



Motivation and Anxiety in English Language Classrooms at Intermediate level in Daska, Sialkot, Pakistan

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Abstract

Positive motivation plays an important role in the acquisition of L2 at all levels. The present study tries to explore why 70% Sialkoti students enrolled in public schools (School Education Department Punjab 2020, April 20) are not interested in English language and as a result Pakistan is suffering both in terms of economy and progress. In the past, researchers ignored the factors such as anxiety, absence of motivation and socio-Economic factors that affect motivation. The research shows that Sialkoti students having strong economic background show keen interest in English language learning as compared to those with poor or weak economic background. Poor economic conditions cause discomfort, low or no interest in the classroom, weaker student-teacher bond and absence of self-respect. These conditions increase the level of anxiety and demotivate the learner to speak English in the classroom. It is very important to maintain conducive environment for the students so that they may pay more attention to the acquisition of language. The population of this research consists of 56 intermediate students of Govt. Higher Secondary School Adamkay Cheema, Sialkot. The researcher formulated a questionnaire on lickert's scale and provided maximum time to the students to solve it. The data has been analyzed using SPSS version 22.0. The results of the study show that motivation plays a very important role in learning L2 in students of Daska, Sialkot.

Keywords: Motivation, Socio-Economic background, Academic Background, Higher Secondary Level, Daska, Sialkot

Introduction

English language i.e. the language of power has been the center of fascination and attraction not only for the rulers and masses of the third world countries but for the students as well. They learn it for bright future and employment (Anderson 1990). Second language for the students of the third world countries is not only a language but also a test of their tendency, amplitude and personal attribute. It determines their attitude i.e. how much motivated they are towards their



second language learning. (Christiansen and Chater 2008) have expressed the same in their research and explored the relationship between student's mental abilities and second language. In past no specific attention was given on the relationship between second language acquisition and student's previous academic background and motivation (Amara 2015). Motivation plays very important role in learning especially when we are learning a foreign language. Motivated students perform better resultantly they learn better as compared to those who are not interested or not motivated to cover milestone of second language(Liu and Huang 2011). Students get inspired when they receive motivation from their teachers or when they see their motivated peers rocking in their studies. Motivation may be classified as intrinsic and extrinsic motivation Furthermore, they may be labeled as instrumental and integrative motivation(Sansone and Harackiewicz 2000). There are a number of theories addressing the very basic question i.e. the motivation originates from within whereas external motivation is the result of external factors. Researchers have proved that positive psychology and attitude improves the capability of learning second language, this role becomes more vital when the students hail from poor economic and learning background(Buckingham, Beaman et al. 2014). Pakistani students having high motivation and bearing determination are better recipient of second language. Motivation paves the way of encouragement, and students ask questions when they are motivated, As a result we get healthy attitude towards foreign or second language in classrooms (Chambers 1999). It is pertinent to mention that demotivation paves way for anxiety and it has been proved by many researches that when there is anxiety there is no knowledge, i.e. students suffer from mental agony and cannot perform better in class. In the class of foreign language anxiety disturbs and has higher rate of influence on students' proficiency and learning(Horwitz 2010). It has been noticed that motivation plays important role than corporal punishment or mental agony that is very common in third world countries. Motivation can encourage a student to excel in any subject and he can produce extraordinary results(Glenn 1984).

Importance of English in Daska, Sialkot, Pakistan

English is enjoying very important status in all the cities of Pakistan especially in Daska. It is not confined to educational institutes but masses can speak and understand English in Pakistan(Rahman 2009). There are various factors responsible for the popularity of English in this city of Pakistan however, the prominent ones are English as a compulsory subject and its official status is very important. English is lingua-franca and enjoying huge reputation across the globe. Multi-National companies and media especially printed and electronic media has promoted English a lot in Pakistan (Sultana 2007). From Beijing to Tokyo from Dubai to Dhaka everyone is learning and promoting English. Even Pakistani incorporate English while using Urdu language, i.e. they take many words from English(Iqbal 2011). English is a status symbol in Pakistan, a fellow having excellent proficiency and good vocabulary with sentence structure may impress interview panel and grab an envious job surpassing other language speaker. English is very common even in villages and towns of Pakistan. People learn English from play group to



graduation as a compulsory subject (Abbas 1993). The students improve their writing skills because educational system in Pakistan promotes Grammar translation method (GTM) but they are not able to speak English fluently. It is an alarming situation in Pakistan that needs attention and improvement for good. Competitive examinations incorporate English as a compulsory subject and it is astonishing that a number of brilliant, intelligent fellows are not able to pass English paper of these examination even after completing their Masters or M.Phil. degree in English (Siddique and Singh 2016). In a nutshell we may say that English is very important language in Pakistan and people having interest and capability in speaking, writing and listening may enjoy extreme respect in Pakistan.

Research Back-Ground

Many researchers have explored different areas of motivation and many other aspects of English in past 73 years. Worthy researchers included motivation and positive behavior or psychology but ignored the role of anxiety. Anxiety is a grave issue and concern of many students in Daska, Sialkot (Ahmed, Pathan et al. 2017). Students are not able to concentrate and give their 100% attention to their studies because of anxiety and as a result we get huge ratio of failure (Khan and Khattak 2011).

Need of the Research

70% Sialkoti students are enrolled in public schools (School Education Department Punjab 2020, April 20). A number of factors i.e. weak teacher student bond, lack of interest in teaching, non availability of AV-AIDS lead towards lack of interest in English learning. Students do not learn English language and it hampers the economy of the country. It will be highlighted in this research how we can minimize aforementioned factors and increase learning interest in the students so that their L2 learning capacity and interest in English may be upgraded.

What is motivation in second language learning?

Motivation is very important in second language learning; you cannot teach a student without motivation. It is very important variable and inevitable as well for the students of third world countries (Memon 2007). Students need a motive and a clear direction so that they may learn and sail for it. Motivation is the power that helps in keeping the steering of life straight-forward and help learners in achieving their goals and directions with constant struggle (Cheng and Dörnyei 2007). In this research we will highlight how motivation helps in removing anxiety and increases learning levels, how students having low or no anxiety are able to perform better than those who are not good in controlling their anxiety. How motivation does enhances mental process of learning for the students of Daska.

Classification of Motivation

As we have discussed earlier that we may classify motivation as intrinsic and extrinsic motivation furthermore, instrumental and integrative motivation. Let's have a brief overview of both intrinsic and extrinsic motivation.

