

## Role of Students' Motivation, Attitude and Anxiety in Learning English at Intermediate Level in Pakistan: A Gender Based Study

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### ABSTRACT

*The aim of present research is to highlight the role of three variables of attitude, motivation and classroom anxiety towards English language learning at Intermediate level in Pakistan. These factors play an important role to show the problems and aptitude (liking-disliking) related to second language (L2) learning process. The present research provides an account of gender based students' approach of motivation, attitude and anxiety towards English language learning in multilingual context. The research is based on a close ended survey questionnaire on 5-point Likert scale, which describes about the ratio of students' attitude, motivation and classroom anxiety during English language learning process of grade 12 class students in a well-known college of Faisalabad, Pakistan. This research presents the affirmative views of equal number of 112 students both male (56) and female (56). The findings of the research show that the females have higher level of motivation and attitude towards English language while males have higher level of anxiety as compared to the females. It is suggested that the teachers should motivate the students towards English learning to promote their positive attitudes towards English. Satisfactory English medium at grass root level will be more effective because mostly students in Pakistan belong to ruler areas and their medium is Urdu. Students must provide better listening programs related to English language learning to facilitate and enhance the interest of students.*

**Keywords:** ELT, ESL, Motivation, attitude, anxiety, , gender, Intermediate level, Pakistan,

### INTRODUCTION

Second language acquisition (SLA) in class room is generated by different variables such as attitude, motivation, aptitude, intelligence, age, personality, classroom anxiety and so forth. The work of Gardner and Lambert (1972) shows the proof that these factors are in a relationship with each other and affect the student's ability to learn foreign language, (Gardner, 1960; Lambert, 1972; Lehmann, 2006). The relationship between attitude and motivation is considered being essential in second language acquisition. An ESL/EFL learner's motivation is affected by learner's attitude towards learning language. Motivation towards second language learning is determined by students' attitude towards other group in particular, (Gardner & Lambert, 1972). Researchers are of the view that positive attitude facilitates the language learning. Learners with high motivation, self-confidence, and positive behaviour and having low level of anxiety thought to be better second language learners, (Krashen, 2002). Moreover, gender has been an important perspective in second language learning process. Female excutes positive behaviour, intrest and performance in second language acquisition (SLA) as compared to male, (Aacken,1999; Dornyei & Shoaib,2005; Keller,1983). Gender -wise investigation of students' attitude, motivation and anxiety related to second language learning process makes this study more significant. Moreover, better

awareness of students' motivation and attitude can help in EFL curriculum and instruction design, useful in production of better EFL learners.

This research contributes a new perspective on students' classroom anxiety during English language learning: foreign language anxiety influences overall English proficiency and on oral test scores. The oral performance can be improved by facilitating anxiety in anxious students. Both oral performance and English proficiency are going to be enhanced by motives than material benefits, such as travel and communication with foreigners. Students show oral performance anxiety in most cases during communication.

### **Importance and Role of English Language in Pakistan**

English is not confined to professionals and students but for common people too. It is due to the importance of this language that Government of Pakistan introduces English as compulsory subject in students' curriculum. It is international language and also language of international media. No one can deny its importance throughout the world. Urdu is being used as an official language in Pakistan but English is also formally used with Urdu. Good speaking skills in English is very important now-a-days to gain good job. For example; a good English speaker will prefer for a good job instead of speakers other than English. Now-a-days English has become an essential part in every field of life. Pakistan got independence 64 years ago but people has still forced here to stay in darkness of illiteracy. The focus of system of Pakistan's educational institutes especially government sector is on grammar (tenses, parts of speech, pair of words etc) from early standard till master's degree. The syllabus mentioned above is very important but vocabulary as well as accent have to improve. Limited vocabulary may devalue a person at many places and even highly qualified students can't get what English people say .

