A Longitudinal Investigation of Pakistani University Students' Motivation for Learning English

By

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Abstract

This study was designed to investigate what factors influence the motivation of engineering university students in province Sindh of Pakistan to learn English. In particular the study attempted to examine the shifting role of integrative motivation in Pakistan by looking at motivational change in these students over the period from the start to the end of the English language course at the university.

To investigate these factors, I adopted a longitudinal quantitative and qualitative approach. The data were collected from the whole cohort of students who enrolled to take the English language course at university (N=541). They completed questionnaires at two points (1) at the start of the English language course and (2) at the end of the English language course. In order to have further illustrative insights some students (N=15) were interviewed at the beginning and at the end of the English language course. The questionnaires and interview tools used in this study attempted to measure students' responses on 7 motivational factors (1) Instrumental Motivation (2) Integrative Motivation (3) Parental Encouragement (4) English course specific motivational components (5) English Teacher specific motivational components (6) English class and use anxiety and (7) Identity and English learning. The background questions explored students' views on English learning experiences before coming to the university and students' perceptions of their English learning at university after English language course.

The results indicate that of the multiple factors that motivate students to learn English, the first among them is integrative motivation to become part of Pakistani community and the Engineering community whose members speak English. The instrumental motivation is for passing exams, raising status in society or to be successful engineer. The perceptions show that parents, grandparents and English teachers play a vital role in this process. The longitudinal nature of the study allowed a picture of motivation that changes with the passage of time to emerge. At the beginning of English language course the students were not confident about their English from their past experience, but were nonetheless motivated to learn English. The students' attitude to the University English

course is positive because they find the tasks in it relevant and interesting. At the end of the English language course the students felt that their confidence had increased and their anxiety had decreased. The background data show that the students come from a range of backgrounds including public and private English and vernacular medium schools and urban and rural areas of Sindh and because of this they have different learning experiences and levels of success with English. At the end of the course, all of them felt positive about learning English in order to become part of the professional community of Engineers, both in Pakistan and internationally.

This suggests that the English language course at University has an equalizing effect and the students' confidence in the English course and positive expectation to achieve their task of learning English raised their awareness of the progress they were making in learning English.

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Chapter 1
Introduction

1.1 Personal, Professional and Academic Motivation

In 1998 I completed my college education (12 years) from Pakistan in pre-engineering. In 1999, I sat for an entrance examination for admission onto the Bachelor's programme in one of the engineering areas such as Civil, Electrical, Mechanical, Textiles, etc. Unfortunately, I could not make it to the professional engineering university. During the same academic year, my knowledge of English helped me to get admission onto the Bachelor's (Hons) programme in English Literature which led to an award of an M.A in English Literature. Though I got a position in this programme, I was a dissatisfied soul. I wanted to be an Engineer. In September 2004, I appeared before the selection board for the post of Lecturer of English in the same engineering university. This time I made it, but as a faculty member. I started teaching English to the engineering students with a strong motivation to contribute to some degree in academics of the students in professional universities. I was mainly interested to teach students of mixed abilities with high and low motivations after having taken into account their social and psychological factors. The students came from varied educational, linguistic and financial backgrounds from both urban and rural Sindh of Pakistan. I had this cause and I was motivated to achieve it. After serving the university for 4 years, I was awarded a scholarship to pursue Master's and PhD in the field of ELT tenable in the UK. This scholarship gave me a hope to achieve my goal.

As a fresh graduate I always thought about the process of the teaching of the English language in the Pakistani universities from the students' perspective. When I started teaching at university I received a variety of responses from my students regarding their English language experiences in the past. Their English learning experience was based on their socio economic background, for example, the students who went to public sector vernacular medium schools were not quite confident about their English learning experience because of lack of opportunities and resources. On the other hand the students who came from private English medium schools got many opportunities to learn English and practice it in the school environment. From my teaching experience at the public sector university I felt that English in Pakistan is taught and learned on the basis of the teachers' perceptions of their students' needs of learning English and the challenge was that English teachers had no ELT

qualification and exposure to teach English. I was no exception. Despite all these challenges I was trying hard to help my students to learn English efficiently. As a conscientious teacher I knew that there was something missing that I was failing to deliver. I wondered if it was because my Masters degree in English literature was not an appropriate preparation for the task of teaching English language.

I entered the University of Glasgow, United Kingdom in 2008 with these questions in mind with expectations to answer some of these questions. During my M. Ed. ELT dissertation, I got an opportunity to discover that the abstractions I was unable to name in terms of students' varying English learning reasons and experiences were actually the central research aims in the field of applied linguistics and social psychology with formal designations such as 'motivation' and 'attitude'. I read the studies of L2 motivation researchers such as Gardner (1994), Dörnyei (2005), Lamb (2007), Ushioda (2009) and Chambers (2001). I discovered the theoretical background of the L2 motivation research and finally decided to undertake my M. Ed. ELT dissertation on the topic of learner motivation for learning English in Pakistani professional universities. I thought that this would likely provide baseline data for researchers in Pakistan to investigate students' perceptions and their reasons of learning English. There are not many systematic studies available on L2 motivation in Pakistan. The findings of my dissertation encouraged me to extend my research on motivation onto PhD level and further explore my area of interest.

1.2 From Masters to PhD level

In 2009, I completed an M. Ed. ELT dissertation on 'Motivation for learning English: A study of engineering students in Pakistan' at the University of Glasgow, UK. Though the study was small scale research based on a cross sectional survey of textile engineering students, it provided me with a strong theoretical and research background and some useful findings in my local context. The students felt that they learn English not only for instrumental purposes but for integrative purposes as well. Having been encouraged by the successful completion of the dissertation and M. Ed. ELT I decided to take this topic further onto doctoral level to investigate L2 motivation with a large sample, probably a complete cohort of the university, spend an extended time in the field research and employ longitudinal approach to investigate L2 motivation and its dynamic nature in Pakistani context.

1.3 Background of the study

In Pakistan, like anywhere else in the world, the university education is considered as privileged opportunity in students' life. The universities in Pakistan are in two groups (1) Professional Universities; Engineering, Medical, Law, Management and Agriculture and (2) General Universities (Arts, Humanities, Education, Social and Natural Sciences). The students who are top scorers in their intermediates exams and entrance tests taken after 12 years of schooling are allowed admission into the professional universities. Those who do not qualify for the professional universities seek to study in one of the general universities. My current study is set in place of my work in the professional engineering university in the province Sindh of Pakistan. Here English is taught as a compulsory subject in the first year of the undergraduate studies. The reasons behind selecting a professional engineering university are: (1) I teach in a professional engineering university, so the research will likely help me to understand and improve my teaching practices, (2) this professional engineering university is sponsoring my study (MEd and PhD) therefore my study will likely help to understand the processes of the ELT scenario there, (3) the students in the professional universities contribute more towards the country's knowledge based economy and (4) this university is located in the province Sindh of Pakistan which contributes about 70 percent of country's economy. Learning the language at the professional universities with strong motivation can help graduates to contribute more effectively in their educational career, social mobility and towards the success of the country's economy.

1.3.1 Scope of the Study

Pakistan is a complex country linguistically and the position of English has had a chequered history in terms of status and resources available for learning it; the model of motivation that has been developed as in chapter 3 and become quite complex over time would be a useful tool to apply to an investigation of the students' motivation for learning English.

Barker (1998: 112) states that *motivation* is a person's aspiration to accomplish something in some 'task or activity'. For learning a second language the important and contributing factor is motivation (Campbell & Storch, 2011). Motivation is what drives learners to achieve a goal, and is a key factor determining success or failure in language learning (Campbell & Storch, 2011; Thornbury, 2006). The learner's goal may be a short-term one, such as successfully

performing a classroom task, or the long term one, such as achieving native-like proficiency in the language classroom (ibid, 2006). Current research in this area is built upon the dominant model of motivation developed by Gardner and Lambert's (1972) research on Instrumental versus Integrative orientation. This defines the two types of motivations as (1) Instrumental motivation; when the learner has a functional objective, such as passing exam or getting a job- (2) Integrative motivation; when the learner wants to be identified with the target language community (Thornbury, 2006).

Dörnyei (2000a) argues that motivation to learn is a multifaceted construct when a target of a learning process is mastery of L2. He further says that the results of studies on academic achievement motivation are of direct relevance when talking about the language studies (ibid.). It was indeed the social dimension of L2 motivation that received most attention in the research done in between 1960s and 1990s (ibid.). This period was influenced by Robert Gardner and his colleagues; Wallace Lambert; and Richard Clément. Dörnyei (1994) conceives L2 motivation within a framework of ideally three distinct features: (1) the language level (2) the learner level and (3) the learning situation. Dörnyei (2001a) explains that learner motivation undergoes continuous change during the long process of second and foreign language learning.

Integrative motivation to learn in contemporary research L2 does not support that the learner of L2 should have a positive attitude towards the L2 community (Dörnyei, 2005). The new discussion of integrative motivation is an interest in being a member of global English speaking community (Lamb, 2009; Yashima, 2009).

According to the traditional concept of integrative motivation that the second language (L2) learners are motivated to learn L2 because they want to be like native speakers of L2 and would like to be part of L2 community (Csizer and Dörnyei, 2005: 20). This approach of Gardner's (1985) research attracted the researchers and remained dominant for long period of time. Moreover, Gardner's (1985) socio-educational model focused on integrativenes because in Canada two linguistic communities Anglophone and Francophone lived together who wished to learn language of other community so that they could integrate with each other comfortably.

This discussion of integrative motivation in relation to English as a global language is now being researched from new perspectives. According to the new discussion,the possibility cannot be discredited that L2 learners wish to be part of an international community rather than to be part of an L2 community (Dörnyei, et al., 2006). This also addresses the possibility that the L2 learners wish to part of their indigenous community in Pakistan or part of a dual national community of British/American Pakistanis, rather than being part of L2 community (Pathan, 2010; Pathan, 2009). This can be supported with Dörnyei's (1994: 275) study in which he investigated young adult learners in foreign language learning setting in Hungary and found out four dimensions of integrativeness of which '*desire to integrate into a new community*' is relevant in the current study.

Gardner's research focused on 'integrativeness' because the socio-linguistic conditions in Canada were relevant for integrative motivation where Anglophone and Francophone communities wished to learn language of each other's communities so that they could integrate comfortably. The old concept of the instrumentality views in Gardner's instrumental and integrative distinction focused on job prospects, which are not the only reasons in the case of children learning English as reported in Dörnyei's study on young learners in Hungary (Dörnyei, 1994). Dörnyei and Kormos (2000) and Dörnyei (2001b) investigated a different sample in Hungary and concluded that the traditional instrumental label was not complete to define pragmatic or practical reasons of learning a second language. There is a range of other incentives as well such as travelling, making friend abroad or understanding English songs (Dörnyei, 1994). The new label was used: 'incentives values' by Dörnyei for the instrumentality.

As said earlier the model of motivation this study presents is complex, this includes parental encouragement in addition to the classical instrumental and integrative divide. According to Dörnyei (2001b: 78) and Zhu (2007: 78) parental influence on L2 motivation was thought to be a central component by Gardner (1985) because parents were considered as 'major intermediary between the cultural milieu and the student. Gardner (1985) writes about two main directions of parents' role in students' learning (1) Active role, which involves encouragement and support and monitoring (2) Passive role, which involves indirect modeling and communicating attitudes related to L2 learning and L2 community. This is why Gardner investigated opinions of parents regarding language study. McGroarty (2001: 73) is of the

view that it is understandable that students should be sensitive to opinions of parents and teachers. The Bahraini secondary school students researched by William and Burden and Al-Baharna (2001) rated opinions of parents as highly consequential in motivating students positively for language study (2001:73).

The model of motivation this study presents also includes the English course and the English teacher. This is because students' motivation is influenced by course and teacher. According to Chambers (2001: 08) the course specific motivational components have influence on syllabus, teaching material, teaching method and learning activities. These motivational influences relate to relevance of syllabus, authenticity and accessibility of material (ibid, 2001: 8). The important motivational component for students is whether the course increases interest and involvement in the tasks through challenge and competition in pair and group-work, whether the activities are matched with difficulty of tasks with students' abilities and whether or not the course increases students' expectancy of task fulfillment and celebrations of success (ibid, 2001: 09).

According to Chambers (2001: 09) the teacher specific motivational components refer to the relationship between student and the teacher, the teacher's approach, behavior and provision of motivating feedback. The motivational influences of teachers are whether they are empathetic and promote learner autonomy, provide choice and share responsibility (ibid, 2001: 9). In addition, the tasks are introduced by the teacher in such a way that learning opportunities are appreciated by the students rather than 'imposed demands to be resisted' (ibid, 2001). Finally, the teachers' motivational component refers to the use of motivating feedback by presenting it in a 'positive' and 'informative' manner (ibid, 2001: 09).

As discussed above, the research on motivation for learning a second language was established in Canada and a small number of research studies were conducted in other contexts specifically in South Asia. After the global spread of English and establishment of English as an international language the researchers such as Dörnyei (1994) developed models for western contexts that encouraged researchers from other countries including China, Taiwan India and Pakistan. The ELT situation in Pakistan is complex. During the process of learning English or taking the decision to learn English the learner has various influences from

different external and internal factors in Pakistan including parents, teachers, English course, short and long term goals, national image and religion.

The majority of research on motivation for learning English has been conducted employing quantitative studies because of the use of the standardized Attitude Motivation Test Battery (AMTB) in the past (see chapter 3). There is a need to investigate L2 motivation employing qualitative and mixed methodology because Ushioda (1996a) is of view that in an academic settings it is observed by the researchers that the motivation is inconsistent than constant. Ushioda (2001) gives a motivational determinant having eight motivational elements which are grouped in three categories (Campbell & Storch, 2011). The first group is related to the learning process such as personal satisfaction, language learning history and language related enjoyment (ibid, 2011: 168). The second group includes 'external pressures and incentives' (ibid, 2011). And the third group is integrative disposition which includes personal goals, desired levels of L2 competence and positive feelings about the L2 speaking community (ibid, 2011: 168). Further, to study change in motivation longitudinal research is likely to provide better understanding of the phenomenon. Based on the above, the following research aims and questions have been developed to fill the gap in the existing literature on L2 motivation in particular in Pakistani context.

1.3.2 Aims of the study

Based on above, the following aims were developed

- To Identify the factors of L2 motivation in students at pre and post English language course

- To Identify factors that affect this motivation,

- To Investigate whether or not motivation changes over the period of English language course

- To See the difference between students' motivation for learning English and their background

1.3.3 Research Questions

RQ1:   What factors motivate Pakistani University students to learn English at the start of their university study?

RQ2:   Is there any motivational change in students after they complete their English course at university?

RQ3:   What are students' perceptions about this motivational change?

RQ4: Is there any difference in motivation for learning English in students from varied backgrounds?

1.4 Organization of the dissertation

Following this introduction, Chapter Two introduces the background to the study to present an outline of English language and English language teaching (ELT) in Pakistan and determine factors that are likely to affect motivation.

Chapter Three gives the theoretical background of L2 motivation research.

Chapter Four describes the research methodology, research design (instrumentation and variables), participants and sampling method, potential ethical issues, data collection and data analysis techniques.

Chapter Five presents the findings generated from the data analysis in relation to the existing literature of the field, followed by Chapter Six where a thorough discussion of these findings is presented, along with an attempt to answer the research questions.

In the Seventh chapter of the thesis, a brief summary of the research results is presented, followed by a note on the limitation of the study, contribution to knowledge and suggestions for the potential research possibilities on the topic.

Chapter 2

English Language Teaching and Education in Pakistan

2.1 English in Pakistan

This chapter is in three parts and portrays the linguistic and educational profile of Pakistan to identify the potential factors that may affect the motivation of those learning English at university. A comprehensive description of the research context is therefore essential. Section-1 discusses (a) history of English language contact from the early expansionist phase of imperialism (pre-partition and post-partition (post-independence) and (b) users and uses of English in Pakistan (function domains, interpersonal function, instrumental function, regulative function and creative function). Part-2 of this chapter discusses the impact of the role of English on ELT classrooms, on School, Madrassa (religious school) and Higher education level in Pakistan. Finally, part-3 of this chapter discusses the ELT situation at the research site. Throughout the chapter there will be references in brackets to the particular area of motivation.

2.2 Sociolinguistic Profile of Pakistan

Pakistan is a multilingual and multicultural country with six major and over fifty-nine minor languages in 180 million population (Rahman, 2002; Pathan, *et.al*, 2010).