Intrinsic and Extrinsic



Deci and Ryan (1985) for the very first time introduced difference between intrinsic and extrinsic motivation. Intrinsic means when there is interest from your inner, when a student wants to do more than assigned task i.e. a student fond of reading poetry and good books in English is because of intrinsic motivation. Extrinsic motivated students learn English language for employment, to please a member of their family and to pass a specific exam. Intrinsically motivated students have goals with interest whereas the extrinsically motivated follow the path of their goal with very low interest. Intrinsic motivated students are able to perform better and learn better. They are less affected by anxiety and chances of learning increases in this case whereas in extrinsic motivation the students are motivated for a specific time period only and after that there is nothing that keeps their vibes alive.

Instrumental Motivation

Following the same patterns of aforementioned examples i.e. intrinsic and extrinsic motivation the instrumental motivation encourages a student to learn a subject or a language because he is supposed to operationalize it. The interest factor is missing here and learning motive is only for a specific purpose.

Integrative Motivation

If a student learns foreign culture and language out of interest and he operationalizes the outcomes later on but his primary motive is interest, He is learning a language because he is interested in that language. He learns a culture because it appeals him. This type of motivation is known as integrative motivation, and in this type we follow the voice of our heart.

Role of Attitude in Second Language Learning

In second language learning attitude is very important, though it is very difficult to define attitude but (Dehbozorgi 2012) writes that it varies from person to person. It is based on our inner belief and the outcomes of one's believe determines its attitude. If a student has positive attitude toward English language learning it means he may perform and learn this language better as compared to those who have negative attitude towards learning(Williams, Burden et al. 2004). Thus attitude is the sense of interest towards a particular cause/language learning, it may be positive or negative. Attitude leads and paves the ways of learning that later on develops cognitive abilities, whereas negative attitude destroys learning abilities and learning is very low in this way.(Kong 2009)thinks that positivity or positive way of thinking eases the process of language learning and students having positive attitude and behavior have more tendency towards learning as compared to those who have negative behavior or attitude. Negative behavior or attitude results in poor results and mostly students end their academic career ends in blind alley. A number of latent variables i.e. one's academic behavior and emotional status also leave their effect on language learning along with attitude. How a student is performing in the class, how he is learning at home is determined by attitude. An attitude plays very important and vital role in language learning (Wesely 2012).

How Anxiety disturbs second language learning



(Zheng 2008) defined anxiety as a tension that learners feel when they learn a second language. The learner may take anxiety and tension when he feels difficulty in learning i.e. reading-writing or speaking-listening any second or foreign language. Previous researchers have classified anxiety furthermore i.e. Reading anxiety, writing anxiety, Listening Anxiety or speaking anxiety. A learner may feel a specific anxiety and it is possible that he is feeling this anxiety at a specific point (Eysenck 1979). It is very important to uproot the causes of anxiety so that student may grow positive attitude in him and the process of learning takes its route positively. Students having poor academic background have no speaking skills, they feel shy and a fear of incorrect English is there. They do not speak English and prefer to speak/contribute in class in their local language. The students of villages do not speak with one another in English even in the class of English Language because they have a fear in their mind that many will laugh on them and they will not be able to perform better ever (Rahman 2001). This hesitation if not removed properly obstructs the lives of the students and as a result they are not able to communicate and take part in any English language activity in their lives. Thus English learners from village are not able to improve their vocabulary, English fluency, English grammar and vocabulary problems, resultantly they never learn English properly.

Students from poor background have a fear in their mind i.e. they will not be able to learn again if they fail once in any specific course. The researcher took many results as a reference and proved that there is a strong relationship between positive psychology and learning.

Literature Review

(Kabilan 2000) stressed a lot on the teacher student relationship and termed it a major cause of student development. He is justified that we cannot follow one scale to measure all parameters, similarly we cannot apply one strategy in all language classes that will suffice for all the students. If a mentor employs more than one rule in the classrooms it means he is creating more room for learning and motivating many minds to join new emerging concepts of class. It is wise to include interactive tools i.e. tape recorder and self-study interactive tools of revision to improve the learners' capability to improve the language acquisition (Macdonald, Yule et al. 1994). A language teacher is different from other subject teachers, it is very important for a language teacher to understand the feeling and emotions of the students because it will leave long lasting effects on language. The job of a language teacher is complex in the sense that he has to deal with the emotions and subject deeply than other mentors (Borg and Sanchez 2020). Language teaching is an art and this art is different than other subjects as motivation is a part and parcel of any language class. Motivation plays a very important role in language teaching class. Student's motivation is central to learning and sharing the same with their peers, motivated students share their knowledge with their fellows and thus it goes on and on, on contrary discouraged fellows stop the process of sharing as they are not able to penetrate very first step of learning (Alizadeh 2016). Motivation leads towards passion and passion leads



towards excellence. Motivation and involvement of the students in the class leads the student's role from passive to active learner (Riyanti 2019).

(Masgoret and Gardner 2003) says that integrative behavior and positive attitude towards studies are highly effective in teaching the foreign language, it sharpens the capabilities of the students and make them able to learn in better manners. Motivation play inevitable role in the acquisition of second language learning. Motivation is a driving force, it gives determination and goals to human beings and then students achieve it with full interest and zeal (DeShon and Gillespie 2005). Motivation is different than our goals and inner approach i.e. it is different from will-power, Inner actions and plans. Motivation is a process in which goal directed process in planted in the mind and then sustained and flourished with the passage of time, it grows and brings the wonderful fruit in the form of desired results (Pintrich and Schunk 2002). We will highlight in this research how we can increase the learning levels in students with motivation or positive psychology, what are the ultimate roles of the motivation and to insulate it and strengthen in the mind of a learner.

(Hussin, Maarof et al. 2001)states that positive psychology or crystal clear ideas of understanding paves the ways of deep understanding and boosts the inner motivation of the student, a motivated student has clear goals in his mind. The role of motivation is not limited to student only, Positive psychology or motivation plays a very important role in constructing the environment, when environment around student is conducive it urges them to learn more effectively(Deutsch 1965).In this effective and appealing environment student focuses more and more on language acquisition and thus performs better results in language acquisition than ordinary students.

(Sheikh and Mahmood 2014)conducted studies on teaching strategies and took 12 branches of different private schools, he was interested to explore the dimensions of teacher dominated classrooms. He emphasized on different teaching techniques and concluded that all those techniques that involves student's motivational aspect leave a long lasting effect on the performance of the student. Teacher Student bond and cooperation leads towards special bond of love and respect among teacher and students (Wei, Den Brok et al. 2009). The researcher encouraged the participants to involve all those techniques and strategies that are student centered and having capabilities to involve students fully.