### **REVIEW OF LITERATURE**

During the 50 years numerous studies were made in the field of attitude, motivation and anxiety and on other factors towards English language learning. Mostly researchers were organized work only on one factor out of three i.e attitude or motivation or anxiety. But all three factors are collectively important at some extent to highlight in the research of second language learning because these are related to each other.

### **Nature of Motivation**

Socio- educational model of SLA integrativeness and attitude towards the learning situation are related to achievement in the second language, but their affect is indirect acting through motivation, Masgoret and Gardner (2003). Motivation stays in one of the important variables of second language learning proficiently. Motivation in language learning process is inevitable because without motivation language achievement cannot happen. Learners who are not motivated may fail in achieving their goals as compare to the students who are motivated. The driving force in any situation that can lead to action is motivation, Richard and Schmidt (2002). Researchers are of the view that motivation is a driving force behind any action and is responsible for determining human behaviour by energizing it and giving it direction. We cannot relate motivation with our inner natural forces such as instinct, violation, will, physical strength and not as reinforcement and stimuli. We may consider motivation a cognitive approach transformed our thoughts and emotions into actions. A mental process whereby goal directed activity is instigated and sustained, (Pintrich & Schunk, 1996). The aim of the research of motivation is to highlight how it will operate and affect learning process, how can it increase optimal level of learner and what mental process are involved in it. Motivational psychologists force to look after the human behaviour individually while social psychologists view the behaviour of individual in social context and

planned behavioral present three important motivational approaches: expectancy value theory, goal theories, and self-determination theories.

### ***Types of Motivation***

With regard to second language acquisition studies, the two well-known classifications of motivation are called intrinsic/extrinsic and instrumental/integrative motivation. Psychologists have proposed a number of different ways of thinking about motivation whether motivation originates from inside or outside the individual.

#### *Intrinsic and Extrinsic Motivation*

Motivation may arise from inside and outside the student (Deci & Ryan, 1985). They very first time introduced distinction between intrinsic and extrinsic motivation. They is of the view that intrinsic motivation is when students learn additional language for the fun of it. To acquire second language for the purpose of job, increase credits or passing exam and so forth is the criteria of extrinsic motivation. The understanding of extrinsic motivation is that goal providing satisfaction is independent of the activity, whereas intrinsic motivation finds the satisfaction within the activity itself (Calder & Staw 1975).

#### *Instrumental and Integrative Motivation*

The idea of instrumental/integrative motivation is also like that of intrinsic and extrinsic motivation. If a student wants to learn second language just to pass the exam, to get job and to use it in holidays in a country is instrumental motivation while a student takes interest in knowing more about second language culture and values is integrative motivation. A student may motivate to learn second language just to pass the exam but on the other hand he/she may get interested in culture of language too.

### **Definition of Attitude**

According to Gardner attitude is an important element in language learning process. There is not a fix definition of attitude. Montano and Kasprzyk (2008) are of the view that attitude is determined by the individual beliefs about outcomes or attributes of performing the behaviour, weighted by evolutions of those outcomes or attributes. Thus a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude towards the behavior. Conversely, a person who has strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. Gardner (1980) proposed that attitude is totally the feelings of a person towards any particular things. Attitude of a person would be positive and negative (Ajzan1988). Cognitive, evaluative and behavioral are three important element of attitude which performs work collectively (Wenden, 1991).

### ***Importance of Attitude***

#### *Positive/ negative attitude and aspects of attitude*

Padvick (2010) is of the view that positive attitude makes second language learning easy while negative attitude towards language learning gives rise to poor outcomes of students' second language learning. Students' behavior and belief towards other language, culture, and community is influenced by attitude by which we can recognize the tendency of acquiring second language in students. There described three aspects of attitude: behavioral, cognitive and emotional aspect. Attitude helps the learner to choose objects and situations according to his/her will i-e (like and dislike). Cognitive aspect makes it easy to receive and understand the knowledge which student wants to get during learning process. How a learner will behave and react in a particular situation will be described by behavioral aspect of attitude.