Figure (2.1): Map of Pakistan (http://www.google.co.uk/search?q=maps+of+pakistan)

Mainly, the languages to be used in the domains of power and prestige (such as government sector, corporate sector, education and media) are Urdu (at indigenous level) and English (at higher level). Pakistan's national language is Urdu which is the mother tongue of only 7.57% population in Pakistan (Rahman, 2002). Due to the low number of Urdu speakers, the nationalists have been demanding the government to declare 5 major languages of Pakistan, which, according to Katzner, (1977) are Indo-Iranian (Indic) as national languages such as (a) Sindhi (spoken by 14.10% people) (b) Punjabi (spoken by 44.15% people (c) Pashto (15.42%) (d) Balochi (3.57%) and (e) Urdu 7.57% (Census 1998 cited in Pathan, 2010). Pakistan's official language is still English. This is because even the founder of Pakistan Muhammad Ali Jinnah gave his first speech in British India to the parliament in English which has symbolic value (so that Muslims could learn English in line with their founder and get quality education which was in English) that English played a vital role (Mahboob, 2004).

Mahboob (2004) says that English is spoken by 6 million people in Pakistan which makes (4%). Resultantly, English in Pakistan is emerging as a South-Asian variety of English which is likely to transfer from Kachru's (1992) outer circle to inner circle in future (Pathan, 2009). Kachru (1992) divides English in the world in three circles, an inner circle (where English is spoken as native language like UK, USA), outer circle (countries which remained British Colonies such as India, Nigeria, Pakistan, Nepal) and Expanding circle (countries which are affected by western countries such as Japan where English is becoming an important language). This is based on the historical fact that the input that English learners received in South Asia at the time of British rule was from local Indians; there were not many British teachers available, which resulted in reduced contact with Anglo varieties of English (Mahboob, 2004). There was little or no contact with Anglo varieties of English in everyday life and after independence the distance between English and local Indian developed (ibid, 2004: 3). These are some of the historical facts which encouraged advancement of English as a south Asian variety of English (ibid, 2004). Historically, Muslims in South Asia (including Pakistanis) responded to English in three ways: (a) rejection and resistance, (b) acceptance and assimilation and (c) pragmatic utilization (Rahman, 2005). If we added (d) nativization to Rahman's three points it would be a true picture (Mahboob, 2004).

2.3 History of English language Contact in Pakistan: Pre-Independence

the History of English language contact in Pakistan can be traced back to the early 'expansionist phase of imperialism' in British India (Phillipson, 1992; Schneider 2007). English language was implemented in India to maintain the contact between the rulers and the subjects when in the nineteenth century the British occupied India. Hence, instead of imposing English language on the whole population of India, the British government brought it through education policy (Phillipson, 1992; Schneider 2007). Rahman (2002: 176) says, "There was no sudden administrative order imposing English on India but a slow building up of demand for it by offering it first as an additional subject and then offering jobs through it even while Persian continued to be the official language".

English language was one of the most useful tools in India towards modernizing the country . Actually, the purpose behind this was to educate a class of Indians who, as a result, might operate as "Interpreters" between the British government in India and the millions of Indians who were governed (Phillipson, 1992). According to Lord Macaulay's dictum (1834) the aim was to create "*a class of persons Indians in blood and colour, but English in taste, in opinions, in morals and in intellect*". This was done for what has termed extra-linguistic purposes" (Mahboob 2002: 1) and "without actually imposing the teaching of English by decree, the British created the demand for it" (Rahman 2002: 162). English replaced Persian in 1835, thus, for Muslims, creating resistance and a negative attitude towards English (Mahboob 2002: 2).

2.3.1 Linguistic and Cultural Infiltration of English (1600-1757)

Schneider (2007) notes that Englishmen came in India initially on individual visits. On December 31, 1660, Queen Elizabeth-I gave a declamation, offering an advantageous 'trade monopoly' to the East India company (ibid, 2007). The people who came to India for business brought their language to India and by the 17th century they established the first permanent bases for their own activities, which triggered the linguistic and cultural infiltration of English in South Asia (ibid, 2007). The missionaries also introduced English to local populations in India. The schools which they established at various localities throughout the country typically were run in English and thus spread the language (ibid, 2007). At that time the traders and sailors who introduced English in India were not that much educated so English could not be said to have 'elitist' touch (ibid, 2007).

2.3.2 English with a stable colonial status and Exonormative orientation 1757-1905

In 1757, in the Battle of Plassey, the East India Company defeated the last independent Nawab of Bengal and announced its sole power in the subcontinent which is the most important event that took place after the Indian Mutiny (Schneider, 2007). By this time English language teaching and bilingualism with English as second language was rapidly spreading (ibid.). The spread of English was mainly through education, but here also, according to Mahboob (2002), there were two schools of thought in the early period of British government: Orientalists and Anglicists. The former "appreciated the past greatness of the native and knew that there was much to learn from Indians", and the latter, held English language and Western Culture as superior and thought of "oriental learning in contempt" (Rahman 1996: 33 cited in Mahboob 2002: 4). The Anglicists wanted to promote English by teaching European "literature and science through the medium of English language" (Lord Bentink 1835, in Spear 1965: 127 cited in Mahboob 2002: 4).

Supporting the view of Anglicists, Macaulay's minute of February 1835 was the argument that was approved by the Governor-General of India, Lord Bentinck. These minutes asserted that giving education to Indian Muslims and Hindus in Arabic and Sanskrit is unimportant. Instead English literature would be more beneficial because English is superior because Science is taught in English.

The reasons for teaching English through English literature in India were:

> (a) English literature played a socializing role of the kind which religion played in Britain;
>
> (b) that the aim of this socialization was to disseminate values which would control Indians not by the crude use of force but by convincing them that British rule and civilization were superior to theirs and beneficial for them; and
>
> (c) literature would create an ideal moral force
>
> (Viswanathan 1987; 1989 cited in Rahman 2002: 161)

2.3.3 English replaces Persian

The decision of replacing English with Persian was not welcomed by Muslims because they were more comfortable with the use of Persian as an official language. English language was established with a decision in 1837 to replace Persian as the official language of the law courts (Mahboob, 2002; Phillipson, 1992). By this time the government offices and jobs were given to those Indians who received English language education. There was instrumental motivation for the use of English. On the other hand Hindus gave this move a warm welcome because they did not want to learn Persian which was an official language of Muslim rulers (Mahboob, 2002). The result of English language educational policy and jobs was that English became the sole medium of education, administration, trade, commerce and the domains of a society's functioning Instrumental motivation (ibid.).

So it is clear that Muslims in India who made up most of Pakistan did not welcome English language for a number of reasons such as (a) British invaded the Indian territory and claimed power by toppling the Muslim government (Mughals), (b) British replaced Persian with English and (c) "English only" educational policy went in favor of Hindus who did not like Persian and welcomed English (ibid.). They earned good jobs and favors from the British government and the Muslims were alienated (Rahman, 2002).

2.3.4 From Rejection to Acceptance of English

Muslims were encouraged to learn English by Nawab Abdul Latif, the Bengali British civil servant and reformer (Rahman, 2002). He requested the British decision-makers to introduce English in exclusively Muslim institutions (ibid.). The first recorded ideological response to English and one which shaped Muslim opinion and was referred to throughout the nineteenth century, was the religious edict (*Fatwa)* of Shah Abdul Aziz who declared learning English as lawful and not opposed to Islamic law (*Sharia'h*) saying that "There is no harm in reading English, i.e. recognizing the English alphabets, writing it and knowing its terms and meaning…" (Rahman, 2002: 166). This followed a number of fatwas issued by different scholars who encouraged learning of English, subject to the condition that there may be no impairment in religion (Religious identity and motivation for learning English) Those, who did not like English to be part of Muslim's education and believed that *learning English was sinful and unlawful* on religious grounds, became a minority because majority of Muslims appreciated the importance of English in their lives- (Islam and motivation for learning

English) (ibid). Most of the essayists at that time believed that it was a prejudice against English and such attitude was wrong (Rahman, 2002). Muslims were now studying in English schools but they still were in lower orders of Mohamedans which was not most a powerful or prestigious social class (ibid).

There has been a tradition of adopting cultural or social patterns of other groups of non-native languages in South Asia (Rahman, 2002). The case of English is nothing new. The acculturation of Persian led to the development of a non-native Indian variety termed Indian Persian (*Sabk-e-Hindi*), while the acculturation of English has given the labels such as *Indian English, Pakistani English,* and *South Asian English*" (Gargesh 2006: 91 in Rahman, 2002).

2.3.5 Anglo-Persian

At the same time Persian was still a symbol of social prestige for Muslims and a Muslim father would be very much willing to make his son apply himself to English (parental encouragement, instrumental motivation), if he could carry on at the same time with his Persian reading (Haque, 1968). This means that parental encouragement for English was based on the condition that learning English should not interfere with Persian which had respect because of the close association with Islam. It was decided to establish an Anglo-Persian department at the Madrassa (religious school) which was intended only to extend the benefits of English education to the children of Mohamedans of the higher order (Advice in Presidency, 1855 cited in Rahman, 2002). In this regard, an essay competition was organized "On the advantages of an English Education to Mohamedan students". According to Rahman, 2002) English brought about a transformation of world view making Muslims more liberal and created a mindset of pro-English reformers. This was the date even conservatives started sending their children to English speaking schools (ibid).

It is very important here to mention the names of Sir Syed Ahmed Khan and Shibli Nomani who were at Aligarh and encouraged learning of English (Rahman, 2002). With their efforts, English was first introduced as an optional subject and afterwards a compulsory subject for the students. But there existed resistance from the religious scholars who were not in favor that Muslim females should learn English (ibid). In spite of the apprehensions, English spread faster than the British rulers were willing to supply. "At times the British had to deny English education at the lower, non-elitist levels to keep up its scarcity value. The British rationed out

English while the Indian (Muslims among them) started demanding it" (Rahman, 2002). The liberal scholars appreciated the importance of English while the religious orthodox thought that English will make people liberal (ibid.). But, the spread of English was inevitable because the Muslims realized that English learning will help them to improve their social status (Instrumental motivation (ibid.).

2.4 History of English language contact: Post-Independence

After independence of Pakistan in 1947, the use of English was unavoidable for maintaining the day to day affairs (ibid.). The language known to the ruling elite and to perform official duties (short term and long term goals-Instrumental motivation) was English (Rahman, 2004). So English continued to be an official language of Pakistan (ibid.). English also had an advantage of being a neutral language because it was not the mother tongue of any local population. The selection of any other language would have caused deprivation for people from different nationalities and be charged with political activism (Haque, 1983). There were for and against movements and a number of language riots in 1971-72 too and afterwards they continued till 1990's (Rahman, 2004).

2.4.1 English in Constitution of Pakistan

The Constitution of Pakistan (1973) has the following provisions with regard to English and Urdu:

(1) The national language of Pakistan is Urdu and arrangements shall be made for its being used for official and other purposes within fifteen years of commencing date.

(2) Subject to Clause (1) the English language may be used for official purposes until arrangements are made for its replacement by Urdu.

(3) Without prejudice to the status of the National language, a Provincial Assembly may by law prescribe measures for the teaching, promotion and use of a provincial language in addition to the national language (Article 251).

Efforts have been made from time to time from different political governments to replace English with Urdu, but have been unsuccessful (Abbas, 1993).

Abbas (1993) gives a comprehensive discussion of role of English from 1947 onwards, an explanation of which is as below:

2.4.2 1947-1971

This was a period of Jinnah (founder of Pakistan), Liaquat Ali Khan, Ayub and Yuhya Khan in which Bangladesh (Major Part of Pakistan) was separated from Pakistan (Abbas, 1993).There is a historical significance of this development because this separation or division of Pakistan had deeper influence on different linguistic policies. Pakistan's foreign policy was in favor of having strong political ties with America. English was regarded as the language of the elite class. All administration, training of personnel in key ministries, forces and education was administered in English- long and short term goals (Instrumental motivation) (ibid.). One factor for the spread of English language after maintaining English as an official language was the issues encountered by the government to give new policy for language in the country (ibid.). English language was firmly established in the official system, from commerce, business, diplomacy, governance, legacy, and judiciary up to education at secondary to tertiary level (ibid.). "The use of English was inevitable for system maintenance: the ruling elite were trained to do their official work in English. English per force continued to be the official language of Pakistan" (Haque 1983: 6).

The other factor was the clash between Urdu and Bengali, the two major languages striving to be called as the national languages (ibid.). Amidst this controversy, English remained as an official language as this was the language which was not a local one like Urdu-Bengali languages (ibid.).

Attempts were made to form a policy to help the Urdu language replace English in Pakistan. This was announced at various occasions. In 1948 it was announced that "Urdu would replace English within ten years" but the non-availability of corpus planning was the major cause of not being able to replace English with Urdu (Mahboob 2002: 11). Urdu is native language of 7 percent people of Pakistan and people in Pakistan have different attitudes to Urdu. Since Urdu was closely associated with Islam and was language of Indian Muslims, after division it had to be declared as official language.

2.4.3 1971-1977

In order to promote regional languages in Pakistan the Institute of Folk Heritage was set up in the capital of Pakistan (Abbas, 1993). At this time, major language clashes took place

between Sindhi and the refugees from India (Muhajir's) who spoke Urdu. Because of this clash, English continued to function as neutral language and used as official language. English got status of a functional language, which could play a role of a bridge between Urdu and local Pakistani languages (Haque, 1983).

2.4.4 1977-1988

English was further established in Pakistan when the British Council, Overseas development US government gave substantial monetary assistance to the Government of Pakistan (ibid.). The funding helped to start a number of training programs for English language (ibid.). This is confirmed by the *1986 British Council English Teaching Profile: Pakistan* which states that there should be a market for British EAP materials, already introduced in American-staffed English language units at Quetta and Multan (Rahman, 2004). This was a rich period where two countries of Inner UK and US gave attention to Pakistan. Soon after the aid was discontinued and a number of these English language units and centers were disposed of. The state universities assimilated these centers but due to shortage of funding these centers could not deliver in accordance with the standards (Shamim and Tribble, 2005).

2.4.5 1988-To date

Since 1988 there has been a long debate on the medium of instruction in schools between Urdu, English and regional languages. With Benazir Bhutto's government (1988-1990) English was made compulsory from class 1 in state-run schools. The elitist private schools were already following English medium, so the government wanted to bring harmony in educational system. Unfortunately, this system could not continue because the teachers were untrained (Mahboob, 2002).

In 2004 the Government of Pakistan and the Higher Education Commission made efforts and established English Language Teaching Reforms project (ELTR) which constituted a National Committee on English to train teachers of English in public and private sector universities/colleges to help strengthen English language departments and centers in the public sector universities and colleges of Pakistan. Currently, there is a strong emphasis on learning of English in Pakistan as it is a key to modern knowledge (for science and technology-Instrumental Motivation) and every step is being taken to bring standards of English language teaching in educational institution a par with international educational institutes of repute. The

present government of Asif Ali Zardari (Widower of the assassinated ex-Prime Minister Benazir Bhutto) has recently made National Educational Policy 2009 according to which English would be taught compulsorily from class 1 onwards.

The role of English in Pakistan has become very important in present time as the UK and the USA have declared Pakistan to be a main partner in war against terrorism (pragmatic use and motivation to part of international community which speaks English). Once again Pakistan has been granted funds to improve the country's infrastructure and education standards by the USA, the UK, the World Bank and the Asian Educational Foundation. Moreover, as a result of the Urdu versus Bengali, Urdu versus Sindhi linguistic riots, a significant of number of people (especially the youth) in Pakistan prefer to speak English because it is viewed a neutral language and a language which now seems to have discredited the "imperialistic" tag (no more language of British Masters) with English. This attitude towards English will likely help English to peacefully co-exist with other regional languages in Pakistan and it is likely that after proper planning and conduct of research studies English may become one of the South Asian Varieties of English potentially known as Pakistani English (as suggestd by Rahman and Mahboob) and people might prefer to learn PakEnglish to be part of Pakistani English speaking community (Integrative Motivation).

Part-2

Part 2 of this chapter discusses the ELT situation in Pakistan.

2.5 Users and Uses of English in Pakistan

There are various motivations for learning English in Pakistan and English is used for interpersonal, instrumental, regulative and creative functions. The most recent statistics in the CIA World Fact Book (2002, cited in Mahboob, 2004) notes that English is spoken by 6 million people in Pakistan which is more than the population of New Zealand.

English language is used in Education, Military (Army, Navy and Air force), Civil administration and Bureaucracy at provincial and federal government levels in Pakistan. It is the major language of the legal system in Pakistan at Supreme Court and High Court level. All the laws are codified in English (Instrumental motivation/reasons). The provincial court is bilingual and sometimes trilingual subject to discretion of the individual Judge (Abbas, 1993).

Abbas (1993) notes that media (radio, television, newspapers, cinema, advertising) are important motivations for use of English in Pakistan. In Pakistani print media English is used in 20 dailies, 35 weeklies, 33 fortnightlies, 152 monthlies, and 111 quarterlies. In the electronic media there are a number of English channels like CNN (US), BBC (UK), HBO (films), National Geographic, Geo News (local Pakistani), Dawn News (local Pakistani) which are widely watched by people in Pakistan to remain connected with the world (ibid.). These days even the billboards, sign boards for advertisements of different companies are also preferably displayed in English (Rahman, 2002).