(Rehman, Bilal et al. 2014)conducted his study and tried to prove that how many students were learning English without any taste and what are the numbers of real interested students? In his quantitative based study, he analyzed that merely 24 percent of student were learning English out of their interest whereas 76 percent students were learning to cope with their day to day affairs. The researcher emphasized that students' psyche should not be ignored while teaching any foreign language, in case the psyche is ignored desired results are not achieved and thus the whole purpose of teaching is useless. The teacher, rather than the academic researcher, is best qualified to decide upon the innovations in instructional procedures and materials which are to



render foreign language teaching more effective than it presently is. In order to be able to play this role and not relinquish it to others, the teacher must come to have a proper understanding not only of psychological theory and research per se, but of the process whereby psychologists themselves come to formulate these theories (Jakobovits 1970).

Yuet (2008), conducted his research and explored the elements of demotivation in the classes of second language learning. She highlighted that students suffering from poor academic and economic background takes tension and they are unable to focus on their study because of anxiety. The Students are not able to improve their cognitive abilities and a sense of inferiority overlaps them. They feel shy in when they are invited for reading or any activity and thus anxiety makes their life darker. They have little expectations from life and they want to complete their life so that they may opt any clerical job or any low cadre job, Anxiety and low motivation suppress their aspirations and as a whole they fail in their life (Ahmed, Aftab et al. 2015).

(Akram and Ghani 2013), explored the relationship between motivation, anxiety and foreign language learning. The researcher highlighted that students having huge motivation and less anxiety performs better in second language classes and vice versa. Furthermore, in her research all highly motivated students having no anxiety performed better and scored high as compared to those students who were comparatively less privileged in the sense of academic achievement. In this way she concluded that anxiety is a great hurdle in the way of learning any foreign language. (Shamim 2011), a researcher from Pakistan conducted a research and proved in her research that Elite or upper middle classes of the Pakistan who have sufficient income and arrangements at home to communicate with students in English provide better environment and students learn better as they are highly motivated and they are less worried about their problems. She proved that there is a positive relationship between motivation and learning. In Pakistan mostly elite families motivate their learners to remain tension free even if they fail once the parents let me revise the course whereas the poor or lower middle class fellows do not have aforementioned facility normally.

(Ditual 2012), conducted his research and argued students having high motivations either instrumentally or integratively learn the language. The former learner will retain the results for long whereas the later have probability to forget the results after sometime. The researcher is of the view that internal motivation does matter and the external factors does not matter a lot in the case of any foreign language learning.

(Kondo-Brown 2001), dealt with the role of motivation in second language learning in his research in 2001. He focused on the inner drive and will power of learning. He focused on the Goal oriented studies and highlighted the roles of cultures and orientation in the studies. The researcher stressed that goal orientation studies and targets keep the learners motivated and they are able to perform better than those students who have no goal in their mind. Secondly he highlighted the role of anxiety and proved that a learner having no anxiety can perform better students bearing any tension or stress. He focused on the confidence building of the student.



(Oxford and Shearin 1994), highlighted the direct relationship between second language learning and motivation in their research. They focused on the strategies i.e. how students are using different vocabulary in the classrooms and how much motivated they are. Furthermore, they explored the difference of proficiency and fluency between the students who having anxiety and anxiety free. They also highlighted the results of motivation in actual lives i.e. how much students retain what they have learnt in their actual life.

Research Questions:

1. What are the conditions that give rise to anxiety in an English language learning classroom?
2. What are the factors responsible for negative attitude of students towards L2 learning that affect students’ motivation?

Methodology

This research is a bit different from previous researches in the sense that it focuses on Student-Teacher relationship, the motivating environment of classroom and highlights all those factors that boosts the confidence of the students. It discusses how a positive reinforcement motivates and encourages the student to move on. Previous researchers employed survey method and many other tools including interviews but I have used questionnaire based on 04 points lickert scale. I have used 12 questions in my questionnaire and sought the results that motivation plays very effective and important role in learning of any second language. I have employed Quantitative research method and used questionnaire to collect data.

Reliability Test

Data was entered in SPSS 22 after collecting it from Students for reliability test, attached table display the value of Cronbach's alpha of the motivation and anxiety in English language classes of intermediate classes in Daska, Sialkot. The result of the reliability test i.e. .754 shows that students were well aware of the question and they completely comprehended the questions.

Table 1

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.754	.759	12

Cronbach alpha value

Population and Sampling

Students of higher secondary school level were selected because of quick and easy access. Only those students were selected who have at least 12 years of English learning background having Punjabi or Urdu as their First language. All these students were handy with Urdu and Punjabi Speaking and they were able to read and write English of high school level.

Participants

02 sections (Arts and Science) of students from higher school students were selected, 32 students from each and 56 in total. The concerned teachers experience and education were observed to get more clear results.