## **Anxiety during Second Language Learning**

Anxiety in language is defined as the feelings of tension and apprehension during reading, speaking, learning, listening and writing English language. According to researchers there is trait anxiety, state anxiety, situation-specific anxiety, and facilitating and test anxiety. Trait anxiety is a permanent predisposition to be anxious whereas state anxiety is related to some particular event or act. Situation-specific anxiety which refers to anxiety experience in a well-defined situation (Macintyre & Gardner, 1991).

Speaking is an important skill to communicate with each other both in first and second language. Students of second language learner feel nervousness while speaking in classroom. Students are afraid of talking with each other in English because they are of the view that their peers would make joke of them. This reluctant becomes a severe problem for students in English language learning. Students mostly deal with pronunciation, apprehension, grammar, fluency and vocabulary problems. Rural students have problem in both learning and speaking English.

## **Background Study**

Different research works have been conducted to explore students' attitude, motivation and anxiety towards English learning process.

Shams (2008) conducted a study to investigate gender wise students' attitude, motivation and anxiety towards the learning of English as a second language in the multilingual context of Karachi, Pakistan. The study adapts a survey questionnaire from Gardner's Attitude Motivation Test Battery (AMTB), to explore attitudes, motivation and classroom anxiety of grade 8<sup>th</sup> students in a private secondary school. The survey findings of 77 students highlight that students have affirmative attitudes and high level of enthusiasm towards English language learning and a higher degree of extrinsic motivational goals. Overall results show that girls have slightly higher degree of positive attitudes and motivation comparable to boys while anxiety varies from student to student.

Momani (2009) investigated secondary stage students' attitude towards English learning and the findings showed neutral positive attitude towards English learning and there was a strong relationship between students' attitude and performance in reading.

The findings of fakeye research (2010) showed that there is an essential relationship between attitude and achievement among 400 senior secondary students. According to him no significant difference found in attitudes of male and female.

The study of Tahaineh and Daana (2013) investigates the two most important social psychological variables: the motivation orientations of the Jordanian EFL female undergraduates and their attitudes towards learning the target language and its community. A sample of 184 students and Attitude Motivation Test battery were taken to conduct research. The major investigating area is attitude motivation and their relation with second/foreign language learning. 6-point Likert scale of Gardner's Attitude/Motivation Test Battery (AMBT) (Gardner, 1985) was used ranging from 'strongly agree' to 'strongly disagree' to collect data. The findings showed the subjects' greater support of instrumental reasons for learning the English language. The results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation, whereas their attitudes towards the target language community and its members generally found to be highly positive.

The study of Abidin et al (2012) investigates Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. It

shows significant difference in the students' attitudes towards English language. A total of 180 students in the three study years from three specialization of Basic Sciences, Life Sciences and Social Sciences took a questionnaire as a measuring instrument. Regarding the three aspects of attitude i.e, cognitive, behavioral, and emotional, the participants showed negative attitudes towards learning English. Due to which the EFL teachers are recommended to create an encouraging environment to promote positive attitudes towards English language learning. The items for data were taken from AMBT designed by Gardner (1985) and also from Boonrangsri et al (2004). 45 items were put in 5-point Likert scale from Level 1: strongly disagree to Level 5: strongly agree.

The study of Soleimani and Hanafi (2013) conducted the research about different factors to foreign language learning such as attitudes, orientations, motivation and anxiety among students of Iranian medical college. The 40 participants have to answer all 30 questions and the items were put in a 5-linkert scale. The result shows that overall mean value among students was 65.4. The sample t-test was carried to collect and analyze the data. The result shows that the attitude of male students was higher than females and students showed positive high attitude towards English language learning.

### **RESEARCH QUESTIONNAIRE:**

The presnet research work provides following research question:

1. What are the attitudes, motivation and classroom anxiety in learning English in both male and female students in a multilingual context of Faisalabad Pakistan?
2. How do these attitudes, motivation and anxiety affect the performance of the students in learning English ?

