

Exploring Academic External Factors' Ratio of ESL Learners of Public Secondary Schools in Quetta, Balochistan

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Abstract

L2 learners' de motivation-causing factors in Quetta, a Pakistani city, at secondary school level, are study purposes to be investigated. Descriptive research design was adopted. Having convenience sampling technique in use, the data were obtained from a sample of 412 teachers via self-administered questionnaire in 119 secondary schools (10 girls' and 10 boys' schools). The questionnaire comprised 5 close-ended items of dichotomous scale on five academic external motivation-lessening factors i.e. unavailability of AV-aids as poor classroom environment, course contents and teaching materials, Non-Interactive English Teaching Method, Unfriendly behavior of the teachers, and Disappointing Test Marks. The descriptive statistics revealed that in teachers' perceptions all the five external academic factors were highly de motivating factors for their students with non-interactive method the most cited factor. Further, the findings highlight the unavoidable importance of making AV Aids available at the schools to ensure achievement of the required objective in the textbooks of the schools. Their unavailability slows down students' ESL learning. The Education Department must plan to ensure the availability of the required multimedia environment for ESL learners at the schools. So the study describes the academic factors as external factors cause difficulty at a higher level.

Keywords: De motivation-factors (external), academic factors, ESL learning