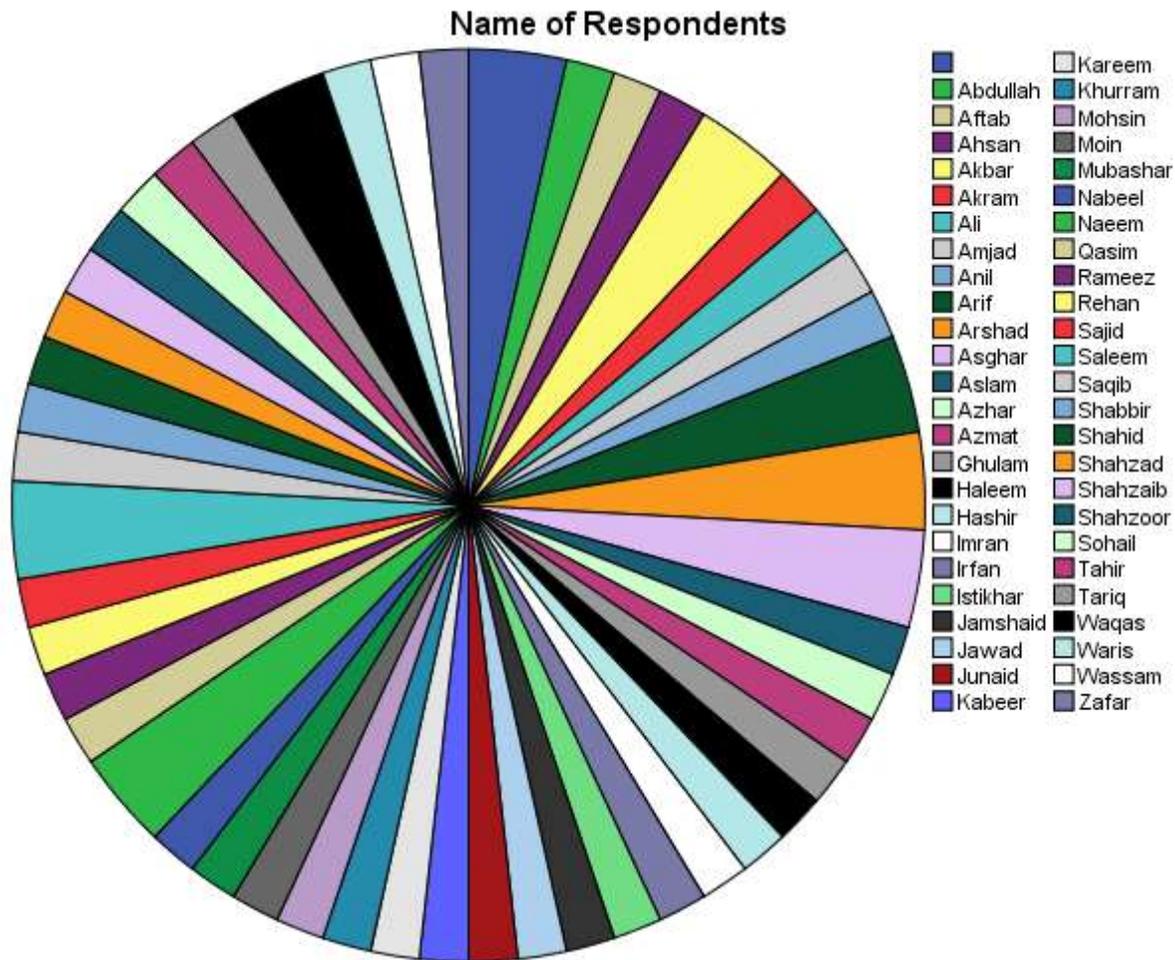


Figure 0

Survey Questions Adaptation

In total 12 questions were chosen that suits the level of students and address the interest of student in learning English language (04 Questions); Role of teacher’s motivational lecture (04 Questions) and External/Internal motivation (04 Questions). The answers were demanded on 04 point lickert scale (Strongly Agree, Agree, Disagree, Strongly Disagree).

Table 2

Discipline and further Distribution of the students is as under



Discipline Name	Number of the Participants
FSC Pre. Medical	15
FSC Pre. Engineering	16
ICS	10
FA IT	4
FA Arts	11
Total Participants	56

It will be best to interpret the characteristics of the participants.

Table 3

Here are some characteristics of participants

Number of Students	56
Age	17-20 Years
Male or Female	Male Only
Level	Higher Secondary level of Schooling
Name of the institute	Government Higher Secondary School Adamkay

Instruments used for the Study

A questionnaire based upon lickert scale was utilized to analyze all the causes of motivation; I employed 12 questions based upon following easily understandable options. SA (Strongly Agree), AG: (Agree), DA (Disagree), SD: (Strongly Disagree). The questionnaire was designed in easiest and accessible way, the students were briefed before undertaking the questionnaire and the motive was to capture the real concept and motivation of student towards English language. Students were supposed to answer all the questions and their anonymity was guaranteed. Enough timing was provided to every student and the questionnaire was not snatched from any person. Every possible care was taken in consideration and students who were unable to digest the crux of questions in English were briefed with translation in Urdu.

Initial Results

All the student attempted the questions and answered all portions of questionnaire. After getting preliminary results the researcher got convinced that students have acknowledged the role of motivation. **Table 4**

Let's have a glance on the overall responses of the students.

No.	SD	DA	SA	AG
1	7	9	25	15
2	10	9	24	13
3	8	10	21	17
4	8	10	25	13
5	02	0	43	11



6	5	8	25	18
7	2	6	29	19
8	7	10	17	22
9	11	12	16	17
10	04	08	28	16
11	7	2	34	13
12	9	10	25	12

Table 5

Your teachers can increase your inner motivation by employing different examples from daily life?

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	7	12.1	12.5	12.5
DA	9	15.5	16.1	28.6
SA	25	43.1	44.6	73.2
AG	15	25.9	26.8	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

In the response to the very first questions that is about the inclusion of examples from our day to day life, the majority of students have answered that daily lives example meant a lot for them. 25 students strongly agreed and 15 students merely agrees that is a great result and a huge ratio of all those participants who are nodding in Yes. The ratio of the students who are not agreeing with the inclusion of daily life is negligible. Therefore, it is highly recommendable that teacher of intermediate classes should include examples from daily lives and he should improve the level of learning by including these examples.

Your teachers can increase your inner motivation by employing different examples from daily life?

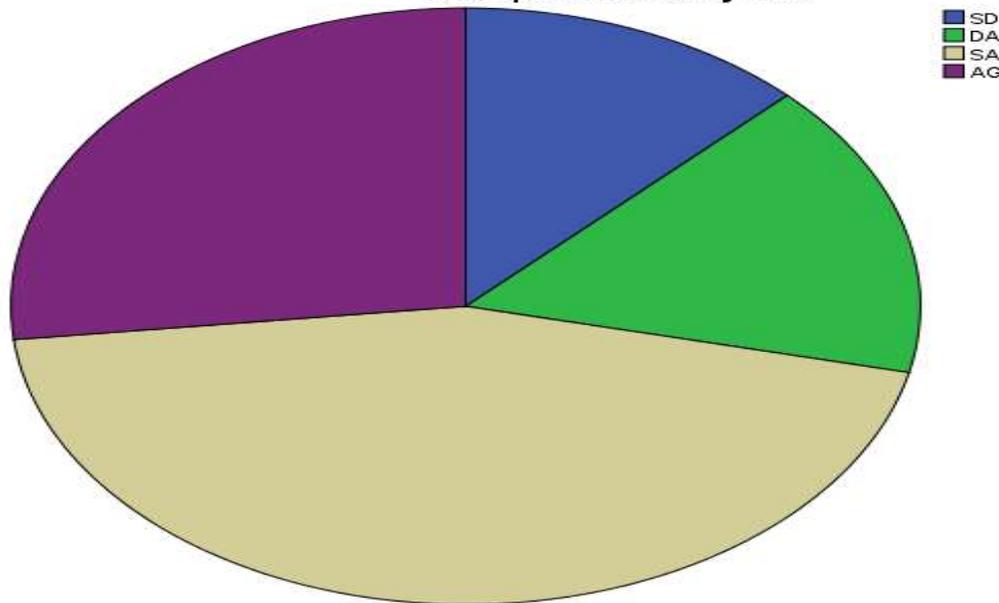


Figure: 1

Table 6

Classroom environment plays a great role in learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	10	17.2	17.9	17.9
DA	9	15.5	16.1	33.9
SA	24	41.4	42.9	76.8
AG	13	22.4	23.2	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