### **RESEARCH OBJECTIVES**

Second language acquisition (SLA) is generated by different variables such as attitude, motivation, aptitude, intelligence, age, personality, classroom anxiety and so forth. The relationship between attitude and motivation is essential in second language learning (L2). Students having high motivation, positive attitude and low anxiety level thought to be able to learn second language efficiently. The aim of writing this research paper is to:

1. Know the attitudes, motivation and classroom anxiety in learning English in both male and female students in a multilingual context of Faisalabad Pakistan
2. Compare the gender- wise attitude, motivation and anxiety towards learning English
3. Know the effect of these attitudes, motivation and anxiety on the performance of the students in learning English

### **RESEARCH METHODOLOGY**

#### **Population and Sampling**

College level was taken a sample for conducting the research due to easy access. The selected college was one of the famous colleges of district Faisalabad, Pakistan where English is being taught as second language (ESL) in the presence of experienced staff and better practices. Students who belonged to different social backgrounds but the first language of all the students was Urdu and Punjabi. English is being used as second language there. Most of the students are comfortable in communicating with each other in three languages and some were

feeling difficulty especially in communicating and learning English language. The survey area provided better approach for conducting research to gain required inferences.

**Participants**

The principal was requested to recognize two classes of grade XII; one of boys and other of girls for conducting the survey. The mean age of both boys and girls was approximately 17 to 21years. The number of students was 112 collectively. The survey questionnaire was administrated to a sample of (n=112) in two identified classes of boys (n=56) and of girls also (n=56). The respective grade was selected due to having at least 12 to 13 years English language learning exposure. The selected students of grade XII would be better able to respond and understand the survey questionnaire.

**Survey Questionnaire Adaptation**

Total 33 items were selected to make the survey questionnaire which seemed satisfactory to some extent in understanding the situation of learning English language in class room and to explore the student’s attitude towards learning English language (11-items); classroom anxiety (11-items) and intrinsic/extrinsic, instrumental/integrative motivation (11-items). Every student was suggested to rate each item on 5-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). The focus of questionnaire items was English as a target language.

**DATA ANALYSIS**

**Table 1. Gender wise representation of participants**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Female	56	50.0	50.0	50.0
Male	56	50.0	50.0	100.0
Total	112	100.0	100.0	

**Table 2. Gender wise age frequency percentage**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
17.00	22	19.6	19.6	19.6
18.00	68	60.7	60.7	80.4
19.00	14	12.5	12.5	92.9
20.00	6	5.4	5.4	98.2
21.00	2	1.8	1.8	100.0
Total	112	100.0	100.0	

The respective sample which was analyzed consisted of students ranging 17 to 21 years in age with high percentage up to 60.75% of 18 years old students. The age of 17 to 18 was more

in students at intermediate level during observation instead of 20 to 21. Most of the students have almost 14 to 15 years English language learning background.

**Table 3. Descriptive Statistics Complete**

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Attitude	112	23	52	39.67	5.130
Motivation	112	28	56	45.11	5.163
Anxiety	112	22	55	42.03	5.751

According to the results obtained during the survey it was found that female had higher level of motivation and attitude while male had higher level of anxiety as compared to the other. Whereas, in comparative analysis of both male and female mean motivation, anxiety, attitude was 45.11 %, 42.03 %, and 39.67% respectively. But it was minor difference both in male and female. Both were with positive attitude and higher level of motivation but a minor difference was again observed here between both male and female. The percentage of attitude, motivation and anxiety in both male and female can be seen separately in the tables given below:

**Table 4. Descriptive Statistics Male**

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Motivation	56	31	56	44.38	5.735
Attitude	56	23	52	39.71	5.235
Anxiety	56	22	51	41.29	6.116

**Table 5. Descriptive Statistics Female**

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Motivation	56	28	54	45.84	4.451
Attitude	56	29	51	39.63	5.069
Anxiety	56	31	55	42.77	5.312

**Table 6. Correlation**

	<i>Attitude</i>	<i>Motivation</i>	<i>Anxiety</i>
Attitude	1	.247**	.154
Motivation	.247**	1	.361**
Anxiety	.154	.361**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The mean correlation table 6 indicates that there is significant correlation between attitude and motivation at the level of 0.247, motivation and anxiety at the level of 0.361 and attitude and anxiety at the level of 0.154 in comparative analysis of male and female.

