

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

**Volume 7 : 11 November 2007**

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**Attitude and Motivation in English Language Learning**

**A Study of Female Learners of Southern Punjab**

**Muhammad Akram, Ph.D. Candidate**

# **Attitude and Motivation in English Language Learning: A Study of Female Learners of Southern Punjab**

**Muhammad Akram, Ph.D. Candidate**

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## **Abstract**

The present study explores the attitude and motivation of the female English language learners towards English language learning. The participants comprised 9 female English Language Learners in Southern Punjab which is considered the primitive area of Punjab and the females are not provided many chances to carry their education at further or higher level. On the one hand, the present study explores the attitude and motivation of these learners and on the other their desire to learn foreign languages.

## **Introduction**

Learning a language is difficult task. Several contextual factors, i.e. L1 proficiency, level of similarity between L1 and L2, and attitudinal and motivational factors make L2 learning a difficult process. Motivation is an important factor in L2 achievement and attitude is more than ability. It provides the main incentive to initiate learning a foreign language and later the determination to preserve and sustain the learning process. The importance of motivation in human activity has been recognized in the field of social psychology and education for decades (Noels, Pelletier & Vallerand, 2000). As far as second/foreign language learning is concerned motivation is believed to be at least as important as language aptitude in predicting second language achievement (Gardener & Clement, 1990).

The American educator's encyclopedia defines motivation as:

A psychological concept in human behavior that describes a predisposition reward a particular behavior to satisfy a specific need (Dejnozka and Kapel 1991:61).

Dornyei and Otto (2001:9) define motivation as:

“... the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully and unsuccessfully) acted out”.

It is obvious from the foregoing that Pakistani education system as a whole and the issue of the language in education in particular is very much a subject for debate with the need for changes being recognized. To study the process of English language learning in Pakistani context, there are a number of socio-psychological factors to be explored.

In general terms, the study is located in the social psychological discipline of second language acquisition research focusing on the situational factors influencing second language proficiency and on individual variables relating to attitude and motivation.

In Pakistani community where different languages co-exist, language attitudes play an important role in the lives of the users of these languages. Today there are more non-native than native users of English and English has become a world language. English language enjoys a high status in Pakistan as the language of education, law, science, technology, Government and a lingua franca among the provinces. It has become a status symbol, a refined medium of communication.

The most effective way to get insight into the learning process is to study the learners' attitude and motivation towards learning English language. It is generally agreed that positive attitudes facilitate the learning process, though attitude does not necessarily determine the behavior.

## **The Nature of Attitude**

Attitudes are crucial in language growth or decay and restoration or destruction. Attitudes are internal states that influence what the learners likely to do. The internal state is some degree of positive/negative or favorable / unfavorable reaction towards an object. Attitudes differ in intensity or strength.

## **Components of Attitude**

Attitudes consist of three components: the cognitive, affective and the conative components. The cognitive component refers to an individual's belief structure, the affective to emotional reactions and the conative component comprehends the tendency to behave in a certain way towards the attitude.

Attitudes are some what indirectly related to second language achievement. According to Oller (1979:138):

*Attitudes are merely one of types of factors that give rise to motivation which eventually results in attainment of proficiency in a second language.*

## **The Nature of Motivation**

Gardener and Lambert (1972) introduced the notions of instrumental and integrative motivation. In the context of language learning, instrumental motivation refers to the

learner's desire to learn a language for utilitarian purposes (such as employment or travel), where as integrative motivation refers to the desire to learn a language to integrate successfully into the target language community.

Many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one. Oxford and Shearin (1994) analyzed a total of 12 motivational theories or models including those from socio-psychology, cognitive development, and socio-cultural psychology and identified six factors that impact motivation in language learning:

- Attitudes (i.e. sentiments toward the learning community and the target language)
- Beliefs about Self (i.e. expectancies about one's attitude to succeed, self efficacy and anxiety)
- Goals (i.e. perceived clarity and relevance of learning goals and reasons for learning)
- Involvement (i.e. extent to which the learner actively and consciously participates in the language learning process)
- Environmental Support (i.e. extent of teacher and peer support and the integration of cultural and outside of class support into learning experience)
- Personal Attributes (i.e. aptitude, age, sex and previous language learning experience).

## **Status of English in Pakistan**

The status of English in Pakistan is as clear as daylight. A Pakistani's inadequate grasp of English language would keep him reminded of his inferior status. An overview of the history of English in the sub-continent will help understand present day attitudes toward English language learning in Pakistan. The British people came to sub-continent as traders and soon they got the full control over the Indian economy. Their economic domination was followed by political domination, which ultimately resulted in their cultural and linguistic domination i.e. the domination of English language and literature in sub-continent.

English in Pakistan is used as an official and a second language. It is spoken and used by a relatively small but extremely influential portion of country's population in the domain of government administration, law, the military, the higher education, commerce and mass media (Baumgardner 1993:43).

According to Ghani (2003:105) English in Pakistan serves as a gateway to success, to further education and to white collar jobs. It is the language of higher education and wider education and not the home language of the population except in the upper strata of society where it is spoken as a status symbol. Socially, English adopted as a second language has had a significant impact both economically and educationally. It continues to play an important role in the country's commercial and industrial development and outside the government sector.

The teaching of English in Pakistan has been text based since the beginning because the British government policy was to create a class of natives who would act as a buffer between the ruler and the ruled as also the link between the two. English is the one good legacy of the British rule in this sub-continent.

