

**Relationship between Social Stratification and Motivation to
Learn English as Foreign Language**

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Declaration

I hereby declare that this thesis is submitted to the University of Management and Technology for the degree of MS Applied Linguistics, school of Social Sciences and Humanities and the work contained herein is created on my own honest effort and kind leadership of my supervisor. It is further declared that neither this work nor any portion of this work has been submitted in support of any degree or any other institute of learning. If I found, I shall be held guilty.

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Dedication

I dedicate this dissertation to my parents and siblings for their unwavering backing and encouragement on every step of this journey. And most importantly they have been confident of my capability to get this done. It is their unconditional affection that motivates me to set higher goals.

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Thanks to Allah Almighty for enabling me to work on such an important issue of these days, making this expedition at UMT, an unforgettable one for me, for easing my problems and infusing in me the belief and motivation to learn, rectify and move ahead with each lapse.

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Abstract

Disparities in social classes prevail in all human societies. Pakistani society has noticeable disparity on different grounds including income, power, prestige and source of earnings. The purpose behind this study was to investigate the relationship between social stratification and motivation to learn English as a Foreign Language (EFL). Although motivation to learn English at different levels has been widely explored by many researchers, yet the relationship between social status and language learning motivation is still needed to be explored. This study has investigated the relationship social stratification has with motivation to learn English as foreign language as well as which social status more facilitates English as Foreign Language learning. For this purpose, 250 English as foreign language learners at BS level from 7 renowned universities of Lahore were selected as participants. These learners were grouped as upper, middle and lower classes in terms of their social backgrounds. Data was collected through their responses to a 5 Likert scale questionnaire based on questions related to Extrinsic and Intrinsic motivation in EFL learning. The quantitative data was statistically analyzed through Stata. The findings revealed a significant relationship between social stratification and motivation to learn EFL. The findings exposed that social status exerts considerable impact on EFL learning motivation. The middle social class tends to be more motivated as compared to upper and lower social class. Administrators, policy makers and instructors may find this study useful for assessing the essential changing and requirement in the field of English as foreign language learning. The study recommends that there should be teacher training courses to train them strategies to improve motivation for English learning and workshops should be conducted for both teachers and learners to enhance learners' motivation.

CHAPTER 1

Introduction

1.1. Introduction

Multilingualism is increasingly common in today's globalized world and foreign languages are taught as a compulsory part of education in many countries. Among foreign languages, English is emerging as a means to attain success in this globalized world. Learning English requires significant amount of time, endeavor and resources as an investment to learn English as foreign language. There are numerous factors including motivation and social class that may facilitate or prevent English learning. Mostly, researches have been conducted on the relationship of motivation with English language learning. If there is any research related to social classes, motivation and EFL, it only involves participants belonging to middle-class or upper social classes, whereas in foreign language settings the motivation and language learning processes of underprivileged students have hardly ever been investigated (Lamb, 2012).