**Table 7. Correlation Male**

	<i>Attitude</i>	<i>Motivation</i>	<i>Anxiety</i>
Attitude	1	.355**	.252
Motivation	.355**	1	.444**
Anxiety	.252	.444**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation table 7 for male indicates that there is significant correlation between attitude and motivation at the level of 0.355, motivation and anxiety at the level of 0.444 and attitude and anxiety at the level of 0.252 in males.

**Table 8. Correlation female**

	<i>Attitude</i>	<i>Motivation</i>	<i>Anxiety</i>
Attitude	1	.117	.043
Motivation	.117	1	.208
Anxiety	.043	.208	1

The correlation table 8 for female indicates that there is significant correlation between attitude and motivation at the level of 0.117, attitude and anxiety at the level of 0.043, motivation and anxiety at the level of 0.208 in females.

## **DISCUSSION AND CONCLUSION**

The results of current study show that students are interested in second language learning. They showed positive attitude towards English language learning. They were interested in talking to each other in English and mostly students do practice in their spare time to avoid hesitation while speaking. There were few students who just wanted to learn English language just for the sake of earn credits. They were not too much enthusiastic in learning English language. But they were small in number. Mostly students preferred to learn international English language not native just to fulfill their communicative purposes. They were not only interested to learn English just to take exam but it was an important part of their syllabus because they knew the importance of English language in this century.

Students were of the view that motivation was an important factor in learning English language and they were motivated by their teachers and parents and that was why they showed their positive attitude towards English language learning. The results showed that students felt nervousness and hesitation while speaking and communicating in English. Urdu medium and ruler students were in problem because of lack of their relation to English language from root level. They felt hesitation while speaking English in presence of senior English learners. Lack of confidence was the main issue of their hesitation. Students were with the view that English should be learning from root level. Skilled teachers and relia were essential to satisfy their need.



According to the results obtained during the survey it was found that female had higher level of motivation and attitude while male had higher level of anxiety as compared to the other. Whereas, in comparative analysis of both male and female mean motivation, anxiety, attitude was 45.11 %, 42.03 %, and 39.67% respectively. The respective sample which was analyzed consisted of students ranging 17 to 21 years in age with high percentage up to 60.75% of 18 years old students.

The mean correlation table 6 indicates that there is significant correlation between attitude and motivation at the level of 0.247, motivation and anxiety at the level of 0.361 and attitude and anxiety at the level of 0.154 in comparative analysis of male and female. The correlation table 7 for male indicates that there is significant correlation between attitude and motivation at the level of 0.355, motivation and anxiety at the level of 0.444 and attitude and anxiety at the level of 0.252 in males. The correlation table 8 for female indicates that there is significant correlation between attitude and motivation at the level of 0.117, attitude and anxiety at the level of 0.043, motivation and anxiety at the level of 0.208 in females.

This research provides an account of gender wise students' approach of motivation, attitude and anxiety towards English language learning in multilingual context. It highlights the three variables: attitude, motivation and classroom anxiety in Pakistan towards English language learning.. The equal number of 112 students both male (56) and female (56) were taken due to easy approach. Items of 33 questionnaires were arranged, 11 for attitude, 11 for motivation and 11 for anxiety to understand the situation. 1-11 questions were to judge student's attitude towards English learning language, next 12-22 were about motivation and 23-33 were to know anxiety rate among both the genders.