The educationalist pleads for the teaching of English as a window on the world. The politician wants English because of inter and intra communicational needs with different linguistic regions of the country as well as with the world out side.

A Pakistani learner is motivated into learning English language for:

- 1- Studies abroad.
- 2- Greater job opportunities outside his native area.
- 3- Social, missionary or military purposes.
- 4- Trade and commerce.
- 5- Academic purposes.

English is taught as the compulsory subject from the first grade in our curricula. It is evident that it can not take the place of a national language but a language that has entered the blood stream of a nation can not by any canon of justice be given the status of just a foreign language.

Judging from certain trends prevailing in Pakistan, it appears that the influence of English is on the increase rather than the decrease. The English news papers and magazines have an extensive readership. The number of books published in English is quite encouraging. English is still used in offices, high-courts and parliaments etc. more and more public schools where the study of English starts right from the first class are being opened.

English is and will continue to be a necessity of Pakistan. In a country where the majority speak Punjabi, and national language is Urdu, and over sixty other languages are spoken on regular bases, the status of English as a language of power and elitism reflects the current global attitude toward English language.

## **Method**

### **Participants**

The participants comprised 9 female English language learners (originally these were 20 students but most of them could not return the questionnaire in filled form) from Multan and Bahawalpur divisions of Punjab Province. All of these participants were doing their Intermediate course at different colleges of these divisions.

## **Instrument**

The participants were given a questionnaire (AMTB Gardner: 1985) to find out their attitude and motivation towards English language learning. The resulting questionnaire, after deleting self scale items (M, N, O, P) due to unintelligibility, was made up as follows:

### **Direct measures (Liker scale 5-1)**

<b>A</b>	Parental Encouragement	10 Items
<b>B</b>	Degree of Instrumentality	8 Items
<b>C</b>	Degree of Integrativeness	8 Items
<b>D</b>	Attitude towards Learning English	10 Items
<b>E</b>	Attitude towards English people	5 Items
<b>F</b>	English Class Anxiety	5 Items
<b>G</b>	Ethnocentrism	9 Items
<b>H</b>	Cultural Identity	5 Items
<b>I</b>	Need for Achievement	10 Items
<b>J</b>	Interest in Foreign Languages	10 Items

### **Multiple Choices Scales (1-3):**

<b>K</b>	Motivational Intensity	9 Items
<b>L</b>	Desire to Learn English	8 Items <b>(Total 97 Items)</b>

## **Procedure**

The participants were given detailed instructions on how to fill in the different parts of the questionnaire. They were also told the purpose of the investigation and they were reassured of the anonymity of the results. They were also informed that participation was voluntary. After collecting the data all the 12 categories of the questionnaire were analysed individually. Their results with distribution of frequency and mean scores table have been given as under

## Results and Discussions

Table 1: Parental Encouragement (Frequency Distribution and Mean Score)

Score	Frequencies																			
	Q 1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	0	0	0	0	0	0	1	11.1	1	11.1	0	0	1	11.1	0	0	0	0	0	0
2	0	0	0	0	3	33.3	2	22.2	2	22.2	2	22.2	7	77.7	3	33.3	4	44.4	1	11.1
3	4	44.4	0	0	2	22.2	3	33.3	4	44.4	2	22.2	0	0	1	11.1	3	33.3	3	33.3
4	3	33.3	7	77.7	3	33.3	2	22.2	2	22.2	4	44.4	0	0	3	33.3	2	22.2	5	55.5
5	2	22.2	2	22.2	1	11.1	1	11.1	0	0	1	11.1	1	11.1	2	22.2	0	0	0	0
Total	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100
Mean	3.8		4.22		3.22		3		2.77		3.44		2.22		3.44		2.77		3.44	
Overall Mean 3.23																				

1. My parents / guardians want me to learn English language.
2. My parents / guardians would be pleased with me if I could speak English fluently.
3. My parents / guardians give me gifts when I get good marks in the subject of English.
4. My parents / guardians help me in doing English homework.
5. My parents / guardians communicate with me in English.
6. My parents / guardians urge me to seek help from my teacher if I am having problems with my English.
7. My parents / guardians consider the learning of English as a waste of time.
8. My parents / guardians have stressed the importance English will have for me when I leave college.
9. My parents / guardians think that English is the language of the British and we should not learn it because it is the sign of slavery.
10. My parents / guardians get me English language and short story books in order to improve my English.

Table 1 shows the Parental Encouragement of the learners towards learning English. 22.2 % of the students agree that their parents want them to learn English. 22.2 % of the students agree that their parents would be pleased with them if they could speak English fluently. 22.2 % of the students agree that their parents have stressed importance English will have for them when they leave college/University.

**Table 2: Degree of Instrumentality (Frequency Distribution and Mean score)**

Score	Frequencies															
	Q 1		Q2		Q3		Q4		Q5		Q6		Q7		Q8	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	1	11.1	0	0	0	0	0	0	1	11.1
3	0	0	4	44.4	2	22.2	4	44.4	0	0	3	33.3	5	55.5	3	33.3
4	4	44.4	5	55.5	6	66.6	1	11.1	6	66.6	2	22.2	2	22.2	3	33.3
5	5	55.5	0	0	1	11.1	3	33.3	3	33.3	4	44.4	2	22.2	2	22.2
Total	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100
Mean	4.55		3.55		3.88		3.66		4.33		4.11		3.66		3.66	
	Overall Mean 3.14															

1. Getting a good Job.
2. Coping with university classes.
3. Reading advanced literature.
4. Traveling abroad.
5. To pass my English exams.
6. It is the working language of my future career.
7. To be a Civil Officer.
8. Because it is the official language of Pakistan.