Pakistan is also a tourist country and its Northern and Tribal areas are a center of attraction for the people from foreign countries (Pathan, 2010). The employees of the tourist department and 4 to 5 star hotels speak English (travel orientation, motivation). In addition there are a number of multi-national food restaurants in Pakistan like KFC, MacDonalds, and Pizza Hut where the staff members are trained to speak English. The menu of these restaurants is in English language and people feel strong motivation to place their order in English (Pathan, *et al*. 2010). However people feel hesitation about using English outside which influences motivation for using English outside classroom. This is because the people feel shy or they have fear that they will speak incorrectly and people would laugh at them.

In Pakistan, English is a symbol of high status and sophistication (status-instrumental motivation). English medium schools are named as elitist just because the students after their studies foresee a bright future in their career in Military, Law and Bureaucracy (jobs and future motivation/orientation), where English is a dominant language (Rahman, 2003). In this connection the government of Pakistan has formulated a policy in 2009 according to which English would be a compulsory subject from class 1 onwards so that the students of the state-run schools could also pursue bright career in future (Instrumental-long term). All the professional and general universities in Pakistan use English language as a medium of instruction.

The imaginative function of English, as Kachru (1992 cited in Michieka, 2005) refers to the use of the English language in various literary genres such as novel, poetry, prose etc (Intrinsic Motivation). This suggests that in Pakistan people do learn English for their personal interests too, such as reading novels or literary works written in English. In Pakistan there is a good

number of writers who use English particularly Pakistani English with PakE lexis and syntax such as (1) Police-wala (Male police officer), (2) Police-wali (female police officer (3) Fruit-mandi, (mandi means market), (4) Super-chamcha, means sycophant (Gramley, 2001; Baumgardner, 1998). Pakistani writers such as *Bapsi Sidhwa, Daood Kamal, Shahid Hussain*, are some of the writers who, according to Abbas (1993) follow the 'grass-roots, ethnoliteracy traditions of the native speech communities.'

2.6 The Profile of the role of English on ELT classroom in Pakistan

English is taught as a subject at School, College, University, and Madrassa (religious school) level in Pakistan. Due to parallel systems of educational institutes especially at School level, such as vernacular and English medium, there is a wide difference in teaching, syllabi and motivation. It is important to understand the mechanism of English language teaching at school and higher education level with specific focus on curriculum, English language teacher, methodology and materials in ELT.

2.6.1 English and Vernacular medium schools in Pakistan

English is taught as a subject in government schools. On the other hand it is the medium of instruction in private and elitist state schools in Pakistan (Rahman 2002). There are a number of English courses such as literary courses, pedagogic grammar taught through traditional methods of memorization rules and newer methods popularized by the new emphasis on English language teaching- English course specific motivation (Rahman, 2003; Malik, 1996; Mansoor, 2003). These days, in the Pakistan, an advertising campaign is done for these institutions which claim to be English-medium schools or tuition centers promising to teach spoken English to students who are aspire to get good job or high social status (motivation for learning English for communication purposes/instrumental). These are based in areas which are economically less advantaged. This is because the disadvantaged groups in Pakistan wish to get high social status which English promises (ibid.).

The English medium schools are of three major types: (a) state-influenced elitist public schools (b) Private elitist schools and (c) non-elitists schools (Rahman, 2002). The state-influenced schools (funded by Government but administratively run by members of Army or socially respected people) are the top public schools, the federal government model schools and the armed forces schools which work on the British aristocratic model (ibid.). Elitist

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public schools of Pakistan are much influenced by the military as their counterparts in England were by the Anglican Church up to the 19th Century (Rahman, 2002).

The private elitist schools belong to the bureaucrats, business tycoons, the members of parliament and senate of the country (Rahman, 2002). These schools run the Cambridge schooling system. Finally the non-elitist system of school, fully dependent upon the state, functions for most part in Urdu, Sindh or Pashto and gets no proper treatment in the allocation of funds, maintenance of building, and quality of teaching (Rahman, 2002). This system works under vernacular rather than English which means the students of these schools would have greater difficulty in competing for better jobs and participation in the elitist domains of power than their English-educated counterparts (Rahman, 2002; 2003).

The public elitist English medium schools have some policies in appointing teachers who have pre-requisite qualification in the subject (ibid.). The teachers hold qualifications in English literature and not language because for long period of time Pakistani universities offered graduate/masters level courses in literature only. As for private elitist schools, the criterion of teachers' selection is simple fluency in English. After they join the school, they are offered trainings by the school administration (ibid.).

Vernacular-medium schools use the grammar translation method in teaching (audio-lingual method was also introduced in 1980s-90s but only at some language centres). According to a report of 1982 (cited in Rahman, 2003) which looked at the teaching of English in twenty Urdu-medium high schools in Lahore district (city of Pakistan), it was found that the students could not speak or understand oral English. However, they could read their lessons and simple sentences in it (Rahman, 2003). The major reason of this deficiency is that English is hardly used outside the class and even within it, and it is explained through the local language (ibid.). In the nursery classes, an English book is read out by the teacher and explained word by word and line by line in the vernacular (Urdu/regional language). After that the student stands before the class and reads out the lesson in a singsong voice (ibid). After this the whole class repeats in chorus (ibid.).

English textbooks have fewer "ideological" items than texts in other languages (Sindhi, Urdu, Arabic). The ideological items in the textbooks are *poems, prose, reading lessons on Islam,*

importance of Islamic personalities, leaders of Pakistani independence movement, Pakistani nationalism (Identity and motivation for learning English). English is the least ideologically burdened language (Rahman, 2002; 2003). But the importance of English language in Pakistan is that if any student failed an English examination; she would be considered a fail in overall result (ibid, 2002; 2003). The problem is when the students with such English learning experiences come to the University for Higher Studies, they face problems in their studies because they have not the required standard of English (English learning experience in past and motivation). The universities on the other hand have no requirement for students to have a particular level of English language proficiency for admission. The University offers admissions on the overall grade in students' previous college examination and entrance tests.

The religious school (Madrassa) is another system that is run in Pakistan (Rahman, 2002). After President Mushraf's educational reforms English is being taught to the *Talibs (students who conserve traditional Islamic views).* English faced opposition by Madrassas because it was regarded being liberal and anti-Islamic and a colonial legacy (ibid.). In General Ayub Khan's government in Pakistan the commission on national education emphasized the teaching of Urdu and English (ibid.). The Madrassas registered with the government boards to teach English as a subject and in the ones which are not registered, arrangements are encouraged to teach English by the hiring of a teacher who is free to use material (conforming to Islamic culture) and course of his choice (Rahman, 2002).

2.6.2 Higher Education in Pakistan

English is taught in the universities at undergraduate and postgraduate level in Pakistan as a compulsory subject in all disciplines. The medium of instruction in Pakistani universities is English and those students who have got poor English language skills do not survive on the graduate or masters level courses. Mansoor (2005) and Malik (1996) argue that the importance of English is apparent from the fact that English is a compulsory subject at graduate level and Urdu (national language) is not. Unfortunately, the students who enter the university do not possess the required skills of English. The major reasons for this are that the teachers are untrained with an English literature degree, which has been discussed by Mansoor (2005) in her studies on English teaching in Pakistani Universities. The curriculum is based on English literature such as poetry, prose and giving the central idea of literary texts (especially in

vernacular-medium education system). There are large classes and resources are very limited (ibid.). For example in the University of Punjab, at graduate level, the compulsory English course comprises of two papers: the first paper is based on a book of essays, a book of poems, a book of short stories and one-act plays and a novel *The old Man and the Sea* (ibid.). The second paper lists grammar structures and composition (Mansoor, 2005). This kind of course is taught in all the general universities (arts, sciences and humanities). The professional universities (Engineering, Medical) encourage the teaching of functional English and communication skills with communicative methodology (Pathan, 2009). The students who come to study in the professional universities having varied experience of learning English take the language course with confidence. This confidence motivates them to use English in the classroom and outside.

2.6.3 The English Language Teaching Reforms (ELTR) Project and the Higher Education Commission (HEC) Pakistan

The establishment of the Higher education system is an important step to Pakistan's development and its economy. This step directly benefits the youth and education in Pakistan which makes around one-third of country's population. In the last 10 years, HEC has been an area of attention from the government and the international agencies. The reforms brought about by HEC helped to improve the challenges faced by colleges and universities.

Since 2004, after the reform policies were made, the HEC got considerable funding from local and international sources. The political government of Pakistan allocated the annual budget at the rate $ 150 million, and enhanced the financial support for science and technology from $ 3 million to $ 100 million. At the moment, the total budget for higher education is Rs 18,416 million (www.hec.gov.pk).

The HEC started getting attention from international donors as well. The support was mainly in the shape of awards for faculty development, teacher education, research, and links with prestigious universities abroad. As Pakistan is one of the partners in the war against terror post 9/11 the US gave huge support to Pakistan's education. An agreement was signed between US and Pakistani government for a five-year $100 million with USAID (www.hec.gov.pk).

The major goal of the HEC has been its faculty development which is set to increase the number of PhDs in the universities (www.hec.gov.pk). Now all the faculty members in the universities have to follow certain rules set by the HEC. There are no promotions in the universities without a PhD degrees and research papers in Journals of international repute having impact factor. All promotions of higher education faculty to professorial ranks are subject to the requirement of holding a PhD degree along with a number of research publications (ibid). However, due to limited resources the faculty at many universities is not welcoming the rules being put into effect by the HEC (www.hec.gov.pk).

The dividends of the HEC in terms of faculty development are not good. As per the HEC Report (2002-2008) a total of 6,749 PhD degrees have been awarded since 2003, and the major share has been invested on science and technology. The HEC Report informs that of the 2,825 foreign PhDs, a total of 65 had returned by 2008, and of the 3,516 indigenous PhDs, only 15 had completed their higher studies (ibid.). The total number of PhD degree holders produced from 2000-8 are 613. In the Economic Survey, it is worth noting that the percentage of PhD faculty in universities actually went down from 28.9 percent in 2001-2 to 22 percent in 2007-8. This is because the university inducted a good number of teachers and the total number of faculty increased (HEC Report, 2002-2008).

The HEC also offers professional development courses to its faculty members so that they could teach their respective subjects using state of the art techniques (HEC Report, 2002-2008). However, this has not been as effective as was expected. There are very limited resources and not all faculty members were given chance to be part of these training programmes. In addition, the faculty do not take interest into these courses because there are no financial benefits after attending such courses (HEC Report, 2002-2008).

2.6.4 The English Language Teaching Reforms Project (ELTR)

As discussed earlier English is taught in universities in Pakistan by teachers who have English literature degrees. This is because there are not enough trained people in the field of English language teaching. However, the establishment of ELTR is a hope for improvement of teachers' qualification and training in the language field. After training, if a teacher applies the new teaching techniques in class, students are likely to get motivated to learn English. There are more than 1000 public sector colleges (undergraduate and graduate) and more than 70

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public sector universities in Pakistan (www.hec.gov.pk). English is taught in all undergraduate programmes as a compulsory subject in all these institutions. The requirement for English teachers to be trained in new teaching methods is important because before the establishment of the ELTR the faculty having Masters in English literature was involved in teaching of English language (ibid.). The problem was that the courses were mainly based on English literature such as novel, poetry, grammatical rules.

Appreciating the condition of ELT in Pakistan in March 2003, the Higher Education Commission (HEC) formed a body named as the National Committee on English (NCE). The ELT experts were invited to help the HEC bring qualitative improvement in the English learning and teaching environment in the centres and departments of English in the universities (HEC Report, 2002-2008).

The Higher Education Commission; on the recommendations of NCE launched an exclusive language based project of English Language Teaching Reforms in July 2004 to bring qualitative improvement in English Language Teaching and Learning in order to build the capacity for effective and sustainable development of English Language Teachers in higher education institutions in Pakistan (HEC Report, 2002-2008). The English Language Teaching Reforms (ELTR) is a Project of Learning Innovation Division. The project mainly focuses on the human resource development in English language teaching and research in higher Education in Pakistan (ibid: 2002-2008).

The ELTR was a qualitative measure to bring about improving the failing standards of English in higher education in Pakistan. The ELTR project proposed to embark upon many well-defined ELT training programs that resulted in a significant improvement in both the teaching as well as research in the field of English language teaching (HEC Report 2002-2008). It was seen that the majority of English teachers in colleges and universities had only a Masters in English Literature with no formal training in English language teaching. The result of various research studies also revealed that there was an urgent need to improve the English language proficiency of college and universities teachers (ibid, 2002-2008).

2.6.4.1 Programs under ELTR Project in Pakistan

The ELTR Project is a first ever exclusive language based project which was launched to provide training for professional development for ELT faculty in HEI's across Pakistan (www.hec.gov.pk). The ELTR Project offers long term and short term International Scholarships and Indigenous Fellowships and also facilitates short term Workshops and seminars for the English faculty. The ELT Reforms Project took strategic measures to meet its goals. The NCE worked in coordination with the Project Management Unit (PMU) of ELTR Project, HEC for the accomplishment of the objectives (ibid.). The ELTR Project devised a mechanism to achieve its goals through its Six Subcommittees:

- Faculty Development
- Research & Publication
- Testing & Assessment
- Curriculum & Material Development
- Computer Assisted Language Learning
- Reorganization of English Departments

Appreciating the challenges, the ELTR in its Phase-I (2004-2010) consulted with Faculty Development Subcommittee to find out the issues being faced by the teachers and the ELT teaching departments in the universities (HEC Report 2002-2008). For this purpose the ELTR Project offered International Scholarships and Indigenous fellowships for long term training, which included: MS leading to PhD in Applied Linguistics; a two year Masters in TESL, TEFL, and Linguistics; and one year PGD in TEFL, TESL and ICELT. In addition, the ELTR Project also organized Short Certificate Courses in English for Academic Purposes (EAP) and English for Specific Purpose (ESP).

In 2004 the Higher Education Commission of Pakistan formally set up the English Language Teaching Reforms project to address practically the challenges and English language teaching reforms on policy level at administration and practice level in ELT classroom (Christopher & Shamim, 2006). The ELTR project formed a National Committee on English which worked in six sub-committees in different categories such as Faculty Development (training), Testing and Evaluation, Computer Assisted Language Learning, Research and Publication, Reorganization of English Teaching Departments and Curriculum and Material Development.

The ELTR project has also considered that there should be a uniform system of English language teaching in Pakistani English language classroom. In this connection a National English Language Teaching and Research Center has been planned, which will be working as a regulatory authority to monitor quality of English language teaching in the teaching departments. The English language teaching in Pakistani English language classroom is changing rapidly as huge funds are being utilized to improve teachers' qualification and reform the existing old-fashioned literary syllabus. The following data gives year-wise percentage of programs:

Table 2.2: Figures of Professional Development Courses (http://hec.gov.pk/**)**

Continuous Professional Development Courses under ELTR Project						
Subcommittees	2004-05	2005-06	2006-07	2007-08	2008-09	Total
Faculty Development	110	171	176	264	02	723
Research & Publication	20	20	45	65	48	198
Testing & Assessment	95	40	30	N.A	27	192
Curriculum & Material Development	24	46	66	N.A	N.A	136
On Line & CALL	21	39	50	N.A	25	135
Total:	270	316	367	329	99	1384

The above table gives detailed information about the training courses the ELTR has offered to teachers. As has been discussed earlier there has been shift in the teaching of English from literature to language in Pakistan; the first thing ELTR is doing is to train teachers and help them understand the modern techniques of curriculum and material development and testing and assessment methods. In addition, use of technology in English teaching is important and English teachers are encouraged to use it in their classes.

2.7 Materials and Models of English Teaching

The major limitation in the teaching of English in Pakistan is its tendency towards literature which Pakistan got in legacy after independence from British masters. The present English

teaching materials are foreign, expensive and do not represent the local context of the learners, their needs and learning situation (Mansoor, 2005). Therefore it is important for material designers in Pakistan to contextualize English teaching material in the local context of Pakistan which will not only cut down cost of the books but also would motivate students to learn English. The government has taken measures to bring quick reforms in English Language Teaching. The Pakistani people have started recognizing that in Pakistan a new variety of English is emerging which is 'Pakistani English'. Mansoor (2005) says that standardized English language teaching model for Pakistani users should be based on the varieties of English in actual use in contemporary Pakistan and it should accept certain rule governed and regular features of 'acrolectal and mesolectal English' as standard features.' According to Mansoor (2005) this model will encourage Pakistanis to use English for instrumental purposes and help them feel confident about English used in Pakistan.

The last part which is part-3 of this chapter discusses the ELT situation at Engineering University which is the research site of the current study.

Part 3

2.8 English at Engineering University

This section gives detailed information about the research site for the current study by looking at (1) Demographic and internal working information about Engineering University and the English Language Development Centre (ELDC); (2) ELT situation and project phases of ELDC and (3) English language course and assessment.

2.8.1 Profile of the Engineering University

The Engineering University is located in Jamshoro about 15 kilometres from Hyderabad on the right bank of river Indus. It is situated in province Sindh of Pakistan (Prospectus, 2010; Shamim, 2006).