The answer of second question holds water and provide astonishing results that classroom environment is very important in the learning of any foreign language. 19 Students denied the role of environment in learning English language, but a majority of students i.e.24 SA and 13 AG gives it ample weightage. We may say that peaceful environment plays vital role in English language learning.

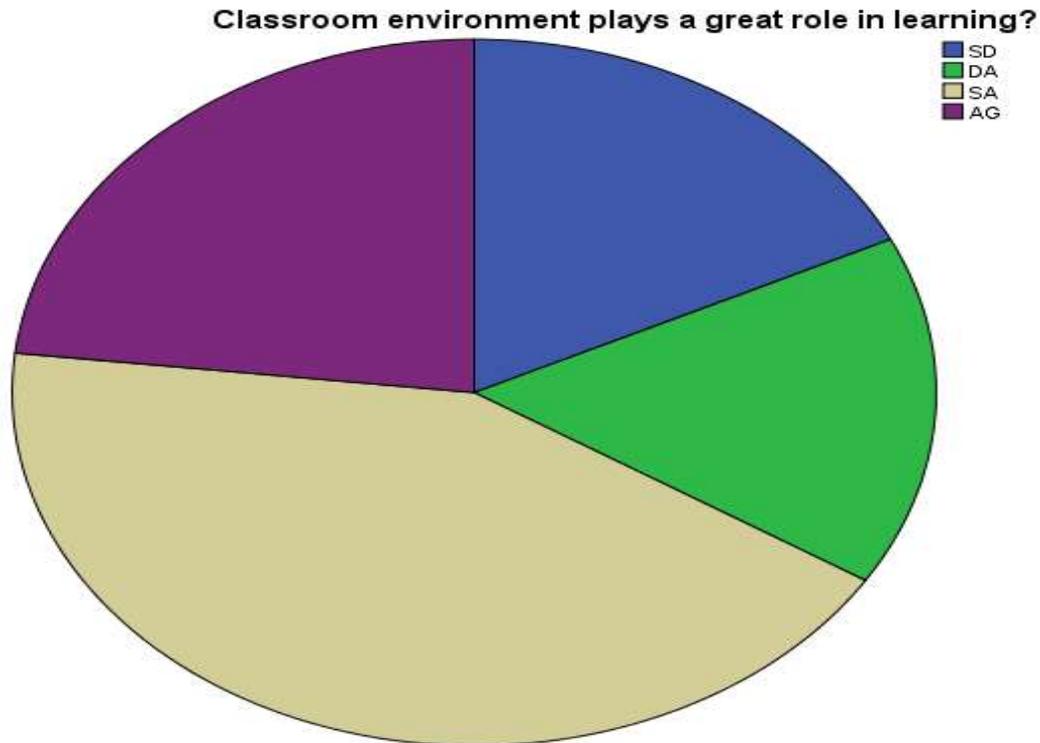


Figure: 2

Table 7

In Large classes it is difficult to learn and participate?

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	8	13.8	14.3	14.3
DA	10	17.2	17.9	32.1
SA	21	36.2	37.5	69.6
AG	17	29.3	30.4	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

In the response of third question that discussed the number of participants in a classroom and its effect on student's learning attitude gets 21 SA and 17 AG. Whereas 10 DA and 08 SD only, this data shows that students are more inclined towards classes where number of learners are limited and the students are able to ask questions at their own, they face no difficulty in asking questions from their teacher.

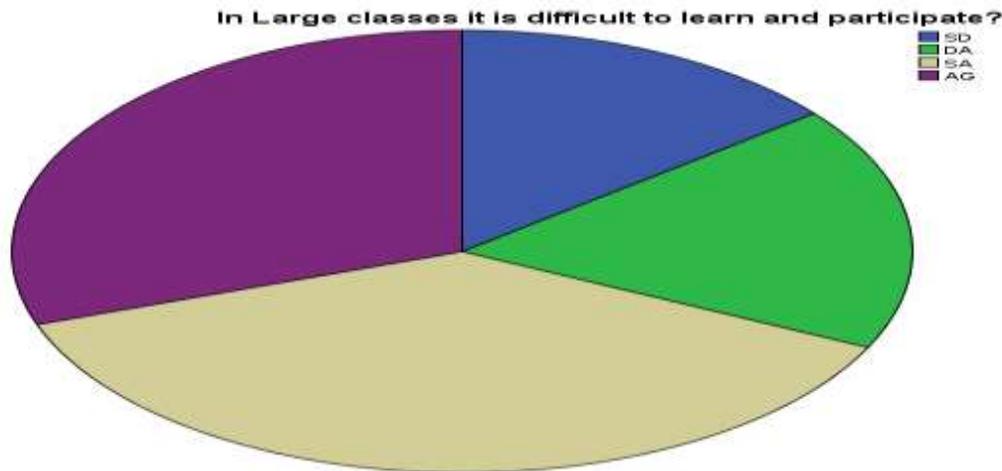


Figure: 03

Table 8

There should be no fear of failure?

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	8	13.8	14.3	14.3
DA	10	17.2	17.9	32.1
SA	25	43.1	44.6	76.8
AG	13	22.4	23.2	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

The fear of failure is a nightmare for student. Students focus on getting passing score by hook or crook and learning experience is spoiled in this competition 25 students SA and 13 AG on this questions. It is a great ration that suggests that students should learn having no fears in their mind. On the other hand only 10 and 08 students claim that the concept of failure has nothing to do with language learning, a huge ratio of students implies that the fear of failure should be removed from the minds of students so that they may learn the language without any fear.