Table 2 shows the degree of Instrumentality of the learners towards learning English. 55.5 % of the participants agree that they want to learn English for getting a good job. 33.3 % of the participants agree that they want to travel abroad. 33.3 % of the participants agree that they want to learn English because they want to pass English examination. 44.4 % of the participants agree that English language is the working language of their future career.



**Table 3: Degree of Integrativeness (Frequency Distribution and Mean score)**

Score	Frequencies															
	Q 1		Q2		Q3		Q4		Q5		Q6		Q7		Q8	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	0	0	2	22.2	0	0	0	0	1	11.1	0	0	0	0	1	11.1
2	1	11.1	0	0	1	11.1	0	0	3	33.3	3	33.3	0	0	1	11.1
3	6	66.6	2	22.2	3	33.3	2	22.2	0	0	2	22.2	2	22.2	4	44.4
4	2	22.2	5	55.5	4	44.4	6	66.6	4	44.4	4	44.4	4	44.4	1	11.1
5	0	0	0	0	1	11.1	1	11.1	1	11.1	0	0	3	33.3	2	22.2
Total	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100
Mean	3.11		3.11		3.66		3.88		3.11		3.11		4.11		3.22	
Overall Mean 2.3																

1. Acquaintance with people in touch with the latest trends in the west.
2. Thanking and behaving like English-speaking Pakistani.
3. Acquiring new ideas and broadening one's outlook.
4. To improve my social status.
5. To become more modern.
6. Becoming friendly with English Speaking People.
7. To get to know English people better.
8. with a hope that I will visit UK some day

Table 3 shows the degree of Integrativeness of the learners towards learning English. 33.3 % of the participants want to learn English to get to know English people better. 22.2 % of the participants agree that they have a hope that they will visit UK someday.

Score	Frequencies																			
	Q 1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	1	11.1	0	0	2	22.2	0	0	0	0	2	22.2	0	0	3	33.3	0	0	0	0
2	2	22.2	2	22.2	1	11.1	2	22.2	3	33.3	2	22.2	2	22.2	2	22.2	2	22.2	1	11.1
3	0	0	1	11.1	2	22.2	2	22.2	1	11.1	2	22.2	2	22.2	4	44.4	2	22.2	2	22.2
4	5	55.5	4	44.4	3	33.3	3	33.3	2	22.2	3	33.3	4	44.4	0	0	1	11.1	3	33.3
5	1	11.1	2	22.2	1	11.1	2	22.2	3	33.3	0	0	1	11.1	0	0	4	44.4	3	33.3
Total	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100
Mean	3.33		3.66		2.33		3.55		3.55		2.66		3.44		2.77		3.77		3.88	
Overall Mean 3.29																				

**Table 4: Attitude toward Learning English (Frequency Distribution and Mean)**

1. Learning English is really great.
2. English is an important part of college programme.
3. I think that learning English is boring.
4. I want to learn as much English as possible.
5. I love learning English.
6. When I leave college, I will leave the study of English because I am not interested in it at all.
7. I really enjoy learning English.
8. Learning English is a waste of time.
9. Urdu Language is superior to English.
10. English should not be used as a medium of instruction in the Pakistani education system.

Table 4 shows Attitude of the learners toward learning English. 33.3 % of the participants agree that they love learning English. 44.4 % of the participants agree that Urdu language is superior to English. 33.3 % of the participants agree that English should not be used as a medium of instruction in the Pakistani education system.

**Table 5: Attitude toward English People (Frequency Distribution and Mean Score)**

Score	Frequencies									
	Q 1		Q2		Q3		Q4		Q5	
	F	%	F	%	F	%	F	%	F	%
1	0	0	2	22.2	2	22.2	0	0	0	0
2	3	33.3	2	22.2	0	0	3	33.3	2	22.2
3	2	22.2	1	11.1	3	33.3	3	33.3	4	44.4
4	3	33.3	3	33.3	2	22.2	2	22.2	2	22.2
5	1	11.1	1	11.1	2	22.2	1	11.1	1	11.1
Total	9	100	9	100	9	100	9	100	9	100
Mean	3.22		2.88		3.22		3.11		3.22	
	Overall Mean 3.13									

1. I have a favourable attitude towards English People
2. Most English People are honest and sincere.
3. English People are cheerful, pleasant and good humoured.
4. The more I get to know the English People, the more I want to be fluent in English.
5. English People are hard-working.

Table 5 shows the learners' attitude toward English people. 22.2 % of the participants agree that English people are cheerful, pleasant and good humoured.