There is an account of previous studies which are related to present research and the findings are as follows: AL-Tamimi and Shuib (2009) conducted their research on Yemeni petroleum engineering students and findings showed that they had positive attitudes towards English language learning. Nahavandi and Mukundan (2013) in a study on Iranian EFL engineering students and they showed positive attitude towards English language learning. Dehbozorgi (2012) investigated the attitude of college students towards English language learning. Benson (1991) noted that educators in Japan are often surprised by university student's lack of ability using spoken English, compared with that of their grammatical understanding of the language. He found that motivation to study English was often mixed. Shams (2008) conducted a study attitude, motivation and classroom anxiety and the results showed positive attitude and great enthusiasm towards English while anxiety were varied from student to student.

## **RECOMMENDATIONS**

Students feel hesitation while speaking English before seniors and want to speak English without any hesitation. Regarding the observed anxiety in students during English language learning, the EFL teachers are recommended to create an encouraging atmosphere in the class to facilitate the students efficiently. Teachers should motivate the students towards English learning to promote their positive attitudes towards English. Satisfactory English medium at grass root level will be more effective because mostly students in Pakistan belong to ruler areas and their medium is Urdu. Students must provide better listening programs related to English language learning to facilitate and enhance the interest of students. There should be proper drills of English language lessons to lessen the nervousness of students. Young teachers can better teach the students. EFL teachers prefer communicative approach because it will encourage collaboration and discussion of their experiences and it enhances the students' attitude and motivate them towards English language learning. They are with the

view that curriculum should be focused enough to meet the requirements of English language learning. They should integrate up-to-date materials and supplementary resources in addition to the English text books.

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**Attitude/ Motivation/ Anxiety Test Battery (AMATB)**

Participant's name:..... Class.....  
Participant's age:..... Institute.....

Dear student,

The following questions ask about your attitude, motivation and anxiety towards English language learning. Remember there is no right and wrong answer; just answer as accurately as possible. Use the scale below to answer the questions:

- 5=strongly agree (SA)
- 4=Agree (A)
- 3=Neutral (N)
- 2=Disagree (DA)
- 1=strongly disagree (SD)

Questionnaire

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<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>DA</i>	<i>SD</i>
1-Students are highly interested in learning English					
2-Students want to speak English frequently					
3-I do practice of English language speaking in my spare time					
4-Students like to be friend of native speakers					
5-Students want to learn English just to earn credits					
6-Students feel confidence while speaking English					
7-Students want to learn English just for the sake of taking exam not in sense of an essential language to communicate others					
8-Students want to learn international English language not native					
9-Knowing English language is an important goal of my life					
10-English helps me to gain knowledge					
11-English speaking everywhere makes me feel worried					
12-Motivation is important and our teachers and parents motivated us					

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- 13-We should improve our school system for learning English
  - 14-We should improve our living standard because mostly children in the age of 12 to 14 stay at home
  - 15-Focusing on children in English language at grass root level will affect more effectively
  - 16-we should adopt English as a language but not culture as a trait
  - 17-Students must provide better listening programs related to English learning
  - 18-Students motivated instrumentally/ integrative towards English learning
  - 19-Make the English language classes interesting and easy for students
  - 20-Young teachers can better motivate students than that of old teachers
  - 21-To develop intellectual power English language learning is essential
  - 22-My teacher's command in speaking English is very effective
  - 23-Other students make joke when someone is trying to speak English and it will dishearten the speaker
  - 24-Students feel nervousness to speak English in class while teacher ask them to speak
  - 25-Students have understanding problem while listening English
  - 26-Rural students are in more difficulty while speaking and learning English than that of urban students
  - 27-Urdu medium students are in more difficulty while speaking English than that of English medium
  - 28-Satisfactory English medium should be available from root level
  - 29-Students feel hesitation while speaking English before seniors because seniors can speak well.
  - 30-Teachers do not guide properly to students in class and are unable to present tasks properly
  - 31-Proper exercises for English speaking are missing in classes from root level and till now.
  - 32-I feel that English language is too tough to learn with grammar rules
  - 33-Lack of confidence of speaking English is a big issue with speakers
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