In 1963, this Engineering University was established in Jamshoro as a constituent college of University of Sindh (then spelt 'Sind) to provide an opportunity of engineering education to the people from the interior of Sindh Province (Prospectus, 2010). The education policy of

1972 provided for up-gradation of the college to the level of a university of engineering and Technology. Accordingly, the college was first declared as an additional campus of the University of Sindh in July 1976 and later upgraded to the level of fully fledged independent University on 1st March, 1977 through an ordinance issued by the Government of Sindh. (Prospectus, 2011).

This Engineering University offers sixteen degree courses leading to an engineering degree. Two non-engineering degree courses are also offered by the university in related fields. The names of the undergraduate disciplines are: Architecture, Bio-Medical Engineering, Chemical Engineering, Civil Engineering, City and Regional Planning, Computer Systems Engineering, Electronics Engineering, Industrial Engineering and Management, Mechanical Engineering, Metallurgy and Materials Engineering, Mining Engineering, Petroleum and Natural Gas Engineering, Software Engineering, Textile Engineering Telecommunication Engineering, and Environmental Engineering (Prospectus, 2011).

This University established Management Information System (MIS) in November 1999. The basic objective of MIS is to consolidate the attendance of students. For students to be eligible for appearing in the examination 75% attendance is compulsory. Due to this, students attend classes regularly (Prospectus, 2011).

2.8.2 English Language Teaching in Engineering University

At this Engineering University the English language teaching is managed by the English language Development Centre (ELDC) which has its full time English teaching faculty. The teaching faculty is responsible for teaching of English language courses. For this they have autonomy in developing curricula, selecting materials for teaching and assessment procedures (Project Evaluation Report, 2005). The financial management of the English language centre is the responsibility of the university (Project Evaluation Report, 2005). The English language centre has no autonomy and/or control in the planning of its own budget. In addition, it has no resources of its own to fund its development or maintenance costs (Project Evaluation Report, 2005).

Information about ELDC can be divided into three phases. Phase I comprises the period till 1989, when the teaching of English was 'decentralized' in the university (Project Evaluation

Report, 2005). Phase II marks the 'centralization' of English language teaching in the university with the establishment of the English language centre at this Engineering University in 1989 (Project Evaluation Report, 2005). This phase ends with the end of the project in 1994. Phase III is the period that started at the end of the project in 1994. This information helps to understand that this Engineering University being a professional university takes measures to improve ELT situation so that the students who come from varied backgrounds could learn English in friendly environment with all resources (Project Evaluation Report, 2005).

2.8.3 Phase I: English Language Teaching at Engineering University prior to the establishment of the English Language Centre in 1989

There has been considerable investment of resources in ELDC since 1989 (ibid). The teaching of English language was located within the Basic Sciences and Related Studies Department (Project Evaluation Report, 2005). It was the responsibility of three lecturers who were attached to the Department of Basic Sciences and Related Studies. English teachers had no syllabus and worked independently of each other. They taught mainly composition and précis to classes of over a 100 students (Project Evaluation Report, 2005).

2.8.4 Phase II: Project of the English Language Centre at Engineering University (1989-1994)[1]

In October 1989, the English language teaching in this Engineering University became centralized with the establishment of the English language centre under a five year project funded by the Overseas Development Authority (ODA) and the Government of Pakistan (Project Evaluation Report, 2005). During this time, British Council managed the affairs of the project on behalf of ODA while the University Grants Commission (UGC) co-ordinated the matters on behalf of the Government of Pakistan (Project Evaluation Report, 2005).

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[1] This report is based on the project evaluation report of the English Language Centre, August 1994, case study on the evaluation of the English Language Centre by Rosy Ilyas, 1992, A study of Engineering students motivation to learn English by Habibullah Pathan, 2009 and ELTR study of 2007 Provisions of ELT in Pakistan conducted by Bushra Ahmed Khurrum. Name of Bushra Khurrum is not mentioned in the bibliography because the report was submitted as Joint team led by Dr Fauzia Shamim.

The wider objective of the project was 'to improve the English Language proficiency of undergraduate students embarking upon English medium degree level courses in Engineering and Technology in Pakistan.' (Project Evaluation Report: 1994 cited in Project Evaluation Report, 2005).

The following specific objectives were developed to translate the above mentioned objective into reality as stated in the evaluation report of the project, August 1994:

1. *To establish staff and resource at English Language Centre at Engineering University, Jamshoro.*

2. *To train and prepare counterpart staff by the completion of the project period.*

3. *To prepare instructional materials to teach English courses to the students in groups of reduced size (20-25)*

4. *To teach intensive English courses to the students in groups of reduced size (20-25)*

5. *To assess and evaluate any improvements achieved by the students as a result of the courses.*

In 1989, when the project started, a major challenge was not only to transform the teaching of the English language at this Engineering University in terms of the quality of teaching and learning but also to provide sufficient resources, trained staff and independent space to the centre for the smooth working of the project (Project Evaluation Report, 2005). To meet these ends, ODA provided financial assistance that covered the expenses of the British staff (the Director/Advisor), the counterparts' advanced training in UK, books and equipment, short consultancy visits and conferences. This university provided space for offices and classrooms and made arrangements for counterpart and auxiliary staff (Project Evaluation Report, 2005). At the time of its establishment the staff consisted of the British Director and three local counterparts (Project Evaluation Report, 2005). By the time the project approached its end, the English language centre at this Engineering University was fully established. The centre had a total of 10 staff members. This included the three expatriate staff: the Director, the Assistant Director and Volunteer from Voluntary Services Overseas (VSO), who supervised

the Self Access Centre, and seven local faculty members (Project Evaluation Report, 2005). During the project, four out of the seven local staff were sent for post-graduate training courses to Britain and one was awarded a Scholarship to receive English language teaching degrees from UK (Project Evaluation Report, 2005). In addition, throughout the project, the local faculty received ongoing training by the project staff from UK. This training encouraged teachers to adopt communicative methodology in their teaching and to use pair work and group work strategies in their classes. As a result the centre developed a reputation for using 'modern' methods and for making its classes interesting and involving. (Project evaluation report, 1994, Cited in Project Evaluation Report, 2005).

It is worth mentioning that the teachers were able to adopt communicative methodology in their teaching in class sizes reduced from a 100 students to 20-25 students per class as this was one of the objectives of the project (Project Evaluation Report, 2005). As a result of these initiatives to build capacity, the teaching staff became capable to prepare instructional materials according to student needs for the first year course and for the self-access centre to prepare examinations and to maintain smooth running of the self-access centre (Project Evaluation Report, 2005). During the project, the teaching staff of the centre was expected to teach a maximum of 12 hours a week. They were also timetabled to assist with the supervision of the Self-Access Centre (Project Evaluation Report, 2005). The centre, under the direction of the director, developed a Compulsory English Course for undergraduates. The course was developed on the basis of the needs analysis with the help of a questionnaire for students (Project Evaluation Report, 2005). Informal discussion with students, interviews with faculty members and administrative staff were also carried out to support the findings of the questionnaire. The main emphasis of the course was on the teaching of reading and study skills. The course was designed to be taught over a period of approximately 60 hours. In practice, the maximum number of hours taught to a class was 40 and even less than that (Project Evaluation Report, August 1994 cited in Project Evaluation Report, 2005).

Between 1989 and 1994, the centre offered other courses, for example, Voluntary remedial courses were offered to six groups of 1st year students, and optional courses, ranging from Academic Writing to Job Skills, were offered to students from the other years (Project Evaluation Report, 2005). Other than that, the centre also offered the teacher training programs to the staff from other departments in the university. These courses enhanced the

prestige of the centre (Project Evaluation Report, 2005). As mentioned earlier, the centre was provided its own building, which consisted of three classrooms, a teachers' common room, two offices and a self-access centre (Project Evaluation Report, 2005). All the rooms were air-conditioned. The classrooms were well-furnished with carpets, white boards and overhead projectors. The centre was well-equipped with books.

Throughout the course of the project, the project team enjoyed full support of the university authorities (Project Evaluation Report, 2005). They had direct access to the Vice-Chancellor and the Dean. However, its status was still ambiguous within the university's organizational structure. For the centre to become an integral part of the university, the project evaluation report recommended that:

The English language centre…must be given an unambiguous position within the administrative hierarchy of university. It must have the status to enable it to negotiate on equal terms with other departments; it must have direct lines of communication to the higher management of the university and it must have its own established posts and an adequate budget. Without these it cannot be considered to have become an integral part of the university (Project Evaluation Report, 2005).

However, unfortunately, project concluded without the Universities Grant Commission/ National Academy of Higher Education officially recognizing the English language centre by providing it with its own established posts and budget (Project Evaluation Report, 2005). As predicted by the project evaluation report, the staff, students and administration at ELDC perceive that this has had a significant impact on the ability of the centre to offer quality teaching and learning (Project Evaluation Report, 2005).

2.8.5 Phase III: Present State of the English Language Centre the Engineering University (Post-Project Phase)

Phase III started in 1994 with the withdrawal of the project and its expatriate staff. Several changes took place in the organization of ELT over the period of last 12 years after the end of the project (Project Evaluation Report, 2005). Some of the major changes are outlined below:

During the Project Phase, the centre had autonomy in financial management since the financial assistance was provided by the ODA (Project Evaluation Report, 2005). As a result, the centre

was able not only to upgrade and maintain its equipment for the purposes of teaching English but also had sufficient, well-trained teaching staff. In contrast, today the centre has no financial autonomy. In fact, it does not have any say in the planning its budget (Project Evaluation Report, 2005).

In 1994, the British Director was replaced by a Pakistani who retired in 2008. Since then a temporary In charge of the centre is looking after the administration of the ELDC. Today there is a total of seven teachers in the centre due to the budgetary limitations, as compared to 10 teachers earlier (Project Evaluation Report, 2005). During the project phase, three of the present teachers were also serving the centre. Two of them received ELT training from the UK and one received in house training from the British staff. However, the rest of the teaching staff was hired after the withdrawal of the project. These teachers are teaching English without any formal qualifications and/or training in ELT. Recently one of the faculty members has been awarded PhD scholarship to do a PhD. Three lecturers are doing MPhil from Pakistan.

The English language classes have 60 to 120 participants, which is quite similar to the pre-project phase when classes were large (over 100) the teaching of English was a decentralized activity in the university (Project Evaluation Report, 2005).

2.8.6 English Language Courses at Engineering University

A one-semester Compulsory English language course is offered by the university to the students of all sixteen disciplines in the first year of studies. The academic year at this Engineering University is divided into two semesters so the teaching of English to the sixteen disciplines is divided between the two semesters. That is to say, English classes are divided into two semesters so that half the disciplines have the Compulsory English language course in the first semester and the remaining half have the course in the second term (Project Evaluation Report, 2005).

There is a prescribed course for teaching English in the first year. The course has been developed by the director of the centre to cater for the needs of the first year students. The course is designed to be taught over a period of 52 hours (standard credit hours for English and other engineering subjects) and because of the need to follow ISO 9000 certification this target is normally achieved. In fact, at times teachers write an application to the dean for extra

classes (10 to 15) which are then sanctioned. This is a credited course and at the end of a term students take 100 marks exam (Project Evaluation Report, 2005).

There is an increasing demand on the centre by various disciplines to teach a special course titled 'communication skills' 'Technical Report Writing' and 'Presentation Skills' to their students. In 2005, the course was taught to the third year students of textile department by two teachers of the centre who have not been paid extra amount for teaching this course (Project Evaluation Report, 2005). The course plan was given to the centre by the textile department who actually also suggested the course. This course is designed to be taught over a period of 52 hours. This is a credited course and students take 50 marks exam at the end of the course.

The English language centre also offers classes for improving the English language proficiency of students during the early afternoon. However, the centre has to organize these classes, as per ISO 9000 requirement, if there is a demand from the students for these classes the Centre has to run it. Students from any department of the university may attend these classes with written permission from the chairperson of their department. In these classes, the students are taught Communication Skills. The classes take place in the early afternoon, between 12:00 p.m. to 2:00 p.m. and they are held thrice a week. The total duration of the classes is ten weeks (Project Evaluation Report, 2005).

Usually an average of 30 to 40 students get enrolled at the beginning. This number drops to an approximate 25 by the end. Students take a test at the end of a course however whether they pass it or not they are given a certificate provided they have attended 50% of the classes (Project Evaluation Report, 2005).

The Functional English classes have between 60-120 students. This large class size was the result of the recent increase in the intake of students on the advice of Higher Education Commission. It must be noted that all fresh entrants have to study the English course as a compulsory subject during their first year of studies at the university (Project Evaluation Report, 2005).

The present teaching staff (2012) at the English language centre consists of a total of 09 members. This includes the director and 08 teachers of English.

The Staffing of teachers for the centre is a centralized process, similar to the process of hiring teachers in the higher education institutions in Pakistan. When there is a vacancy the post is advertised in the newspaper; as a result interested candidates apply for it. They are then short listed and asked to appear for the written test. Candidates who clear the written test are finally interviewed by the selection board and are thus selected (Project Evaluation Report, 2005). The teachers at this Engineering university represent different age level and teaching experience ranging from relatively younger teachers with 1-4 years of teaching experience to older teachers with more than 15 years of experience (Project Evaluation Report, 2005). All the teachers have post graduate qualification (ELT or English Literature) as is the requirement for teaching in higher education institutions, even for contract teachers. However, none of the teachers have M.Phil or Ph.D qualifications (Project Evaluation Report, 2005). The University has sent one faculty member to study for a PhD from UK.

Two senior teachers, including the director of the centre, have received post-graduate training from Britain during the period of the project. They provide in-house training to new teachers immediately after their appointment (Project Evaluation Report, 2005). One of the assistant professor has completed a diploma course offered by the Aga Khan University(Project Evaluation Report, 2005). One lecturer has recently completed Masters in ELT and he is expected to complete PhD by September 2012. Most of the younger teachers are now doing an MPhil from local Pakistani Universities. At present, three out of the seven teachers at this Engineering University have membership of a professional ELT association (Project Evaluation Report, 2005).

The centre has an official curriculum document for the English Compulsory Course. This document is called the 'course plan' or the 'teaching plan' by the teaching staff. A copy of the course plan was given to the students at the beginning of their English classes (Project Evaluation Report, 2005).

The plan divides the course into 52 sessions and then gives a specific break down of what should be taught in each session. The document does not specify the books for recommended reading. Therefore everyone uses their own teaching material (Project Evaluation Report, 2005). The faculty of the centre rely solely on the course plan to design their lessons since they do not have a prescribed textbook (Project Evaluation Report, 2005).

The 52 hours functional English course has been designed for the first year engineering students(Project Evaluation Report, 2005). These students have been allowed admission to take a Bachelor of Engineering (BE) on a merit cum quota basis system. The students are top scorers from the intermediate Boards of the Province Sindh and a pre-admission test conducted by the Engineering University. The medium of instruction in BE course in this university is English language. The English language development center (ELDC) of this university offers the course to the students to prepare them for academic study and help them cope with input texts, i.e., listening and reading, in the discipline as well as to produce output texts in speech and writing throughout the course (Project Evaluation Report, 2005).

The students' English language learning needs are determined by the academic council of the university below: (There is a centralized system and teachers cannot engage into discussion or negotiate any changes in the course or even cannot say what are students' needs of learning English).

(1) Survival in English Medium classroom environment

(2) Passing exams

(3) Successfully undertaking their desired courses in the university where medium of instruction is English

(4) Improving all-round speaking, listening and pronunciation skills

(5) Grammar and vocabulary skills

(6) Understanding surveys and reports

(7) Writing basic report based on graph or survey, letter, email and narrative, notes

(8) Developing specific reading skills: to skim the text for main idea, to scan the text for main information, to interpret and survey the text and to use research question to focus on relevant information, infer & understand writer's stance

(9) Developing listening and note-taking skills in context of lectures

(10) Developing awareness of technical or key vocabulary for academic technical English- for recognition and production (such as world building, use of affixes and use of synonyms)

(11) Planning and writing essays

(12) Practice organizing and delivering a short talk in seminar.

Table 2.3 Tentative Teaching Plan of English at Engineering University

ENGLISH LANGUAGE DEVELOPMENT CENTRE

TENTATIVE TEACHING PLAN

Department of

Name of Teacher:

Subject: Functional English

Term Starting Date: Term Suspension Date:

S#	Topic	No of lecture Hrs. required
01	INTRODUCTION TO ELDC. a. Students are informed about their responsibilities about attending the centre specially, the regular classes, the Self Access Centre, Language Laboratory. b. Information is given about teaching methods and the materials used. c. Information is given about students' desired behavior in classroom and about maintaining discipline in the building of ELDC.	1 Lecture

02	FUNCTIONAL ENGLISH.
	      How to acquire fluency
	      Vocabulary
		4 Lectures

03	How to acquire accuracy	4 Lectures
04	Sentence structure: a. Punctuation marks (revision) b. Tenses (revision) c. Simple, compound and complex sentences + question Tags. d. Conditionals e. Conversion	7 Lectures
05	Paragraph-writing	3 Lectures
06	Letter-writing: a. Applications b. Official letters c. Demi-official letters d. Business letters. e. Personal (friendly)	5 Lectures
07	Précis-writing	4 Lectures
08	Reading Skills: Scanning	3 Lectures
09	Skimming	3 Lectures
10	Detailed reading	3 Lectures
11	**MID TERM TEST**	**1 Lecture**
12	Report writing	3 Lectures
13	Communication Skills a. Listening b. Speaking	6 Lectures
14	Communication Skills. a. Reading integrated with listening and speaking. b. Writing integrated with reading, listening and speaking.	5 Lectures
	Total Lecture Hrs	**52 Lectures**

Extra classes if need be.