**Table 6: English class Anxiety (Frequency Distribution and Mean Score)**

Score	Frequencies									
	Q 1		Q2		Q3		Q4		Q5	
	F	%	F	%	F	%	F	%	F	%
1	0	0	0	0	0	0	1	11.1	0	0
2	2	22.2	8	88.8	7	77.7	0	0	6	66.6
3	4	44.4	1	11.1	0	0	5	55.5	1	11.1
4	2	22.2	0	0	2	22.2	3	33.3	2	22.2
5	1	11.1	0	0	0	0	0	0	0	0
Total	9	100	9	100	9	100	9	100	9	100
Mean	3.22		2.11		2.44		3.11		2.55	
Overall Mean 2.68										

1. It embarrasses me to volunteer answers in the English lessons.
2. I am afraid the other students will laugh at me when I speak English.
3. I get nervous and confused when I am speaking in English lessons.
4. I always feel that other students speak better English than I do.
5. I never feel confident when I speak in English lessons.

Table 6 shows English class Anxiety of the learners. Only 11.1 % of the participants agree that it embarrasses them to volunteer answers in the English lessons.

**Table 7: Ethnocentrism (Frequency Distribution and Mean Score)**

Score	Frequencies																	
	Q 1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	22.2	0	0	
2	1	11.1	2	22.2	0	0	0	0	0	0	1	11.1	0	0	0	0	3	33.3
3	7	77.7	2	22.2	2	22.2	2	22.2	3	33.3	3	33.3	1	11.1	0	0	2	22.2
4	1	11.1	5	55.5	6	66.6	7	77.7	6	66.6	5	55.5	5	55.5	6	66.6	4	44.4
5	0	0	0	0	1	11.1	0	0	0	0	0	0	3	33.3	1	11.1	0	0
Total	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100
Mean	3		3.33		3.88		3.77		3.66		3.44		4.22		3.44		3.11	
Overall Means 3.53																		

1. If you aren't careful other people will make you look foolish.
2. Be loyal to your own friends and family and let other people look after themselves.
3. Teachers should tell students what to do and not try to find what the students want.
4. There is only one right way to do any thing.
5. Foreign influences are a threat to traditional Pakistani values.
6. Foreigners should be tolerated, but they should not try to become too familiar with us.
7. People who do not like our Pakistani ways should leave our country.

8. Only people like me have a right to be happy.
9. If every thing would change, the world would be much better.

Table 7 shows learners' Ethnocentrism. 33.3 % of the participants agree that people who do not like Pakistani ways should leave their country. 11.1 % of the participants agree that teachers should tell students what to do and not try to find what the students want. 11.1 % of the participants agree that only people like them have a right to be happy.

**Table 8: Cultural Identity (Frequency Distribution and Mean Score)**

Score	Frequencies									
	Q 1		Q2		Q3		Q4		Q5	
	F	%	F	%	F	%	F	%	F	%
1	0	0	0	0	1	11.1	2	22.2	0	0
2	3	33.3	3	33.3	2	22.2	2	22.2	2	22.2
3	0	0	2	22.2	2	22.2	3	33.3	1	11.1
4	4	44.4	1	11.1	0	0	2	22.2	6	66.6
5	2	22.2	3	33.3	4	44.4	0	0	0	0
Total	9	100	9	100	9	100	9	100	9	100
Mean	3.5		3.44		3.44		2.55		3.44	
	Overall Mean 3.26									

1. I feel uncomfortable when I hear one Pakistani person speaking to another in English.
2. When I use English, I don't feel that I'm Pakistani anymore.
3. I feel uneasy when hearing Pakistani People speaking English.
4. At times I fear that by using English I'll become like a foreigner.
5. My friends would think me less truly Pakistani if I used English in situations where it wasn't necessary.

Table 8 shows the learners' Cultural Identity toward English language learning. 22.2 % of the participants agree that they feel uncomfortable when they hear one Pakistani person speaking to another in English. 33.3 % of the participants agree that when they use English, they don't feel that they are Pakistani anymore. 44.4 % of the participants agree that they feel uneasy when hearing Pakistani People speaking English.

**Table 9: Need for Achievement (Frequency Distribution and Mean Scale)**

Score	Frequencies																			
	Q 1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	2	22.2	2	22.2	1	11.1	0	0	0	0	3	33.3	3	33.3	2	22.2	0	0
3	5	55.5	1	11.1	3	33.3	1	11.1	1	11.1	1	11.1	1	11.1	1	11.1	2	22.2	0	0
4	4	44.4	6	66.6	4	44.4	7	77.7	8	88.8	8	88.8	5	55.5	4	44.4	5	55.5	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	22.2	0	0	0	0
Total	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100
Mean	3.44		3.44		3.22		2.66		3.88		3.88		3.22		3.88		3.33		4	
	Overall Mean 3.49																			

1. The many extra hours of work needed to do a job perfectly are not worth while.
2. I am not very sure about what I want to do or how to do it.
3. If I had to choose, I would prefer to do a job that was hard for me, rather than one that was very easy.
4. Even when people don't see what I do, I try to do things perfectly.
5. I always set standards for myself which are difficult to achieve.
6. I hate to do a job with less than my best effort.
7. In my work, I seldom do more than is necessary.
8. People don't often think of me as a hard worker.
9. I don't keep trying if tasks prove difficult.
10. I enjoy hard work.

Table 9 shows learners' Need for Achievement. Only 22.2 % of the participants agree that People don't often think of them as hard worker.