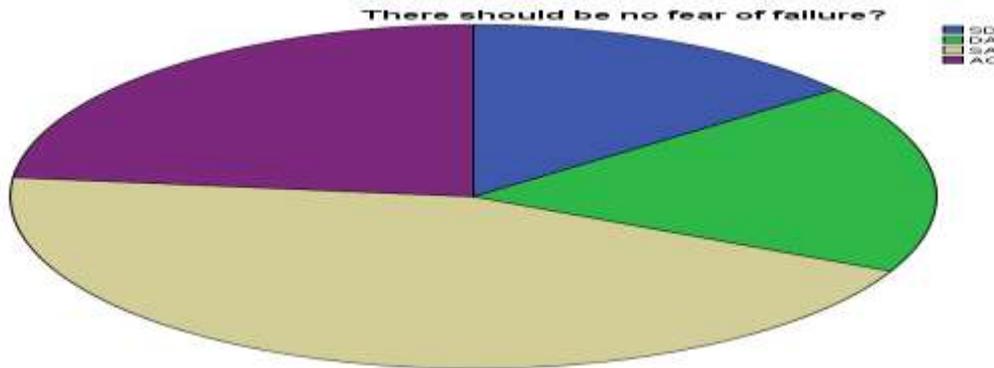


Figure:4

Table 9

Teacher should not ignore the ethnicity and academic background of every individual?

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	2	3.4	3.6	3.6
SA	43	74.1	76.8	80.4
AG	11	19.0	19.6	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

Language teacher should be impartial, but he should not ignore the academic background of his participants. Every mind is different and need different food to grow, it is not wise to treat all students equally (Karsten 2005)has said the same “Over time, children's geographies have become more diverse. In addition to the traditional childhood of outdoor children, we distinguish indoor children and children of the backseat generation” Teacher being the center of class and master of his arts should keep in mind that all students are important and it is important as well to have a close look on their academic background. Approximately all the students agreed that individual attention is required. 43 students SA and 11 Agreed whereas only 02 students in total disagreed that there is no need to explore the background of learner.

Teacher should not ignore the ethnicity and academic background of every individual?

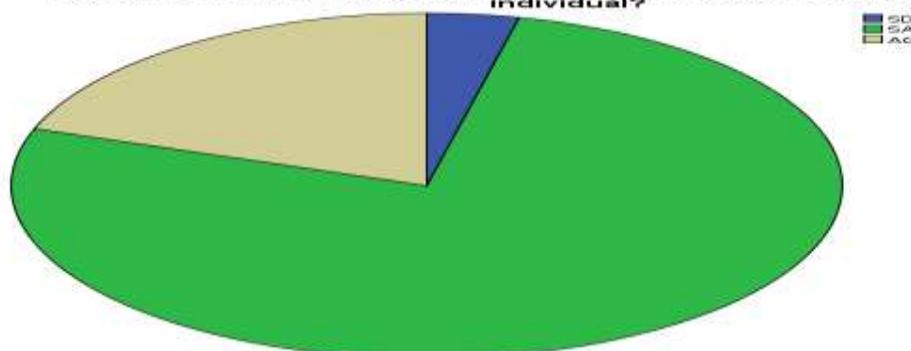


Figure: 5

Table 10

My Teacher plays very little role in making English an Essay subject for me.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	5	8.6	8.9	8.9
DA	8	13.8	14.3	23.2
SA	25	43.1	44.6	67.9
AG	18	31.0	32.1	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

English language teacher is different than other teachers in the sense that his continuous support and motivational approach induce the learners towards learning rapidly. They are more adaptive, they let students imitate them and involve them in conversation so that their confidence may build up (Fairbanks, Duffy et al. 2010). In this questions we got only 13 (SD+DA) participants whereas remaining students nodded in affirmation that their teachers provide valuable assistance in their English skills.

My Teacher plays very little role in making English an Essay subject for me.

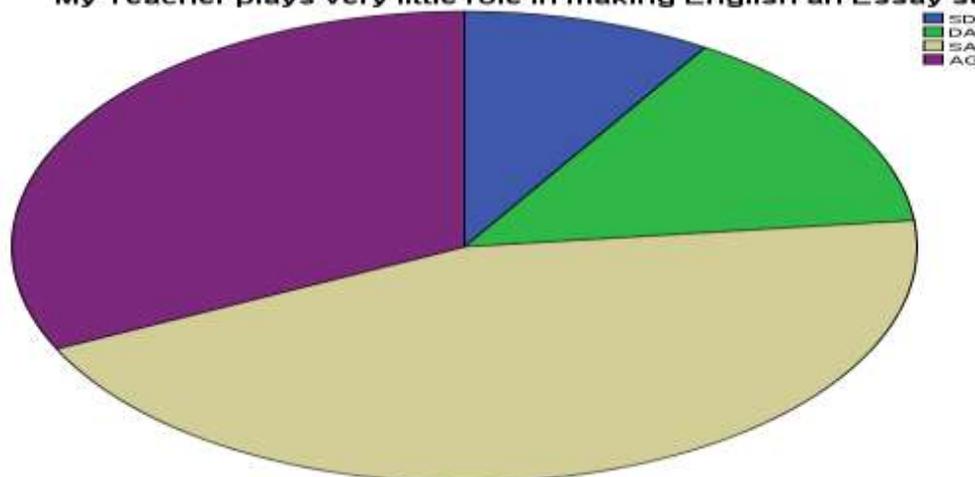


Figure: 6

Table 11

My personal affiliations distract me and I am unable to focus in my class.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	2	3.4	3.6	3.6
DA	6	10.3	10.7	14.3
SA	29	50.0	51.8	66.1
AG	19	32.8	33.9	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

Mind is everything what we think we become(Prok 2016). We are aware of the roll of a teacher in the class but we cannot ignore the participation’s contribution at the same time. 29 SA and 19 AG picked the point that domestic issues and hindrances are a great obstacle in learning environment. Students having established peace of mind are able to focus more as compared to those who are suffering from any socio-economic issue. It is pertinent to mention that only 08 students ignored the issue of domestic distractions, after getting results from different participants we may conclude that socioeconomic peace and stable background does matter.

My personal affiliations distract me and I am unable to focus in my class.