2.8.6.1 Overall English Course

The course focuses on integrated and individual skill development. However, this course is mixture of English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP).   The course plan starts with (1) introduction of the ELDC and about different sub sections of the ELDC such as the self-access centre and the language laboratory. The students come from different departments to the ELDC and get to see each other for the first time. In their respective departments there is political involvement and there are serious discipline issues; due to this the ELDC administration from the very first week informs them about attending the centre and about the desired behavior.

Although telling students about the communicative teaching method is technical for them, it is important in this environment because the engineering faculty still adheres to the lecture method. The students are informed that English learning is different from the mainstream engineering subjects and it is more about learning in groups and pairs rather than teacher talk.

It is clear from the teaching plan that in Pakistani English classroom vocabulary is thought to be an integral area. The teachers as well as the students think that without sufficient vocabulary one cannot speak English fluently. Due to this ' how to acquire fluency' and vocabulary' have been accommodated in four contact hours in the teaching plan and syllabus. It is widely recognized that in reference to goals, learners need a receptive vocabulary of around 3000 high frequency words in order to achieve independent user status (Thornbury, 2006: 240). This gives students ninety percent coverage of normal text (ibid, 2006: 240).

It is also important to note here that in Pakistani universities vocabulary is still taught in a way that the students are given a long list of words and it is expected that they would memorize the words (Pathan, 2011). This often causes misuse of the words. Taking this into consideration, ELDC staff changed the strategy and devised some vocabulary related tasks. It is impossible to teach students all the words they need to know. Therefore, it is advisable to provide students some prospects for incidental learning, through extensive reading (Thornbury 2006: 240).' This helps students to experience using dictionary and taking notes (Thornbury, 2006). It is worth mentioning here that difficulty level of text is high for students of public universities in Pakistan; this may be compensated by introducing relatively simpler activities.

In the teaching plan more than 07 contact hours have been allocated for revision of English grammar. Normally students are expected to have learned tenses, sentence structure and conditional sentences in the college; however, this practice is done for revision purpose in context of English for engineering.

The major issue with teaching grammar at ELDC is teaching of grammar in isolation with no context. Interaction would be something the way tenses are taught at ELDC to the students. It is a teacher and student interaction with some technical information about verb, tense and kind of tenses.

The Next stage is writing which starts with writing of the paragraph. The students are taught how to write different kinds of letters ranging from job applications to business and official letters. Teachers use supplementary materials mostly based on local Pakistani English newspapers and not from engineering related subjects. Matters pertaining to authenticity of text are not taken into consideration. Pakistani newspaper texts are not authentic because the writers use journalistic style and use archaic words. The students expose themselves to such texts and use English the way they read in the newspaper.

The first few contact hours are spent to introduce to students technicalities of writing a paragraph with definitions. For example what is word, what is sentence and what is paragraph?

Following this the students are given copies of newspapers and magazines to recognize types of words (simple, compound), type of sentences (complex, simple) and paragraph (argument, factual or descriptive).

At this stage the students are introduced to the structure of essay writing such as (1) how to write introduction with thesis statement (2) how to write paragraph in body of the essay with topic sentences and (3) how to write conclusions.

Précis writing is also taught to the students so that they can understand and practice how to write concisely. One of the reasons of teaching this kind of writing is that those engineering students who wish to take the composition paper of Central Superior Service of Pakistan

(CSS) can attempt the question of précis writing. There is no published material for this. Teachers use material of their own choice and exploit it in activities in class.

Reading Skills

One of the expected outcomes of the functional English course at university is to help students to be able to read technical text effectively. This is why the students are taught different ways of reading by introducing reading sub skills such as ' skimming' ' scanning' 'surveying' and 'detailed reading'. Most of the material used for practising such skills is technical which is taken from different engineering books. In addition, the technical vocabulary is also introduced through technical text.

Aims of the reading lessons are:
understanding reading strategies and practising sub-skills, identifying key information and topic sentence, using affixes and word sets, identifying implicit ideas, identifying writer's level of confidence and writer's stance on information from use of marked words.

The students become familiar with reading strategies and sub-skills so that they can read pieces of information they are provided with using technique. In the input factors, the text is not very challenging for readers. The lessons are staged in a systematic order. The information regarding the topic of the text and reading sub-skills represent explicitness of information. For example the lesson encourages the teacher to tell the students how to skim or scan or survey the passages. The students are directed to pre-reading activities to activate their schemata of the subject as in activities.

The teacher presents information regarding affixes like re, un, ize etc. The students are asked to use these affixes to make words in groups related to the topic. Systematically the students practice formation of sets of words and guess the synonyms (cost- ly). Following previous lessons the students survey the text and check their prediction that whatever they discussed and said about the contents of the technical topic is in the text or not. It is important to notice that the sequence in lessons provides opportunity from comprehension based activities to controlled production activities to real communication interaction. For example, in the end of

this lesson, the students form a group and discuss generally about the technical topic and share information with each other.

Following the first two lessons the students move from the simple to deep understanding of the reading text. The teacher introduces words that ascertain the degree of confidence like (probably, more likely, may have cause, caused etc). The students look for these words in the text and discuss what is the writer's stance and where this information is located in the text. When they find these words and locate the information, the students are asked to infer the information with the help of marked words. For example when the writer says it is possibly true that means he is not hundred percent sure and the information is not for generalization or it can be true in some conditions.

Mid term test

This slot is given in the tentative teaching plan for the reason that it is revision of the previous topics covered in contact hours. The students take revision classes and ask questions regarding their tests and exams.

Report Writing

Although the University has planned to introduce technical report writing as a separate subject for all third year Engineering students, first year students are given a flavor of writing reports in three contact hours. The session starts with introducing components of technical report, gathering data and field visit. At this occasion, students are asked to visit various engineering departments and write a short report on areas identified on mutual consultation with teachers and students.

Communication Skills
   (a) Listening (b) Speaking
   (a) Reading Integrated with listening and Speaking
   (b) Writing integrated with reading, listening and speaking

The Last 11 contact hours in the teaching plan are for listening, speaking and integrated skills. English lecturers do not follow this sequence and take listening sessions from very first classes so that students can understand how to take notes and look for information from the lectures.

The focus of listening skills is on short and long responses. During this the teacher ensures that students (1) obey instruction draw shapes, or pictures, signs in response to instruction (2) tick off items, tick off words, components as students hear (3) true/false, to indicate with symbols true or false in listening passage (3) detect mistake deliberately made to trigger response of students, and (4) take notes in long responses.

2.8.6.2 Assessment Practices

At the Engineering University there is continuous assessment practice in the form of sessional tests as well as end of course exam practice in the form of final term exam.

The sessional tests are mostly developed by the individual teachers for their own classes. However, at times they also use the tests developed by other teachers for their classes. By the end of the course, teachers are supposed to have taken three sessional tests of five marks each. Out of these three tests, the marks of the two of the best tests are counted towards the final term exam as per ISO rule. The entire record of sessional tests is submitted by the concerned teacher to Examinations Department at the time of submission of sessional marks.

The end of term exam paper is generally developed by the director and senior English teachers in the centre. This paper is sent to the external examiner along with a copy of syllabus in a sealed envelope by the Controller of Examinations. The external examiner can modify up to 50 percent maximum of the question paper. English Compulsory carries a total of 100 marks. Out of these, 80 marks are allocated to the final term exam, 10 marks to sessional tests and 10 marks to attendance (Project Evaluation Report, 2005).

The tests assess students' ability to understand the text. There are questions for comprehension of text. The students' vocabulary is tested in the context of the text and they are asked to identify the part of speech of the word and also match the meaning of the word in the column provided. The students are expected to summarize the text in their own words and comment critically on the text. Unfortunately, there are no resources to assess students' listening skills in large classes and limited time (Project Evaluation Report, 2005).

The examination scripts are sent to the concerned External Examiner first and thereafter they are assessed by the internal examiner (Project Evaluation Report, 2005). The average of the

marks of the Internal and External Examiner is awarded to the candidates. In case the variation in the award of marks exceeds 20% marks between the internal and external examiner, the matter is referred to the Dean of the concerned Faculty for a final decision (Project Evaluation Report, 2005).

2.9 Summary

This chapter has given an overview of the English language contact and English language teaching in Pakistan which is relevant with this study on motivation for learning English in Pakistan. The colonial past of Pakistan and its influence on the education and administrative systems is significant. There are divisions of opinions in language policy in the Pakistani education system. There are English medium schools on one hand and vernacular schools on the other. The students who are from English medium schools expect a progressive career because the system in private schools helps students to learn English. On the other hand the vernacular schools such as Sindhi or Urdu medium are state run. There is lack of expertise and resources to teach English to these students.

At university level English is taught as a compulsory subject, to the extent that any student failing the English exam is not awarded university degree. English in Pakistan thus enjoys high status and promises professional growth to users. This is why the students and their parents invest money so that their children learn English and live a successful life (social and economic upward mobility) in Pakistani society. There are, however, certain sections in society and family which are likely to be factors that affect students' motivation to learn English such as religious Mula (Clergy) and grandparents. The religious Mulas discourage students to learn English upon an assumption that English makes people liberal and keeps them away from Islam. Some of the grandparents who saw British rulers before independence of Pakistan discourage the use of English as they still perceive English as language of masters. There are also other sections such as Political Comrades (nationalists) in universities who discourage the use of English and encourage the use of local languages on campus.

The constitution of Pakistan has given interim status to English, despite the fact that the national language is Urdu. Indeed, this is despite the fact that the Urdu language was supposed to replace English in all official affairs in by 1988. The governments have not been able to do this because English has become integral part of the Pakistani system which demonstrates that

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people in Pakistan have positive attitudes towards English and high motivation to learn English (Mansoor, 2005). Most people believe that English is a neutral language and that it peacefully co-exists with other regional languages in Pakistan (ibid.).

At the same time, the lack of adequate resources such as qualified teachers and appropriate teaching materials and models have made the learning of English a challenging task in Pakistan especially at state run college and school level. The English teaching conditions at university level in Pakistan have not been encouraging because of lack of resources and untrained faculty. English is still taught by teachers who have literature degree. However, in comparison with general universities the picture of teaching of English in professional universities is better. This is because the university appreciates the fact that the professional engineers contribute to the country's economy and these engineers have to interact with an international community of engineers who speak English. The government of Pakistan has taken serious steps to bring about qualitative change in the scenario of English language teaching in Pakistani universities so that the students can get good jobs and be successful professionals. The English language teaching reforms project has been established which is helping to re-organise the English teaching centres in the country in terms of providing resources and train the English teachers. ELT experts from UK, USA are offering training to the university teachers in Pakistan to raise awareness that teaching English literature and English language are two different fields.

The next chapter discusses the theories and research in the field of second language motivation and presents the theoretical framework of this study.

Chapter 3
Second Language Motivation Theories and Research

3.1 Introduction

This chapter sets up the theoretical framework for my investigation of motivation for learning English. This chapter discusses (1) various definitions of motivation (2) chronology of the L2 motivational frameworks; and (3) major researches in the field of L2 motivation in different contexts.

3.2 Defining L2 Motivation

The challenge with motivation is that it is a psychological and abstract term, which is not directly observable (Dörnyei, 2001b). According to Ellis (1985) there has been no agreement on a definition of motivation and it has been used as a general term, which includes a number of possible concepts. Spolsky (2000: 158) explains motivation in behavioural term as ' *the amount of time a learner was prepared to spend on learning tasks'*. On the other hand, Motivation is not a concept that can be used as a singular expansion of behaviour, but it results from the multiple interaction of a large number of other variables, among them are: (a) the need or drive level, (b) the incentive value of the goal, (c) the individual's expectation, (d) the availability of appropriateness responses, (e) the possible presence of conflicting or contradictory motives and, (f) unconscious factors (Hunt, 1993).

Dörnyei (2001a: 8) is of the view that most researchers agree on definitions of motivation which concern the direction and magnitude of human behaviour. In other words, (1) the choice of a particular action, (2) the persistence with it, and (3) the effort expended on it (ibid, 2001a: 8).

Following this definition and meaning of motivation, I present a few operational definitions of motivation that I will use, which are mostly referred to by the L2 motivation researchers.

'Motivation to learn a foreign language involves all those affects and cognitions that initiate language learning, determine language choice, and energize the language learning process (Dörnyei, 2000b).'

'It concerns the direction and magnitude of human behaviour, that is: the choice of a particular action, the persistence with it, the effort extended on it (Dörnyei, 2001a: 9).'

"why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it (Dörnyei, 2001a: 8)".

'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 desired are selected, prioritized, operationalised and acted out (Dörnyei, 2001a: 9).

3.2.1 Theoretical Framework of my Study

The study of students' opinions about their learning English is complex because language learning takes place in the social context and the classroom context. There are various influences on students when they decide to learn English. These range from their own perceptions of the reasons of learning English, past English learning experience and their parents and teachers. This is why this study takes elements from various developmental phases of L2 motivation such as (1) Socio Psychological Period (2) Cognitive Situated Period and (3) Temporal Dimension. The classical distinction of instrumental and integrative motivation in Gardner's AMTB is important to be investigated so as to find out what are students' perceptions of the reasons of their learning English. Are these instrumental or integrative or both? The role of integrative motivation is shifting in countries of outer circles such as India, Pakistan where English is used as second language. This study also tries to see what are students' perceptions of this shifting role of integrative motivation in the Pakistani context. In addition the role of parents in students' learning English is important to be investigated as in Pakistani society students follow what their parents say and their choice of doing things, including learning English, is influenced by parents. In Pakistani society parents include grandparents as well so it is important to see how they influence students' English learning in addition to students' parents.

This study then takes elements from Dörnyei's three stage model on the learning situation level where English Course Motivational Component and English Teacher Specific Motivational Components have been discussed in detail. Gardner has already talked about Course and Teachers in AMTB but in Cognitive Situated Period, Dörnyei's three stage models discusses English Course and Teachers in details. This study takes elements both from AMTB and Dörnyei's three stage model on learning situation level.

Motivation for learning English is inconstant and it fluctuates. This study also attempts to investigate what is students' motivation for learning at the beginning and end of the English Course and whether there is any change in students' motivation for learning English after they take the English course at university.

3.3 Perspectives on Motivation

In the field of second language acquisition (SLA) in particular, the subject of motivation has been very important (Dörnyei, 2005; Dörnyei, 2001b; Dörnyei& Skehan, 2003; Dörnyei & Schmidt, 2001; Brown, 2007; Ushoida, 2001; Jacques, 2001). Dörnyei (2009) mentions that motivation provides a primary impetus to initiate second/foreign language learning and later the driving force to sustain the long and even tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement (ibid.). Brown (2007: 168) gives three perspectives with regard to motivation, as follows:

(a) Behavioural perspective

Motivation is quite simply the anticipation of reward (Brown, 2007: 168). Driven to acquire positive reinforcement, and driven by previous experience of reward for behaviour, one acts accordingly to achieve further reinforcement. Skinner, Pavlov, and Thorndike (cited in, Brown, 2007) put motivation at the centre of their theories of human behaviour. In this view, performance in tasks - and motivation to do so - is likely to be at the mercy of external forces: parents, teachers, peers, educational requirements, job specifications, and so forth (ibid, 2007). These external factors such as parents, teachers, educational requirement and peers are likely some of the sources of motivation for learning English in Pakistan.

(b) **Cognitive terms of** motivation place much more emphasis on the individual's decisions " the choices people make as to what experiences or goals they will approach or avoid, and degree of effort they will exert in that respect" (Killer, 1983, in Brown, 2007: 169). These cognitive terms of motivation are described as 'Constructs':

(a) The need for exploration (probing for unknown),

(b) The need for manipulation-causing change,

(c) The need for activity, movement (both physical and mental),

(d) The need for stimulation, by environment, by other people, ideas, thoughts,

(e) The need for knowledge- process and internalize the results of exploration, manipulation, activity and quest for solution to problems,

(f) The need for ego enhancement, which Dörnyei (2005) named as self-esteem (Brown, 2007: 169).

These constructs suggest that the engineering students who take English language course are aware of their learning process. They have choice which activity they are interested to do to learn English effectively.

(c) **Constructivist** views of motivation place even further emphasis on social context as well as individual personal choices. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from the context. The constructivist view of motivation is derived as much from interactions with others as it is from one's self-determination (Brown, 2007 169).