**Table 10: Interest in Foreign Languages (Frequency Distribution and Mean Score)**

Score	Frequencies																			
	Q 1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	1	11.1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	3	33.3	1	11.1	0	0	1	11.1	0	0	4	44.4	6	66.6	3	33.3	3	33.3
3	0	0	3	33.3	3	33.3	3	33.3	3	33.3	5	55.5	3	33.3	1	11.1	3	33.3	0	0
4	8	88.8	3	33.3	5	55.5	6	66.6	4	44.4	3	33.3	2	22.2	2	22.2	1	11.1	6	66.6
5	0	0	0	0	0	0	0	0	1	11.1	1	11.1	0	0	0	0	2	22.2	0	0
Total	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100
Mean	3.66		3		3.44		2.77		3.11		3.55		2.77		2.55		3.22		3.33	
	Overall Mean 3.14																			

1. If I visited another country, I would like to be able to speak the language, of the people there.
2. Even though I don't need to speak other languages, it is important for Pakistani people to learn other languages.
3. I wish I could speak another language.
4. I want to read the literature of a foreign language in the original language, rather than a translation.
5. I often wish I could read newspapers and magazines in another language.
6. Studying another language is an enjoyable experience.
7. If I planned to stay in another country, I would make a great effort to learn the language, even if I could manage in Urdu.
8. I would study a foreign language in College even if it was not compulsory.
9. I enjoy meeting and listening to people who speak other languages.
10. I would really like to learn a lot of foreign languages.

Table 10 shows the learners' Interest in Foreign Languages. 22.2 % of the participants agree that they enjoy meeting and listening to people who speak other languages. 11.1 % of the participants agree that they often wish they could read newspapers and magazines in another language. 11.1 % of the participants agree that studying another language is an enjoyable experience.

**Table 11: Motivational Intensity (Frequency Distribution and Mean Score)**

Score	Frequencies																	
	Q 1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	3	33.3	1	11.1	1	11.1	1	11.1	3	33.3	6	66.6	2	22.2	9	100	1	11.1
2	5	55.5	5	55.5	8	88.8	5	55.5	4	44.4	3	33.3	4	44.4	0	0	3	33.3
3	1	11.1	3	33.3	0	0	3	33.3	2	22.2	0	0	3	33.3	0	0	5	55.5
Total	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100
Mean	1.77		2.22		1.88		2.22		1.88		1.33		2.11		1		2.44	
Overall Mean 1.87																		

1. If English were not taught in college I would not care to learn English at all.
2. On the average, I spend no time doing my home study for my English course per day.
3. When it comes to English homework, I just skim over it.
4. Considering how I learn English, I can honestly say that I really try to learn English.
5. If my teacher wanted someone to do an extra English assignment, I would never say anything
6. When I have a problem understanding something we are learning in English class, I never say anything
7. When there is an English programme on T.V., I try to watch it often.
8. After I get my English assignments, I just keep them in my file with other papers.
9. I never go to British Council / American Centre to borrow English books:

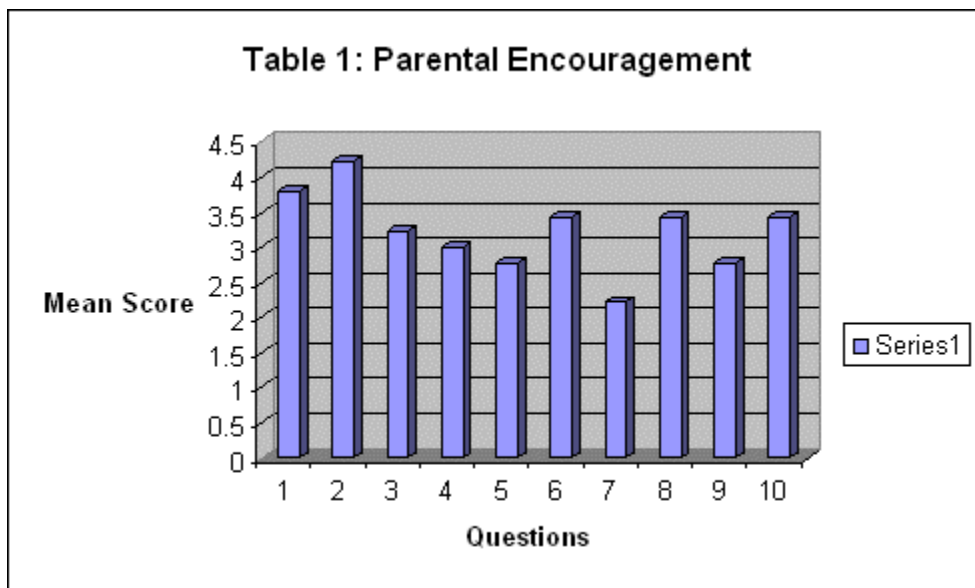
Table 11 shows learners' Motivational Intensity. 55.5 % of the participants agree that they never go to British Council / American centre to borrow English books. 33.3 %of the participants agree that when there is an English programme on T.V. they try to watch it. 33.3 %of the participants agree that on the average they spend no time doing their home study for their English course per day. 33.3 %of the participants agree that considering how they learn English they can honestly say that they really try to learn English.