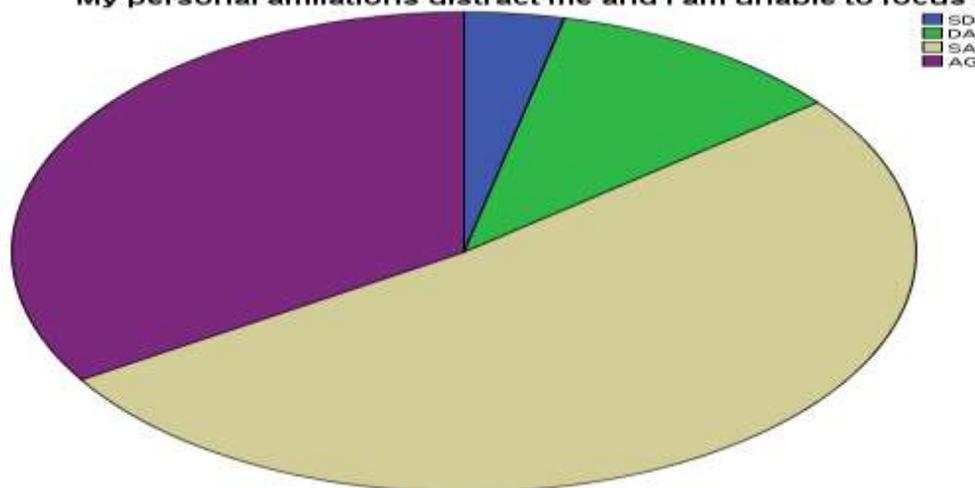


Figure 7

Table 12

Learning should be given priority over preference.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	7	12.1	12.5	12.5
DA	10	17.2	17.9	30.4
SA	17	29.3	30.4	60.7
AG	22	37.9	39.3	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

The point number 08 got fragmented answers, Learning should be given preference over merely inculcating the ideas of passing the exams (Delahaye and Ehrich 2008) preferred that learning should be the center of teaching environment instead of focusing on Exams. 22 students agreed that the sole purpose of education is learning this idea got 17 SA points whereas DA and SA students are only 17 in total. It recommends that students want learning and student centered atmosphere.

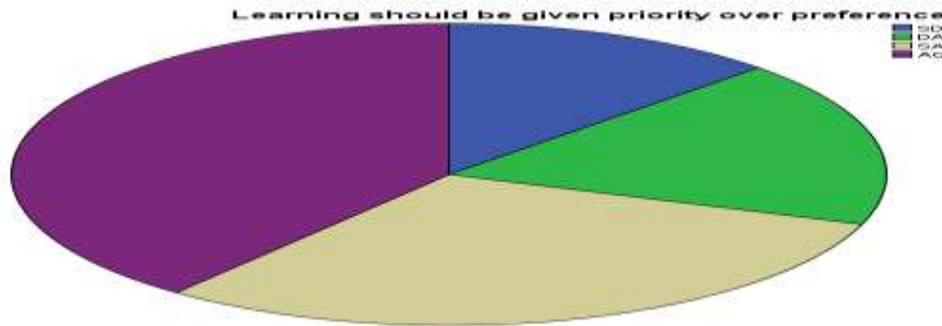


Figure: 08

Table 13

I am learning English because I have no other options.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	11	19.0	19.6	19.6
DA	12	20.7	21.4	41.1
SA	16	27.6	28.6	69.6
AG	17	29.3	30.4	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

Pakistan is one of the third world countries, we are following the patterns and footsteps of West so far, English being an official language of Pakistan is enjoying extreme reputation and it is taught in every nook and corner of the country. 16 students SA that they are learning English because there is no other option available i.e. it is a compulsory subject for the students 17 students agreed that it is not possible for the students to get a good job if they are not hand in glove with English. 23 students disagreed that they are learning English as compulsion rather they have their taste and interest in English.

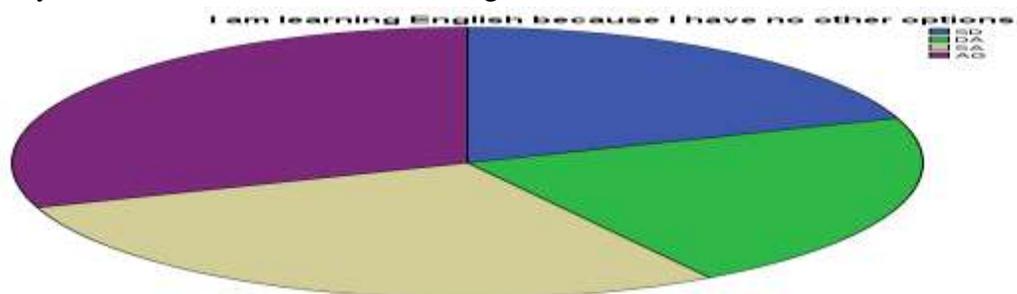


Figure: 9

Table 14

Classrooms discussions have polished my abilities.



	Frequency	Percent	Valid Percent	Cumulative Percent
SD	4	6.9	7.1	7.1
DA	8	13.8	14.3	21.4
SA	28	48.3	50.0	71.4
AG	16	27.6	28.6	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

Classrooms play very important and vital role in learning any language. Class room discussions motivate the students and they take part in the discussions actively, they learn a lot in this way. Active discussions encourage the students back to classes(Walsh 2020). Results show the same as 28 students SA and 16 AG with this point. Merely 12 students gave different answer it shows the important of classrooms discussions.

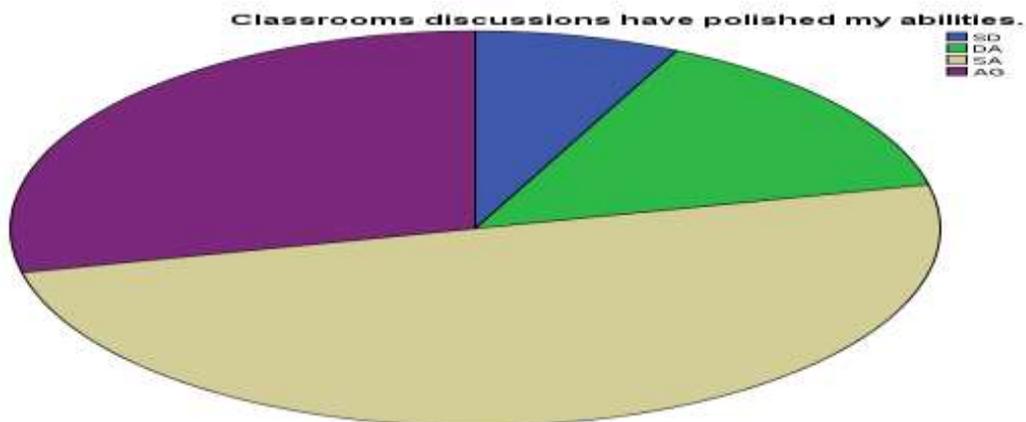


Figure: 10

Table 15

I am interested in English but nobody at home speaks English with me.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	7	12.1	12.5	12.5
DA	2	3.4	3.6	16.1
SA	34	58.6	50.7	76.8
AG	13	22.4	23.2	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

English is not the first language of Pakistan, students living in villages and cities have Urdu and Punjabi as their first language respectively. Students have none at their home with whom they can speak English language and hence their communication level is down as compared to those having communicative atmosphere at home. 34 students SA and 13 Agreed that they have nobody at home to support them, only 7 students strongly disagreed and 2 Disagreed having required numbers of fellows at home who can speak and hence they are capable enough to improve their languages, it is the drawback of the students that they are living in the third world country and they are lacking this proficiency. Hence the result recommends that it is high time to facilitate the students so that they may not face this difficulty anymore.