The engineering university students are from varied backgrounds ranging from Urban to Rural Sindh of Pakistan. Because of their individual differences, they have different patterns of learning English in English class. For example students who are from private school and belong to Urban Sindh expect and learn differently from the ones who are from public sector school and Rural area of Sindh.

3.3.1 Three Phases of L2 motivation research

L2 motivation research has been a thriving area within applied linguistics during the past four decades (Dörnyei, 2003b). Motivation research started with purely a psychological construct, which later on became an integral research of second language learning at classroom level. It is useful to divide this period of transformation of motivation into three phases:

3.3.1.1 The social Psychological Period (1959-1900)

Gardner (1985) presents his socio-psychological construct of motivation in the following definition " *the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity"* (Dornyei, 2009).

This period was characterized by the work of social psychologist Robert Gardner and his students and associates in Canada eg, (Gardner, 1985; Gardner and Lambert, 1972; Gardner and MacIntyre, 1993). The best known concepts from this period are integrative and instrumental motivation/orientation, the former referring to the desire to learn an L2 of a valued community so that one can communicate with members of the community and sometimes become like them, the latter to the concrete benefits that language proficiency might bring about (eg, career, opportunity, and increased salary (Dornyei, 2009).

The work was situated in policies where second languages were positioned as mediating factors between different ethnolinguistic communities in a multicultural setting and, accordingly the views taken that motivation to learn the language of the other community would be the primary force responsible for enhancing or hindering intercultural communication and affiliation (Dörnyei, 1998 and Dörnyei, 2009). The most important advancement in the research by Gardner, Clément and their associates was the development of standardized instruments for data collection such as Gardner's (1985) Attitude/Motivation Test Battery (AMTB). This based the theory on pure empirical evidence. This followed replication of a number of studies in different social and cultural contexts, and social psychological constructs, and received confirmation of results in contexts outside Canada (Dörnyei, 1998). Dörnyei (2000a) states that Gardner and his associates formulated a complex model of L2 motivation comprising three facets: (1) integrative orientation and instrumental orientations, (2) the Attitude/Motivation Test Battery (AMTB) and (3) the socio-educational model of Second Language Acquisition.

3.3.1.2 The cognitive-situated period (1990's)

This period was characterized by work that drew on cognitive theories imported from educational psychology, mainly conducted outside Canada (Dörnyei, 2009). The best known concepts associated with this period are intrinsic and extrinsic motivation, attributions, self-confidence/efficacy and situation specific motives related to the learning environment, e.g. motives related to L2 course, teachers, peers (Dörnyei, 2001b; Williams and Burden, 1997).

Dörnyei's (1998) over eighty 80 relevant L2 studies from the period include more than 10 ten newly designed theoretical motivation constructs. The very fact that Tremblay's and Gardner's (1995) new motivation model which was developed in response to a call for the adoption of the wider vision of motivation, does not contain the integrative motive, well characterizes the extent of the new wave (Gardner, 1995). This renewed research vigour was due to a combination of factors. First of all several scholars were in agreement with Crookes and Schmidt's (1991) initial call for a program of research that will develop from and be congruent with the concept of motivation that teachers are convinced is critical for SL (second language) success (Dörnyei, 1998).

The 1990s brought along an extraordinary boom in L2 motivation research on two fronts (1) A large number of publication- influential papers put forward by Dörnyei (1994), Oxford (1994), Oxford and Shearin (1994) were published in the 1994 volume of the Modern Language Journal and additionally at the annual conferences of the American Associations for Applied Linguistics in 1995 and (2) A variety of new motivational constructs and approaches (Dörnyei 2009 and Gao 2004). It was a kind of "paradigm seeking" contribution (the direction of future research on motivation); Crookes and Schmidt (1991) identified four levels of motivation: micro, classroom, syllabus/curriculum and extracurricular levels. Dörnyei (1994) gave a three-level framework of L2 motivation and gave a list of 30 motivational strategies for language teachers to motivate students in the L2 classroom. Williams and Burden (1997) gave a detailed framework of internal and external factors influencing L2 motivation. Gardner (1985) came out with components of expectancy, self- efficacy, valence, casual attributions and goal setting as new motivational variables.

A number of researchers also attempted to elaborate motivational theories by adding new components adopted from such disciplines as psychology, industrial psychology, educational psychology, and cognitive psychology to explain motivational factors a better way in particular context (Gao, 2004). For example, Oxford and Shearin (1994) gave new elements of need theories, equity, reinforcement and social cognition theories and Piaget and Vygotsky's cognitive development theories to the theoretical framework for language learning motivation and they suggested a set of practical implications for teachers to motivate L2 learners (Gao, 2004).

3.3.1.3 New approach

This period has been characterized by an interest in motivational change and in the relationship between motivation and identity. The best known concept originating in this period has been the process-oriented conceptualization of motivation (Dörnyei, 2009; Döornyei, 2000a; Dörnyei, 2001b). The researchers give motivational change a technical name of temporal dimension of L2 motivation. According to this, motivation involves not simply arousing interest, but also sustaining that interest and constantly making an effort to achieve a certain goal. This makes motivation dynamic and temporal (Dornyei, 2009).

Williams and Burden (1997) gave a three-stage model according to which, motivational process develops along a continuum of initiating motivation, sustaining motivation and investing time and energy into sustained effort to achieve certain goal. This means that even within the duration of a single L2 course, most learners experience regular fluctuations of their enthusiasm and commitment, often on day-to day- basis (Dörnyei, 1998).

In response to this challenge, Dörneyi and Ottó (1998) developed a Process model of L2 motivation which organizes the motivational influences of L2 learning along a sequence of discreet actional events in the chain of investigating and enacting motivated behaviour (Dörnyei, 1998). This outlines how initial wishes and desires are first transformed into goals and then into operationalized intentions, which are seen as the immediate antecedents of action. There are three main process Pre-Actional Phase, Actional Phase and Post Actional Phase (Dörnyei, 1998).

This was further explored by Ushioda (2001) who considered motivational evolution over time and process of its shaping learners' motivational thinking. Further, Ushioda (2001) introduced (1) classification of temporal dimension as Casual (deriving from the continuum of L2 learning and L2-related experience (2) teleological (directed towards short and long term goals and future perspectives). In addition she gave a model (1) goal-directed progression of L2 development and (2) Configuration of past experience, current experience and future perspectives in shaping learner' motivation (Ushioda, 2001).

Dörneyi (2005) proposed an approach to the understanding of L2 motivation, conceived within an L2 Motivational Self-System, which attempts to integrate a number of influential L2

theories (eg, Gardner, 1993 Norton, 2001; Ushioda, 2001; Dörnyei, 2009). This initiative was rooted in an important trend in self-psychology, which comes from the work of self theorists who have become increasingly interested in the active, dynamic nature of self-system- the doing side of personality, thus placing the self at the heart of motivation and action (Dörnyei, 2009).

3.4 Gardner's Motivation Theory and Concept of Integrativeness

The most developed and researched facet of Gardner's (1985) motivation theory has been *integrative* aspect. The significance of this concept is attested by its appearing in Gardner's theory in three different forms (1) Integrative orientation (2) Integrativeness and (3) Integrative motive (Dörnyei 2003a; Dörnyei 2001a).

The term integrative motivational [2]orientation concerns a positive interpersonal disposition towards the L2 group and desire to interact with and even become similar to valued members of that community (Dörnyei, 2003a). It implies an openness to, and respect for, other cultural groups and ways of life; in extreme, it might involve complete identification with a community and possibly even withdrawal from one's original group (ibid, 2003). Thus a core aspect of integrative disposition is some kind of psychological and emotional. According to Gardner (2001, cited in Dörneyi, 2003b) this identification is concerned with L2 community, i.e., identifying with the speakers of the target language. However, in the case of engineering university the students learn English so that they become part of engineering community which does not require its members to withdraw from their original community (Pathan, 2009).

Gardner (1985: 10) wrote that external demand or reward might not motivate learning " *Many attributes of the individual, such as compulsiveness, desire to please a teacher or parent, a high need to achieve, might produce effort as would social pressures, such as demanding teaching, impending examination.....however, none of these necessarily signify motivation to learn the language"*. Gardner and Lambert (1972, cited in Brown, 2007) found that integrativeness accomplished higher scores on proficency tests in a foreign language. The conclusion from these studies was that integrativeness was indeed an important requirement

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[2] Brown (2007) suggests that instrumentality and integrativeness are not actually types of motivation, as such, but rather, are more appropriately termed orientation. That is, depending on whether a learner's context or orientation is (1) academic or career (instrumental) or (2) socially or culturally orientated (integrative).

for successful language learning. But this concept was thwarted by different studies by the researchers as follows:

However, Dörnyei (1990) argues that in the absence of a salient L2 group in the learner's environment, as was the case in Canada, the identification can be generalized in the cultural and the intellectual values associated with the language as well as to the actual L2 itself (ibid.). This is why one can detect a powerful integrative motive among Chinese learners of English in mainland China who may not have met a single native speaker of English in their live. So instrumental motivation and need for achievement were more relevant to foreign language learners and integrative motivation was meaningful for second language learners (ibid, 1990).

This confirms comments of Brown (2007) who reports the research by Lukmani (1972) who demonstrated that among Marathi-speaking Indian students learning English in India, those with instrumental orientations scored higher in tests of English proficency. Kachru(1992, Rahman, 2003b) noted that Indian English is but one example of a variety of Englishes, which can be acquired very successfully for instrumental purposes alone.

3.5 Gardner's Socio-educational model

Gardner's socio-educational model has been the subject of researchers' interest to relate it to theories and approaches to second language motivation (Dörnyei 1998; Chambers 2001).

The socio-educational model is soundly based on seven other foreign language models each of which can be placed into one of two categories: (1) those with a focus on *linguistic process*-i.e. which address individual differences in second language achievement and (2) *social process,* attention to the social, psychological variables which facilitate or impede second language acquisition (Chambers 2001). Focusing on linguistic process includes the following models:

   (i) *Monitor model* (Krashen, 1978, 1981, 82 cited in Chambers, 2001): there are two language systems, one conscious (attention to form rather than to content) and the other subconscious (focus on the message rather than grammatical accuracy).

(ii) *Conscious reinforcement model* (Carroll, 1981, in Chambers, 2001): language learning begins when the individual has the intent to communicate: depending on the intent, knowledge and the context, the individual responds; if the response achieves the desire goal, it is reinforced.

 (iii) Strategy model the model has three level or stages:

      (a) input- exposure to the language

      (b) knowledge-conscious and intuitive knowledge about the language

      (c) output- response (spontaneous or requiring deliberation).

To these three levels are applied four types of strategies (1) formal practising (2) monitoring (3) functional practising and (4) inferencing (Chambers, 2001).

Category (2) focusing on social process includes the following models:

(iv) Social psychological model of second language acquisition. This model focuses on affective factors such as ethnocentric tendencies, attitudes towards the other community, orientation towards language learning and motivation (Chambers, 2001).

(v) Acculturation model. This model assumes the importance of identification with the target language community but identifies other factors including social, affective, personality, cognitive, aptitude, personal and instructional (Chambers, 2001).

(vi) Social context model. This places emphasis on the cultural milieu of the language communities involved. Central to the model is the type of motivation in the learner which may come at the extremes from a social context where (a) there is a little contact with the target language community, learning of the target language is not encouraged at school or at home and fear of assimilation with the target language community may be strong and (b) where first and second languages have equal status, contact between the two communities is close, there is considerable support from school and home and a high degree of integrativeness (Chambers, 2001).

(vii) Intergroup model. This model focuses on the second language acquisition of a linguistic minority group and stresses the importance of maintenance of a positive self-concept. Those

who are integratively oriented tend to be more successful in acquiring the second language and actively seek contact with the target language community in informal context (Chambers, 2001).
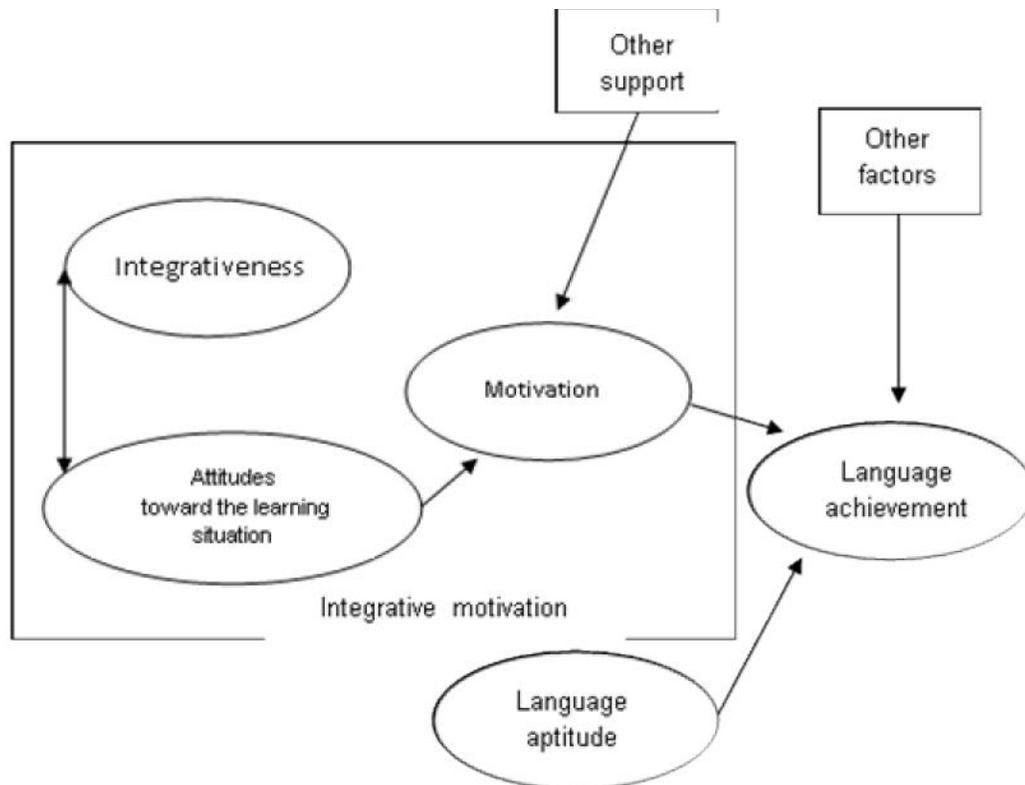
Figure 3.1 Gardner's (2001) Basic model of The Role of Attitude and Motivation in Second Language Learning

3.5.1 Gardner's socio-educational model and four classes of variables

Within Gardner's socio-educational model there are four classes of variables (Chambers, 2001).

(1) Social milieu

This is the influence of the cultural context in which the second language acquisition takes place (ibid.). If the cultural belief is that to learn a foreign language is difficult, then the general level of achievement is likely to be low. The converse is also true (Chambers, 2001). My experience of teaching at professional engineering university suggests that the condition with these students is somewhat similar. The students who think that learning of English is difficult do not perform well in English classes and their achievement level is low. On the other hand the students who think that learning English is easy tend to learn English successfully and their achievement level is high.

(2) Individual differences

This focuses on four types of individual differences which influence achievement directly: (a) intelligence (speed of learning) (b) language and aptitude (c) motivation (effort and desire) and (d) situational anxiety (Chambers, 2001).

(1) Language acquisition context

    (a) formal contexts- the language classroom or any situation in which the individual receives training, explanations or drills; (b) informal contexts- situations where instruction is not the primary aim, e.g. listening to the radio, watching television, conversation (Chambers, 2001).

(2) Learning outcomes

  (a) Linguistic outcomes-proficency in the language, grammar, pronunciation, vocabulary, fluency, etc.

  (b) non-linguistic outcomes- the attitudes and values which derive from the experience (Chambers, 2001).

3.6 Attitude Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery (AMTB) is a multicomponent motivation test made up of over 130 items which has been shown to have very good psychometric properties, including construct and predictive validity (Dörnyei, 2001a, 2005). It operationalises the main constituents of Gardner's theory and it also includes language anxiety measures (L2 class anxiety) as well as index of parental encouragement (Dornyei, 2001a). Adaptations of the test have been used in several data based studies of L2 motivation all over the world, and at the moment it is still the only published standardised test of L2 motivation (Dornyei, 2001a). The AMTB has been used in various contexts throughout the world like China, Hon Kong, Pakistan, Macau, Indonesia., etc.

Constituents scales of the AMTB

- Attitudes towards French Canadians 10 Likert scale items

- Interest in foreign language 10 Likert scale items

- Attitudes towards European French people 10 Likert scale items

- Attitudes towards learning French 10 Likert scale items

- Integrative orientation 04 Likert scale items

- Instrumental orientation 04 Likert scale items

- French class anxiety 05 Likert scale items

- Parental encouragement 10 Likert scale items

- Motivational intensity   10 multiple choice items

- Desire to learn French   10 multiple choice items

- Orientation index   01 multiple choice item

- Evaluation of the French teacher 25 semantic differential scale items

- Evaluation of the French course 25 semantic differential scale items   (Dcrnyei, 2001a).