**Table 12: Desire to Learn English (Frequency Distribution and Mean Score)**

Score	Frequencies															
	Q 1		Q2		Q3		Q4		Q5		Q6		Q7		Q8	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	1	11.1	1	11.1	6	66.6	3	33.3	0	0	6	66.6	4	44.4	7	77.7
2	2	22.2	0	0	0	0	1	11.1	5	55.5	0	0	0	0	0	0
3	2	22.2	0	0	0	0	1	11.1	5	55.5	0	0	0	0	0	0
Total	9	100	9	100	9	100	9	100	9	100	9	100	9	100	9	100
Mean	2.11		1.88		1.33		1.77		2.55		1.33		1.55		1.22	
Overall Mean 1.71																

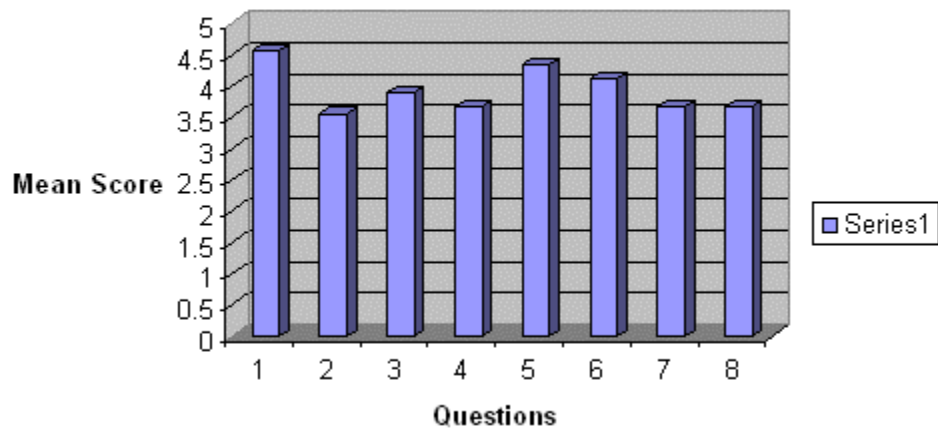
1. During English class, I would like to have as much Urdu as possible spoken.
2. If I had the opportunity to speak English outside the college, I would never speak it.
3. If I could decide whether or not to study English, I would definitely drop it.
4. If I had the opportunity to watch an English play, I would not go.
5. If there were English speaking families in my neighbourhood, I would speak English with them as much as possible.
6. If I knew enough, I would never read English magazines and newspapers
7. I find studying English of no interest at all.
8. I think English should be banned from the syllabus.

Table 12 shows learners' Desire to Learn English. 55.5 % of the participants agree that if there were English speaking families in their neighbourhood, they would speak English with them as much as possible. 22.2 % of the participants are of the opinion that during English class, they would like to have as much Urdu as possible spoken. 11.1 % of the participants agree that if they had the opportunity to watch an English play, they would not go.