I am interested in English but nobody at home speaks English with me.

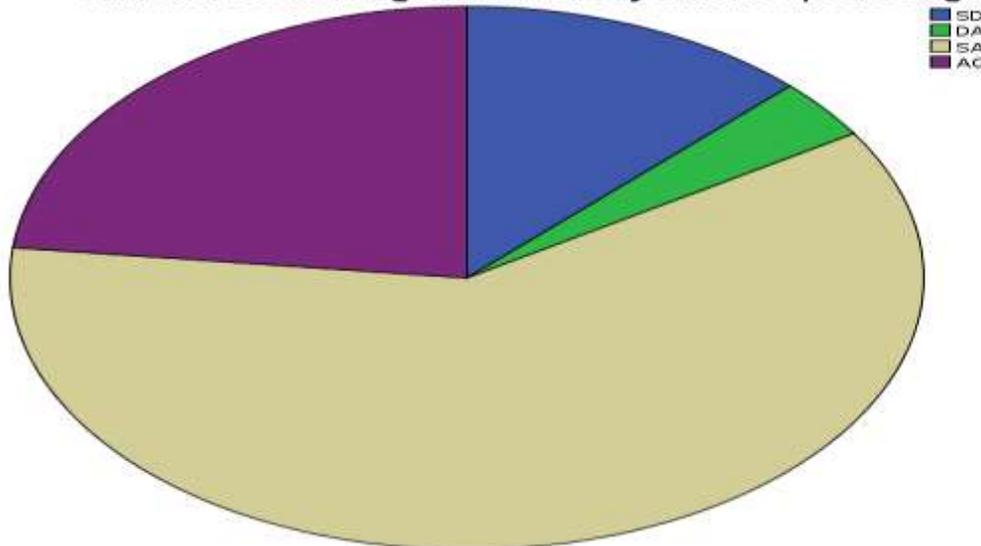


Figure: 11

Table 16

AV AIDS and motivational bibliographies when used in classroom inspires me a lot.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	9	15.5	16.1	16.1
DA	10	17.2	17.9	33.9
SA	25	43.1	44.6	78.6
AG	12	20.7	21.4	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

Audio visual aids play very important role in learning English language. It inspires many students. Audio-visual enhanced social media tools can become important teaching resources to present the lessons in a simple, effective and interactive way to students. Youths spend lots of time exploring social media tools such as 2go, Face book, Twitter, WhatsApp and so on, thereby contributing significantly to the number of users of ICT resources (Olagbaju and Popoola 2020). The ratio here implies that 25 Students SA that inclusion of Audio Visual material is inevitable for them; 12 students agree furthermore on the same point. Students having no or low background of technology have different outlook. They think it is better to have a class without multimedia or in traditional way. Majority recommends that we should integrate AV AIDS in English language classes.

AV AIDS and motivational bibliographies when used in classroom inspires me a lot.

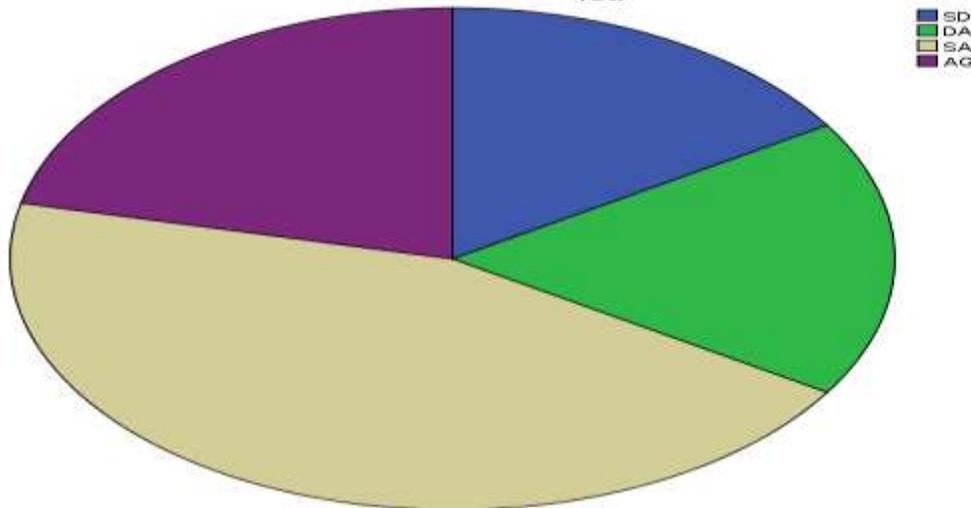


Figure:12

Conclusion

We cannot ignore the importance of motivation along with other factors i.e. passion and zeal of the student, Role of the teacher, environment and self-confidence. Aforementioned results recommend that we cannot move further in learning if we ignore motivational concept and remove all elements leading towards anxiety. Removal of anxiety demands dedicated mentors, refreshing courses of teachers and trips to educational sites. Lack of student teacher coordination leads towards a dead end and our students are not able to speak and write English language properly after their intermediate. Every year Federal public service commission issues the report highlighting the confusing mindset, effects of poor English in essay and precise paper. This poor English leads to failure and effects bureaucracy and leading departments of the country. It is worth mentioning that our English language teachers are not trained in their filed they teach the students without any goal or clear-cut direction. Students are not able to pass the very basic examination and it is cause of national embarrassment that Pakistani teachers applies outdated



and worn out methods of teaching and thus the language is merely burden for the students. This research also answered the question that why many Pakistani students are not able to continue their qualification after intermediate and the answer is in point number 9 that states “I am learning English because I have no other options.” Our students are not passionate towards English and as a result, they are unable to cope further with English language.

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