To investigate the motivation of learning English, the items of AMTB have been used throughout the world such as China, Macau, Shanghai, India, Pakistan, Indonesia and Japan. This study is also guided by AMTB. However, some of the factors have been added which have been discussed in Chapter 3-4.

3.7 Tremblay and Gardner's Model

In 1990 Tremblay and Gardner (1995) give a new dimension to Gardner's socio psychological construct of L2 motivation by introducing three variables in between attitude and behaviour (Dörnyei, 2001a: 53). Among these three variables first is Goal Salience. This refers to the specific learners' goals and frequencies of 'goal setting strategies used (ibid.). The second is self efficacy which includes anxiety and performance expectancy. Performance expectancy according to Dörnyei (2001a: 53) is the expectation that one will be able to do different language activities by the end of the course. The third is Valence which includes scales of 'desire to learn L2' and 'attitudes towards learning the L2. Although these additions make a connection between Gardner's socially grounded construct and new cognitive motivational theories it was reassuring that new variables can be added in Gardner's socio educational model without compromising the tool's integrity (ibid.).

3.8 Expectancy Value theories in L2 motivation

There is no separate expectancy model given in L2 motivation research, but many components from expectancy value have been included into L2 researches (Dörnyei, 2001a: 55). It starts with Gardner (1985) which speaks about (1) Intrinsic value: this is measured by the 'desire to learn the L2' and 'attitudes towards learning the L2' which are also part of Tremblay and Gardner's (1995) model. (2) Extrinsic utility value: this is measured by the integrative and instrumental orientation scales (ibid.).

An important dimension of the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to succeed in a task (Brown, 2007). There are two sources of motivation intrinsic- (pleasure of doing a task for its own sake, inherent pleasure) and extrinsic (carrot and stick approach, reward (Thornbury, 2007).

Table: 3.2: Motivational Dichotomies (from Brown, 1994:156)

Motivation	INTRINSIC	EXTRINSIC
Integrative	L2 learner wishes to integrate with the L2 culture (e.g., for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Japanese parents send kids to Japanese-language school)
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career)	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to U.S. for language training)

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward...Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination (Deci, 1975, cited in Brown, 2007: 172). Motivation which is inherent in information processing and action is called intrinsic motivation (Hunt, 1971).

Extrinsic motivation is fuelled by the anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback (Brown, 2007).

The intrinsic-extrinsic continuum in motivation is applicable to foreign language classrooms around the world (Dörnyei, 2005; Brown, 2007). To support the importance of the intrinsic and extrinsic motivation distinction related to L2 learning, some empirical examinations of this theoretical construct have been conducted. Noels, Pelletier, Clément and Vallerand (2000, cited in Gao, 2004) introduced a new L2-specific instrument for assessing L2 learners' orientation from a self-determination perspective. The researchers

then conducted a study to explore the motivational constructs in a sample of 159 students. They found that intrinsic and extrinsic factors could be used to assess learner motivation in a valid manner. It was also suggested that intrinsic and extrinsic motivation construct was useful for understanding various existing orientation for L2 motivation (Gao, 2004). This is the reason this study in an engineering university context in its questionnaires has included the items such as 'watching movies' 'reading novels'.

3.10 Clément's Social-Context Model of L2 learning

Clément (1980) gave a Social Context Model of L2 learning. According to this model motivation has two processes:

(1) The primacy motivational process: It is based on the antagonistic interplay between integrativeness and fear of assimilation, and is to determine the extent to which individuals make contact with members of other groups

(2) The secondary motivational process: It indicates that the frequency and quality of contact between the learners and the L2 community influences learner' self-confidence with the L2, and self-confidence has a direct effect on motivation (Cited in Gao, 2004).

Clément and fellow researchers present results from studies in a setting where various linguistic groups live together, linguistic self-confidence comes from 'quality and quantity' of the contact between the people of L1 and L2 groups which becomes reasons for learning language of the other groups (Dörnyei, 2005: 73).

Table 3.3   The Framework of L2 Motivation

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity • arousal of curiosity • optimal degree of challenge Perceived value of activity • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity Sense of agency • locus of causality • locus of control re: process and outcomes • ability to set appropriate goals Mastery • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy Self-concept • realistic awareness of personal strengths and weaknesses in skills required • personal definitions and judgements of success and failure • self-worth concern • learned helplessness Attitudes • to language learning in general • to the target language • to the target language community and culture Other affective states • confidence • anxiety, fear Developmental age and stage Gender	Significant others • parents • teachers • peers The nature of interaction with significant others • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishments, sanction The learning environment • comfort • resources • time of day, week, year • size of class and school • class and school ethos The broader context • wider family networks • conflicting interests • cultural norms • societal expectations and attitudes From Williams and Burden, 1997

3.11 Self- Determination Theory and L2 Motivation

Intrinsic and Extrinsic motives focused in self-determination theory influenced the approaches in motivational psychology; attempts have also been made for theoretical interpretations in L2 (Dörnyei, 2005, 2001b). Brown (1994) has been a leading figure in establishing the position of intrinsic motivation in the L2 classroom. It was argued that the old setting of the schools lead students to have extrinsic motivation which then results in students' focus on outward reward like financial benefits. It does not help students to appreciate creativity and knowledge and creativity (ibid.).

A wider motivational construct including three things was proposed (1) first group subsumes intrinsic reasons which is present in language learning process such as 'whether learning the language is fun, engaging, challenging or competence enhancing' (Dörnyei, 2005:77). The second part has extrinsic reasons. Gardner's instrumental orientations go with this category (ibid.). The third category includes integrative reasons which speak about the positive contact with the L2 group and identification with target language group (ibid.).

3.12 The temporal dimension of L2 motivation

Dörnyei (2001b: 82) is of view that mastery of L2 normally takes many years and during this time students' motivation towards learning L2 does not remain the same. This suggestion has encouraged researchers to analyze developmental patterns of learning L2 and explore change (ibid.). The research on time has been described in work of Willams and Burden (1997) who defined three stages of motivational processes, (1) Reason for doing something (2) Deciding to do something and (3) sustaining the effort or persisting (ibid.). The stage (1) and (2) are related to initiating motivation and stage (3) is related to sustaining motivation (ibid.). This study investigates motivational change in engineering university students over the period of English language course. My teaching experience informs me that engineering university students also go through these stages of motivation.

3.12.1 Ushioda Research on Time/Motivation

Ushioda (1996a, 1996b, 2001, 2009) has also taken a stance on temporal dimension of motivation in her qualitative research and supported the dynamic nature of L2 motivation. In her longitudinal interview research with Irish learners of French the participatants felt that their past learning history had an impact on their L2 motivation (Dörnyeia, 2001a: 83).

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'Within the context of institutionalised learning especially, the common experience would seem to be motivational influx rather than stability.Yet, the potential for developing a dynamic theory of L2 motivation would seem to extend beyond the phenomenon of motivational loss or growth alone. In this respect, a more introspective type of research approach is needed to explore the qualitative developments in motivational experience over time, as well as to identify the contextual factors perceived to be in dynamic interplay with motivation' (Ushioda, 1996a: 240). Over the period of the English language course at university, this study intends to investigate whether motivation is in flux or change or stable.

3.13 Dörnyei and Ottó's Process model of L2 motivation

However none of the models of L2 motivation are entirely appropriate for researchers' purposes for three different reasons (Dörnyei and Otto, 1998; Dörnyei, 2001b).

(1) They did not provide a sufficiently comprehensive and detailed summary of all the relevant motivational influences on learner behaviour in the classroom.

(2) Motivational theories typically focus on how and why people choose certain courses of action, rather than on the motivational sources of executing goal directed behaviour.

(3) Most of the motivational strategies did not do justice to the fact that motivation is not a static state but rather dynamically evolving and changing entity.

Based on the above stated reasons Dörnyei and Ottó (1998) gave a process-oriented approach to L2 motivation research. The new element of the model is that it takes a dynamic view of motivation, trying to account for the changes for motivation over time.

The process model of L2 motivation is divided into three main phases: (1) *Pre-actional phase (2) actional phase and (3) post-actional phase* (Dörnyei and Ottó, 1998; Dörnyei, 2001b).

Table 3.4   Process Model of L2 Motivation

MOTIVATIONAL INFLUENCES   ACTION SEQUENCE

P
R Motivational   Wishes & Hopes
E Influences on
A Goal Setting   Desires   Goal Setting   Opportunities
C (Table 1)
T
I
O Motivational   Goal
N Influences on   (Assigned Task)
A Intention   Action Plan   Intention   Commitment
L Formation   Formation   (Compliance)
   (Table 2)

   Motivational   Intention
P Influences on
H the Initiation of   Means &   Initiation of   Start
A Intention   Resources   Intention   Condition
S Enactment   Enactment
E (Table 3)

                            Action-Launching

INSTIGATION   FORCE →   Crossing the "Rubicon" of Action

A   Subtask
C   Generation &
T   Implementation
I Executive   Appraisal   Action   Action Control
O Motivational
N Influences
A (Table 4)
L   Actional   Modify or
                           Outcome   Continue Action
P
H   Modify Goal
A   -   +
S
E   Terminated Action   Achieved Goal

POST-   Motivational   Forming   Elaborating
AC-   Influences on   Causal   Postactional Standards &
TION-   Postactional   Attributions Evaluation   Strategies
AL   Evaluation
PHASE   (Table 5)   Dismissing
                                   Intention &
                                   Further
                                   Planning

From Dörnyei and Ottó, 1998:48

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Table 3.5 Process Model

Preactional stage

CHOICE MOTIVATION

Motivational functions:

- Setting goals
- Forming intentions
- Launching action

Main motivational influences:

- Various goal properties (e.g., goal relevance, specificity and proximity)
- Values associated with the learning process itself, as well as with its outcomes and consequences
- Attitudes towards the L2 and its speakers
- Expectancy of success and perceived coping potential
- Learner beliefs and strategies
- Environmental support or hindrance

Actional stage

EXECUTIVE MOTIVATION

Motivational functions:

- Generating and carrying out subtasks
- Ongoing appraisal (of one's performance)
- Action control (self-regulation)

Main motivational influences:

- Quality of the learning experience (pleasantness, need significance, coping potential, self and social image)
- Sense of autonomy
- Teachers' and parents' influence
- Classroom reward and goal structure (e.g., competitive or cooperative)
- Influence of the learner group
- Knowledge and use of self-regulatory strategies (e.g., goal setting, learning and self-motivating strategies)

Postactional stage

MOTIVATIONAL RETROSPECTION

Motivational functions:

- Forming causal attributions
- Elaborating standards and strategies
- Dismissing intention and further planning

Main motivational influences:

- Attributional factors (e.g., attributional styles and biases)
- Self-concept beliefs (e.g., self-confidence and self-worth)
- Received feedback, praise, grades

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(1) Pre-actional Phase

The first phase is made up of goal setting, intention formation and initiation of intention enactment (Dörnyei and Ottó, 1998). Dörnyei (2001a) says that the motivational dimension related to this phase can be referred to a choice motivation, because the generated motivation leads to the selection of the goal or task to be pursued as in the following diagram:

(2) Actional Phase

In this phase the choice motivation is replaced by executive motivation. According to this, when an individual has committed to action now the emphasis shifts to factors concerning the implementation of action (Dörnyei and Ottó, 1998). Dörnyei (2001a) says that in this phase the generated motivation needs to be actively maintained and protected while the particular action lasts (ibid.). The executive motivation is particularly relevant to learning in classroom settings, where students are exposed to a great number of distracting influences, such as off-task thoughts, irrelevant distractions from others, anxiety about the tasks, or physical conditions that make it difficult to complete the task (ibid.).

(3) Post-actional phase

Dörnyei and Ottó (1998) suggest that the post-actional phase begins after either the goal has been attained or the action has been terminated. Dörneyi (2001a) calls this phase 'motivational retrospection'- which concerns the learners' retrospective evaluation of how things went. The way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future (ibid.).

3.14 Dörnyei's 1994 framework of L2 motivation

Dörnyei (2001a) says that his 1994 model is a good example of the educational approach, as it specifically focused on motivation from a classroom perspective. Chambers (2001) says that Dörnyei's framework and list of recommendations may help provide positive answers. Critics of Gardner argue that his approach does not provide answers:

" *While acknowledging unanimously the fundamental importance of the Gardner socio-educational model, researchers were also calling for a more pragmatic, education-centred*

approach to motivation research, which would be consistent with the perceptions of practising teachers and which would also be in line with the current results of mainstream educational psychology research" (Dörnyei, 1994, cited in Chambers, 2001:07).

Dörnyei's 1994 framework of L2 motivation has three levels: (1) language level; learner level; learning situation level (Dörnyei, 2001b; Thornbury, 2007).

3.14.1 The Language Level

This level encompasses various components related to aspects of the L2, such as the culture and the community, as well as the intellectual and pragmatic values and benefits associated with it (Dörnyei, 2001b). That, is, this level represents the traditionally established elements of L2 motivation associated with integrativeness and instrumentality (Dörnyei, 2001b).

Chambers (2001) interprets Dörnyei's language level L2 motivation framework with factors such as (1) sociocultural component- video; music; target language, visitors. Develop learners' cross cultural awareness systematically-focus on similarities as well as differences, (2) promote student contact with TL speakers-exchanges; penfriends; class links. Develop learners' instrumental motivation.

3.14.2 The Learner level

This level involves individual characteristics that the learner brings to the learning process, most notably self-confidence, which reflects the influence of Richard ClémentClément's work on the topic (Dörnyei, 2001a). Chambers (2001) suggests that this level relates to the learner's self-appraisal of strengths and weaknesses and how this appraisal affects their learning; this may include factors such as anxiety, perceived target language competence, perception of past experience, self-esteem.

Chambers (2001) gives a detailed explanation of Dörnyei's Learner level framework of L2 motivation:

- Developing of students' self-confidence – role of praise; encouragement; reinforcement; success.

- Promoting students' self-efficacy with regard to achieving learning goals – teach them learning and communication strategies; information processing and problem-solving strategies; information processing and problem solving strategies; help them develop realistic expectations

- Promoting favourable self- perceptions of competence in Target Langauge- focus on what they can do rather than on what cannot do; mistakes are not bad; they are a necessary part of learning.

- Decreasing student anxiety – create a supportive, accepting, non-punitive learning environment.

- Promoting motivation-enhancing attributions- help students see the link between effort and outcome; help them see real reasons for past failure,e.g. lack of effort, failure to understand instructions, implementation of inappropriate strategies, rather than lack of ability

- Encouraging students to set attainable sub-goals, e.g. to learn five new words each day; may be part of personalized learning plan.

-

3.14.3 The Learning Situation Level

This level is associated with situation-specific motives rooted in various aspects of L2 learning within a classroom setting. There are three motivational aspects of this level (1) course-specific motivational components (2) Teacher-specific motivational components and (3) Group-specific motivational components (Dörnyei, 2001a).

Course-specific motivational components

The motivational components relate to the syllabus, teaching material, teaching methods and learning activities (Chambers, 2001).

- The syllabus should be relevant.

- Course content should be attractive- authentic, accessible materials, varied media

- Discuss choice of teaching materials with the students- identifying their strengths and weaknesses

- Arouse and sustain curiosity – introduce the unexpected ; break up routine

- Increase students' interest and involvement in the tasks- challenge, games; puzzles; pair and group work.

- Match difficulty of tasks with students' abilities

- Increase student expectancy of task fulfilment

- Facilitate student satisfaction; presentations; celebration of success   (Chambers, 2001).

As explained in Chapter 2, the English language course offered at university is taught for one semester. It provides opportunities to students to take interest into it. The tasks in the course encourage students to participate into it. This study further investigates whether or not English language course at university motivates students to learn English.

The Teacher-specific motivational components

The teacher specific motivational component relates to the teacher- student relationship, the teacher's approach to behaviour management, promotion of sharing of ideas and views between pupils as well as teacher and pupils, the provision of motivating feedback (Chambers, 2001).

- Try to be empathetic, congruent and accepting

- Be a facilitator

- Promote learner autonomy

- Model student interest in TL learning- share how TL and its learning enrich life

- Introduce tasks in such a way as to stimulate intrinsic motivation and help internalize extrinsic motivation.

- Use motivating feedback.   (Chambers, 2001).

The Group-specific motivational components

The group specific motivational components relate to promotion of collaboration; shared goals; shared norms of behaviour. Chambers (2001) suggests:

- Increase the group's goal-orientation

- Promote internalization of classroom norms- negotiate with students

- Help maintain internalized classroom norms

- Make evaluation private rather than public; seek student's opinion

- Enhance intermember relations

- Use co-operative learning techniques

As explained above English language course offered to engineering university students provides opportunities to learn English with tasks relevant to students. The current study investigates the course specific motivational component; what tasks the students do in class and what activities do they do in English class and whether they do it in pairs or groups? Do they participate in activities in groups etcetera?