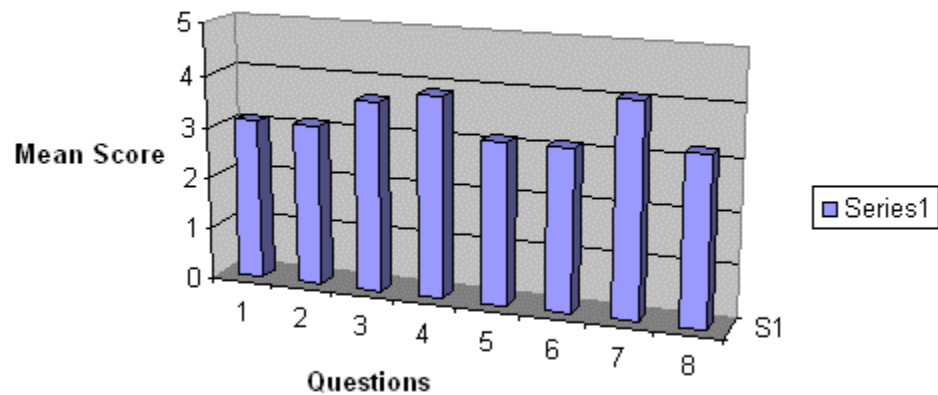




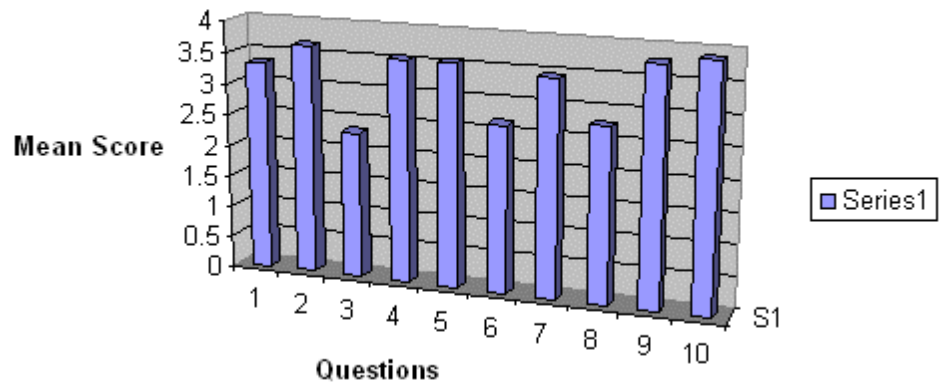
**Table 2: Degree of Instrumentality**



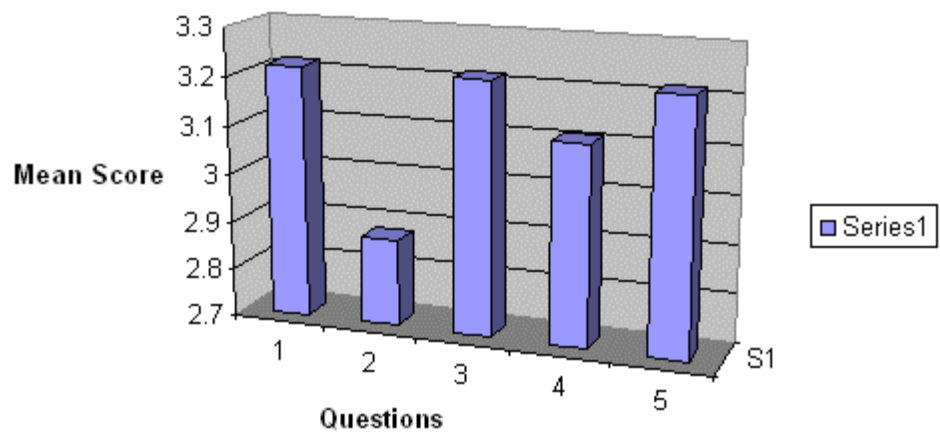
**Table 3: Degree of Integrativeness**



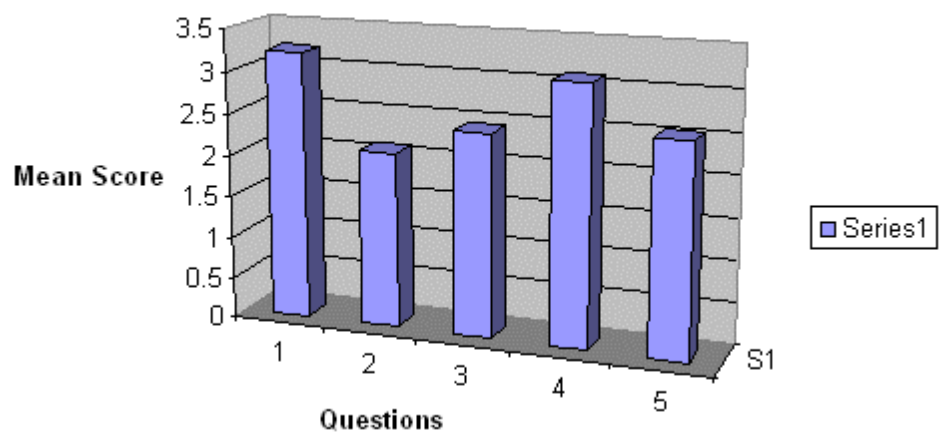
**Table 4: Attitude towards Learning English**



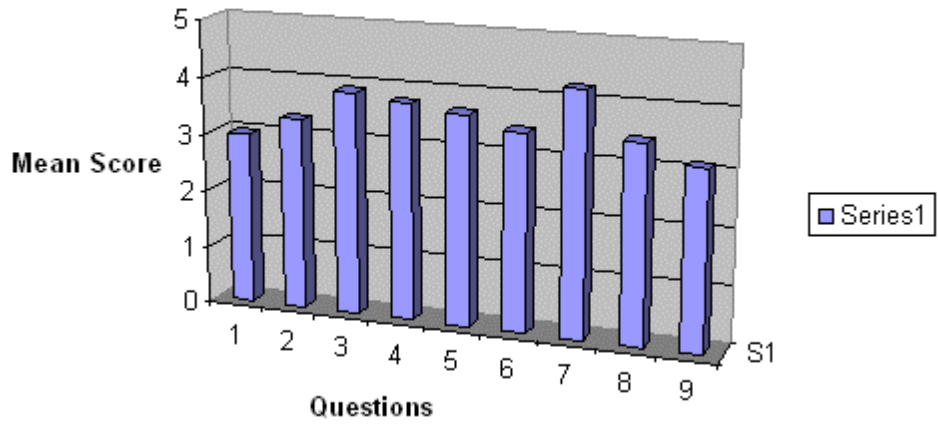
**Table 5: Attitude towards English People**



