept of academic resilience and its importance in second or foreign language learning. The fourth part discusses big five personality traits and their importance in second or foreign language learning. This chapter also discusses the theoretical and conceptual frameworks of the study.

2.2 Demography and Sociolinguistics Profile of Pakistan

Pakistan is the sixth largest country of the world with approximately 207.8 million people (Pakistan Bureau of Statistics, 2017). Pakistan shares borders with India to the east, Afghanistan to the west, Iran to the southeast and China to the northeast. Pakistan has four provinces: Khyber Pakhtunkhwa Province (KP), Punjab, Sindh and Balochistan. The current study would be carried out in Balochistan province which is the largest province in area wise (347, 190 sq km) and the smallest in population (12.34 million). This province is regarded as the most backward of all

the provinces of Pakistan with 43% of literacy rate in 2014 (Rehman, Jingdong, & Hussain, 2015).



Figure 2.1. Map of Pakistan

Pakistan is linguistically a diverse country with six major languages (Pashto, Sindhi, Siraiki, Urdu, Balochi and Punjabi) and fifty-nine minor languages (Rahman, 2002). However, there are two languages namely Urdu and English that have gained popularity across the country owing to the importance they were given in a constitution and national language policies.

In the constitution of 1973, Urdu was declared as a national language and English as an official language of Pakistan (Rasool & Mansoor, 2007). Initially, it was presumed in the constitution in Article 251:

1. The national language of Pakistan is Urdu and arrangements shall be made for its being used for official and other purposes within fifteen years of commencing date.
2. Subject to Clause (1) the English language may be used for official purposes until arrangements are made for its replacement by Urdu.
3. Without prejudice to the status of the National language, a Provincial Assembly may by law prescribe measures for the teaching, promotion and use of a provincial language in addition to the national language.

As the Article 251 of the 1973 constitution above reads, English was temporarily assigned an official language status that was supposed to be replaced by Urdu by 1988. However, this decision has not been taken till to-date and English language has spread its wings in almost all the important sectors including education, law, medicine, I.T, commerce, and electronic media etc. (Abbas, 1993; Mahboob, 2002).

2.2.1 English Education in Pakistan

Norton and Kamal (2003) assert that the English language in Pakistan is a key for individual and national development. In this regard, the previous language policies over the last two decades have also emphasized over the promotion of

English language learning, such as 'democratization of English' (Shamim, 2008, p.238). Similarly, English is becoming as an integral part of socio-cultural life among educated class of Pakistan, and it is known as Pakistani English (PE) (Mahboob, 2009). In this way, it can be argued that the status of English language in Pakistan is emerging as an important tool of communication rather than being merely as an academic subject and an official language.

Shamim (2008) noted, "English is considered the vehicle for achieving modernization, scientific and technological development, and economic advancement for self and the country in Pakistan"(p.236). English education in Pakistan serves as a passport to avail good job opportunities, social prestige, and social and economic mobility (Manan et al., 2016; Rahman 2007). Shamim (2011) also argues that English proficiency level in Pakistani context is generally perceived as "a major indicator of social class, quality of educational standards and learning outcomes [so that accordingly] for many people there is a fuzzy boundary being educated and knowing English" (p.6). Due to widespread of English in Pakistan, Kachru's (2005) concentric model places Pakistan in 'outer circle' of countries where English is predominantly used in institutions.

English language is being used as a medium of instruction across Pakistani Universities besides few humanity subjects that are taught in vernacular languages. The White paper on education released in 2007 also recommended that, "For all college education in sciences and technology and for all university education, English should be the medium of instruction, in addition to its similar use for teaching of science and mathematics in secondary and middle schools" (Aly, 2007, p. 54). Recently in 2009, the Ministry of Education of Pakistan also revised its language