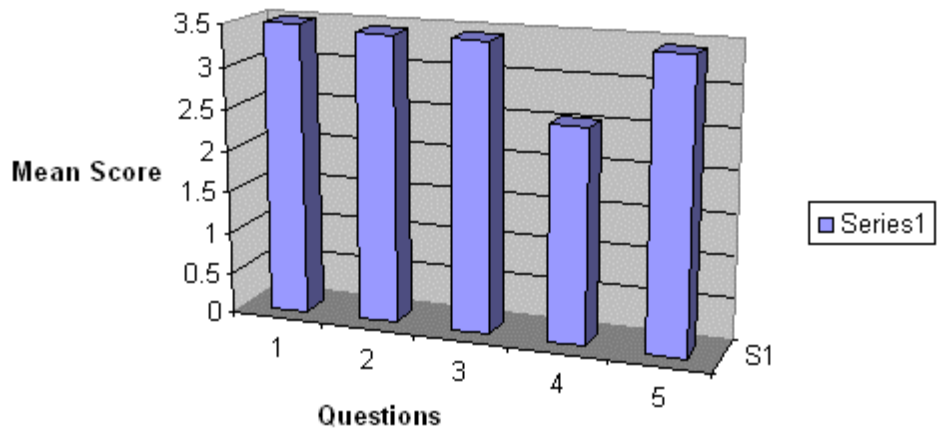
**Table 6: English Class Anxiety**



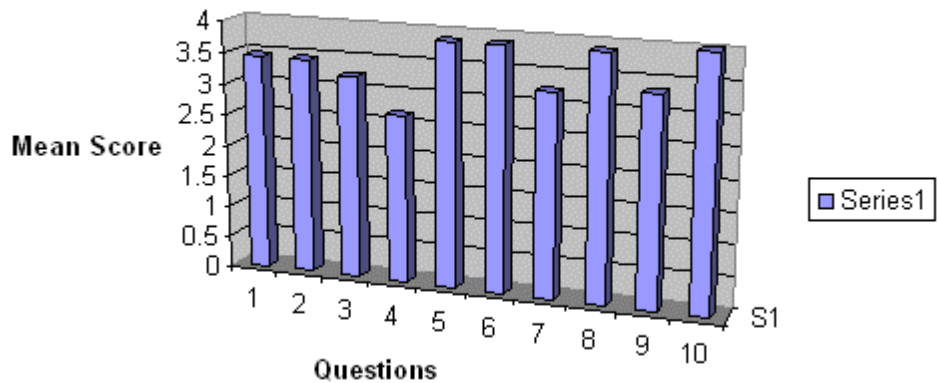
**Table 7: Ethnocentrism**



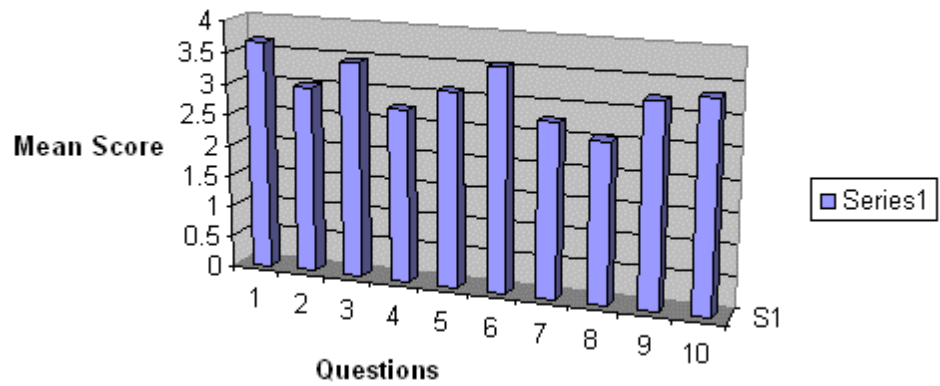
**Table 8: Cultural Identity**



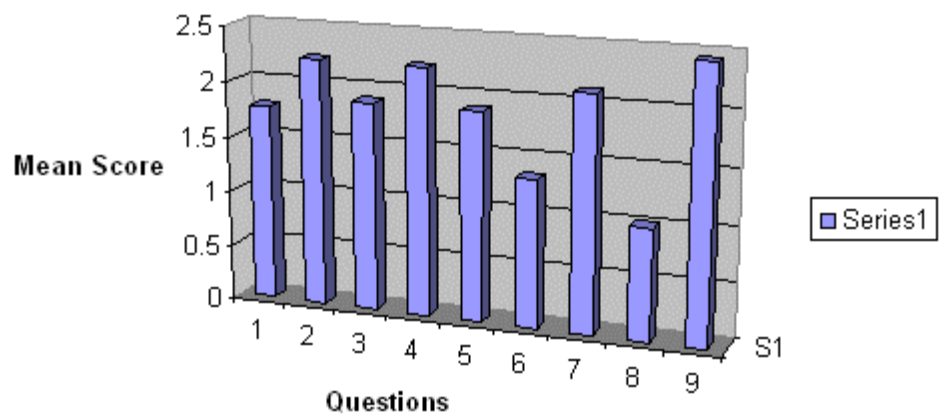
**Table 9: Need For Achievement**



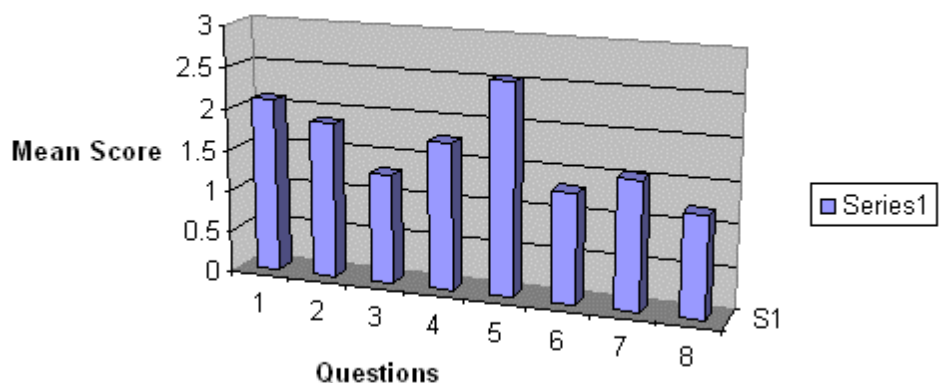
**Table 10: Interest in Foreign Languages**



**Table 11: Motivational Intensity**



**Table 12: Desire to Learn English**



## Conclusion

All the 12 categories of the questionnaire have been analysed in detail and the tables show their results. Among all these observed frequencies only the high percentage has been discussed of all the categories. The importance of attitude and motivation has been pointed out by the study of foreign language learning process. The present study explores the attitude and motivation of the female English language learners towards English language learning in southern Punjab

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