3.15 Redefining L2 Motivation

Campbell and Storch (2011: 167) say that the latest theory of L2 Motivation has been proposed by Dörnyei (2005, 2009, 2010) named as L2 Motivational Self System. Dörnyei (2005: 94) states ' I have been intrigued by Robert Gardner's concept of 'integrativeness' thought my whole research life.....I have been trying to find a broader interpretation of the notion than was originally offered by Gardner.. the new paradigm I propose builds on the robust body of past research but reinterprets the concept in a way that it goes beyond the literal meaning of the verb integrate'.

Integrativeness is now being researched from a new perspective based on Dörnyei's (2005) reinterpretation of L2 motivation. Integrativeness is not being studied as 'desire to assimilate with an identifiable L2 speaking community. In the case of English, it is an interest in being part or member of a global English speaking community (Cambell and Storch, 2011; Lamb, 2007; 2009; Ryan, 2008; Yashima, 2009). Dörnyei (2005: 97) is of the view that in terms of International or World Englishes, identities concern membership in a virtual language community and the desired integration into an imagined L2 community. In Pakistan Pathan (2009, 2010) in his study on university students found out that students are integratively motivated to learn English and this integration is with the indigenous Pakistani community that speaks Pakistani English.

3.16 Summary of the conceptualization of L2 motivation

L2 motivation components based on empirical data and statistical analyses have been summarized by Gao (2004). She explains that many efforts have been made to attempt to extend Gardner's construct. Table (3.5) gives details of L2 motivation studies, results obtained and participants.

Table (3.6): List of L2 motivation research from Gao (2004)

Name of author and Year	Participants	Results
(1) Clément, Dörnyei & Noel (1994)	(1) 301 Grade 11 students in Budapest	(1) Instrumental-knowledge, sociocultural dimension and English media
(2) Schmidt, Boraie & Kassabgy (1996)	(2) 1554 adult EFL learners, were administered 100-item questionnaire: 50 of motivation	(2) Determination, Anxiety, Instrumental orientation, Sociability, Attitudes to foreign culture, Intrinsic motivation, Enjoyment.
(3) Kyriacou & Benmansour (1997)	(3) 336 high school students in Morocco	(3)Intrinsic motivation, short-term Instrumental motivation, Long term-Instrumental motivation, Integrative motivation, and cultural Integrative motivation.
(4) Wen (1997)	(4) 77 students learning Chinese in the US	(4) Instrumentality, Intrinsic motivation.
(5)Belmechri & Hummel (1998)	(5) 93 Grade 11 high school students learning ESL in Qubec City	(5) Travel, Instrumental motivation.
(6) Ozek & Williams (1999)	(6) 545 students from first, second and third year secondary school learning English in Turkey.	(6) Self-Esteem, Interest in target language community, Interest in learning English, liking, enjoyment, exam grades, Parent's attitude.
(7) Shaaban & Ghaith (2000)	(7)180 university Lebanese students learning English as a EFL.	(7) Integrative motivation, Instrumental motivation, Effort, Self-estimation of Ability.
(8) Jacques (2001)	(8) 828 students in the University of Hawai'i	(8) Motivational strengths, competitiveness, heritage language and cooperativeness.
(9) Schmidt & Waanabe (2001)	(9) 2089 learners of five different languages at the University of Hawai'i	(9) Motivational strengths, competitiveness, heritage language and cooperativeness
(10) Dörnyei & Csizer (2001)	(10) 4765 pupils learning English in 1993 and 1999 in Hungaarian.	(10) Integrativeness, Instrumentality, Direct contact with L2 speakers, Cultural Interests, Milieu.

The results give details that language learning motivation is a multidimentional construct and not singular. The literature show that Clément et al's study (1994) including three hundred secondary school students in Budapest gave three main motivational factors such as integrative motivation (including instrumental knowledge orientation) and English classroom related motivational components such as L2 teacher, L2 course.

This according to Clément et al. (1994) gave a further boost to L2 motivation research where the typical dichotomy of L2 motivation Instrumental and Integrative was extended. In Turkey Ozek and William (1999) investigated more than 500 participants and found that there are more than twelve factors which affected language learning which can be grouped into William and Burden's model (1997) internal and external factors. Pathan (2009, 2011) and Shahriar (2008) did their study on Pakistani university students' motivation for learning English and found that there are various factors which affect students motivation for learning English; among these constructs are instrumental, integrative, parents, teachers, course and peers. They also found out that female students are more motivated to learn English than their male counterparts.

In this case gender has also been studied in terms of differences in motivation. Literature suggests that females are more motivated than males. Williams and Burden (2002) explored secondary students' motivation for foreign language learning. Data were collected from a sample of more than 200 participants, both males and females, through questionnaires and interviews. The results reported that there is a higher level of integrative motivation in females in comparison of males. In another study, Shaaban and Ghaith's (2000), among over one hundred participants, females were more likely to exert effort in comparison to males. Dörnyei and Clément (2001) studied motivational characteristics of learning different languages of four thousand seven hundred students completing an attitude and motivation survey. The study found out that females scored higher on attitudinal/ motivational measures.

There are indications in literature that motivation is influenced by the cultural and social context where language is learned. Kyriacou nd Benmansour (1997) explored students' motivation to learn English as a foreign language was more intrinsic and it was argued that motivation is varied in different contexts and cultures. And at this place it is argued that Gardner's model is not generalizable to other contexts and cultures.

Dörnyei's (1990) study on Hungarian adult students reported that instrumental motivation was more relevant to foreign language learners and the integrative motivation was relevant for second language learners so that they could learn to live in target culture and talk comfortably in that language. Warden and Liu (2000) investigated Taiwanese students' motivation for learning English as foreign language. 442 students reported that they have instrumental reasons for learning English. However, Integrative motivation was an important construct in affecting students' motivation as in studies conducted by Dörnyei and Clément, 2001; Dörnyei and Csizer, 2001).

In various studies parental encouragement has been an important contributor of motivation for learning second language. Gardner (1994) did his study on 190 students to see relationship between home background and characteristics of second language learning. The findings suggest that parental encouraged correlated significantly with attitudes towards the learning situation which suggest that parents' influence or help develops students' attitudes towards a learning situation. Zhu (2007) in his study on over 600 participants found out that parents play an important role in motivating students for second language learning.

There has been a link between perceptions of teachers' behaviour in classrooms using AMTB. At course level O'Sullivan (1991) did a study to explore course books in motivating language learners. More than 500 students completed the questionnaire. It was found out that students were motivated by enjoyable exercises, everyday situations and presentation of real life.

Mahboob and Talat (2008) in his study on English as Islamic language found out that English is an Islamic language and people need English to preach Islam and it is a motivating factor for students to learn English.

3.17 Summary of the chapter

In this chapter I have given an account of the literature review on second language motivation research and have discussed in details the factors which influence the motivation of students to learn English. The literature on motivation started with developmental stages of motivation research from a purely psychological construct to mainstream ELT classroom practice. The motivation for learning a second language was initially a psychological construct which was

predominantly scientific, measured through psychometric test batteries employing quantitative methodology. The concepts of Gardner regarding distinction between integrative motivations were discussed. The classic concept of Gardner's research on integrative motivation is that second language learning requires positive attitudes towards groups of L1 speakers. The instrumental motivation was perceived as the main reason for getting a job or any monetary gains. However, these concepts were fixed and unquestionable until the motivation research was replicated in contexts other than Canada.

There was a gradual shift in motivation research and the motivation model become more dynamic and studies were conducted outside Canada. The constructs which were discussed were based on specific situations related to the learning environment such as L2 course, teachers and peers. The major contribution was from Dörnyei who included many motivational constructs for learning a second language which were related to learning environment. Dörnyei (1994) was of the view that motivation is something that can be investigated at three different levels such as (1) language level (2) learner level and (3) learning situation level. This comprehensive model covered all contextual factors including English course, English teacher and English class. In this connection a process model of motivation was designed which helped to investigate change in motivation. There was yet another important development from Ushioda who helped to shift the research paradigm of motivation from quantitative to qualitative research. It was also articulated by Dörnyei that quantitative studies do not give overall qualitative picture of the dynamic nature of motivation. Motivation is a changing phenomenon and it can be studied for longer period of time.

The classical concept of integrative motivation is now being re-interpreted with the global spread of English as an International language. integrative motivation is not about having favourable attitudes towards L1 community as suggested by Gardner, rather as the case with English; it is becoming member of a global English speaking community. The Motivational L2 Self System of Dörnyei suggested that L2 self contains the attributes one desires to possess. For example if the person one would like to become speaks an L2, this is positive motivator to learn the L2.

The next chapter discusses the research methodology employed for the current study.

Chapter 4
Methodology

4.1 Introduction to the chapter

This chapter presents the description of the research design and methodology employed in the present study which aimed to investigate Pakistani university students' motivation to learn English and whether the motivation changes over the period of English language course at University. This study is mixed method and longitudinal in which research questionnaire and interview tools were the sources of data collection. The questionnaire instrument is the main research instrument in L2 Motivation and therefore this study uses a questionnaire instrument. Good care has also been taken to give due share to the qualitative approach through in depth interviews to conform to the contemporary research trends in the field of second language motivation This chapter starts with the research aims and research questions followed by detailed comments on research methodology such as mixed method, longitudinal and qualitative , description of research design (instrumentation), participants and sampling, procedures, analysis techniques and reliability and ethical considerations.

4.2 Aims of the study

(1) To identify the factors of L2 motivation in students at pre and post English language course

(2) To identify factors that affect this motivation,

(3) To investigate whether or not motivation changes over the period of English language course

(4) To see the difference between students' motivation based on their background

4.3 Research Questions

RQ1:   What factors motivate Pakistani University students to learn English at the start of their university study?

RQ2:   Is there any motivational change in students after they complete their English course at university?

RQ3:   Which are students' perceptions about this motivational change?

RQ4: Is there is any difference in students motivation for learning English based on their varied background?

4.4 Research Methodology
4.4.1 Quantitative and Qualitative

This study has elements both from quantitative and qualitative approaches which according to Dörnyei (2007: 24; Dörnyei, 2001b: 192) is a well known distinction in research methodology. It is not mainly exploitation of 'figures versus non-quantitative data' rather; this division declares two different philosophical approaches to the exploration of the world and construction of meaning (ibid, 1989: 380; Dorneyi, 2001b: 192). The study I undertook has elements from perspectives of positivist and interpretive fashion. Weber (2004) explains this paradigm of research in the following fashion:

Ontology: positivists supposedly believe that reality is separate from the individual who observes it. Epistemology: positivists supposedly try to build knowledge of a reality that exists beyond the human mind, hence objective and independent reality gives foundation to human knowledge, Research object: positivists believe that the object they research has qualities that exist independent of researcher, Research method: positivists tend to use laboratory experiments, field experiments, and surveys as their preferred research method, Truth: positivists believe that a statement made bya researcher is true when it has a one-to-one mapping to the reality that exists beyond the human mind. Validity: positivists try to collect data that are a true measure of reality, which has types like; construct validity, internal validity, external validity and statistical conclusion validity. Reliability: positivists believe that results can be replicated by the researcher. Lack of reliability usually is attributed to factors such as researcher biases, inconsistencies in research processes used, differences in the contexts in which research was conducted, and measurement errors (Weber: 2004).

The terms qualitative and quantitative explain the manner of theory construction, the method of data collection and analysis, and general ideological orientation present in the study (Dornyei, 2001: 192). According to Kuhn the theory or paradigm choice depends on normative consensus and commitment within scientific communities, means that the natural and social sciences are perhaps not that different. Since any process of research has an

interpretive dimension, the natural sciences are just as subjective in this sense as the social sciences.

Both quantitative and qualitative data were collected in this study so that an in depth investigation of students' motivation for learning English could be carried out.

4.4.2 Quantitative

'Quantitative research involves data collection procedures that result from primarily numerical data which is then analysed primarily by statistical methods. Typical example: survey research using a questionnaire, analysed by statistical software such as SPSS (Dörnyei, 2007: 24)'.

Quantitative research was basically initiated in response to the progress of the natural sciences in their scientific investigations in the 19th Century (Dörnyei, 2007: 30). The developments in the scientific methods and statistics in the 19th century encouraged use of quantitative methodology in the wide area of social discipline (ibid, 2007). At this time the social sciences attained maturity and was able to research human beings 'scientifically' at both 'individual' and 'social level' (ibid, 2007: 31). Through the use of psychometric measurement in the shape of survey studies, questionnaire theory dominated the quantitative methodology in the social sciences (ibid, 2007). 'The quantitative research employs categories, viewpoints, and models as precisely defined by researchers in advance as possible, as numerical or directly quantifiable data are collected to determine the relationship the categories (Dörnyei, 2001b: 192).'

In 1970-1985, the use of quantitative methods in the field of applied linguistics was significant (Dörnyei, 2007). Lazaranton (2005) did a survey on 524 studies and found out that eighty six percent of the research papers were quantitative, thirteen percent were qualitative and one percent mixed method. This shows the dominance of quantitative research over others in the field of applied linguistics. In the second language motivation research, Dörnyei (2003a: 215) describes four areas which according to him are major L2 research traditions (1) survey studies (2) factor analytical studies (3) correlation studies and (4) studies using structural equation modelling. Major L2 motivational data have been collected through questionnaires using quantifiable scale and close ended. The responses have been analysed using statistics (Dörnyei, 2001b: 192). This positivist approach has advantages such as (a) It is precise (b) it

produces reliable and replicable data; (c) statistically significant results are generalizable (Dörnyei, 2001b: 193)

4.4.3 Qualitative

'Qualitative research involves data collection procedures that result primarily in open-ended non numerical data which is then analysed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis (Dörnyei, 2007: 24)'.

Qualitative research has been part of social sciences (Dörnyei, 2007: 35). Unlike quantitative research, qualitative is difficult to define because researchers are of the opinion that 'qualitative research is many things to many people and it is non-systematic and non-rigorous' (Ibid, 2007: 36). It is based on the participant's rather than the researcher's explanations or choices, without a pre-conceived hypothesis (Dörnyei, 2001b: 193). However, the recent years have witnessed interest in the qualitative research in all disciplines of social sciences (ibid.).

The field of applied linguistics accepted the importance of the qualitative research in the mid 1990s (Dörnyei, 2007: 36). The researchers recognized that the major aspects of language acquisition and use are influenced by social, cultural and situational factors and qualitative research is something which can elaborate such influences (ibid, 2007: 36). Although, the frequency of the published qualitative research studies is comparatively low. The qualitative research in L2 is based on (1) observations (2) interviews and (3) authentic documents of communication behaviour (ibid, 2007: 193).

4.4.4 Mixed Method

'Mixed method research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis level. Typical example: consecutive and interrelated questionnaire and interview studies (Dörnyei, 2007: 24)'.

Reams and Twale (2008:133) suggest that mixed method design is "necessary to uncover information and perspective, increase corroboration of the data and render less biased and more accurate conclusions".

The rationale behind using mixed methods was that during my Masters study (predominantly based on questionnaire) at the same research site I felt that the questionnaire instrument did not provide in depth understanding of motivational construct in the Pakistani context. Moreover, the questionnaire was tightly focused and did not allow participants to give their views with freedom. Based on this I decided to add an interview tool for the PhD project so that rich data could be collected and motivational constructs could be better understood. (Morse and Linda, 2009:122). As stated by Creswell and Clark (2007:09) in multilingual and multicultural settings replying on quantitative data is probably quite weak in terms of results. This is because not all questionnaire or research tools are translated in the mother tongue of the participants.   The data analysis in mixed methods gives confident understanding of the phenomenon because the questionnaire data gives account of the overall views of the participants and interview data helps to give in depth understanding (Tashakkori and Teddlie, 1998, cited in Ivankovat at al, 2006:03; Creswell and Clark, 2007:13).

The L2 motivation research in past has been conducted through quantitative questionnaires. But relying heavily on questionnaires misses the in-depth understanding of the students' perception of their motivation for learning English. This is why this study collected data through more than one research instrument, which are questionnaire and interviews. There are a variety of names for combining quantitative and qualitative methods such as multitrait-multimethod research, interrelating qualitative and quantitative data, methodological triangulation, multimethodological research, mixed model studies and mixed method research (Creswell and Clark, 2007:6-11). Using mixed methods is practically advantageous due to the reason that it helps to understand 'construct meaning' (McCraken, 1998; Bell, 1999; Lau, 2009: 110). Lamb (2007: 88) and Dörnyei (2001b: 242; Dörnyei, 2007: 43) are of the opinion that there is a need to undertake a mixed methods approach and it has been recognized in conferences and professional meetings. In applied linguistics, Magnan (2006, in Dörnyei, 2007: 44) found that during the period 1995-2005, six percent of the research appearing in the Modern Language Journal, had mixed methods, which according to him is considerable in comparison to the complete number of qualitative studies which is nineteen percent. In addition mixed methods allow the data to be compared, which could give interesting results.

4.4.5 Longitudinal research

'Longitudinal studies observe the participants for an extended period in order to detect changes and patters of development over time (Dörnyei, 2001b: 194)'.

This study employs a longitudinal approach to see whether students' motivation for learning English changes over the period of English language course at university. The decision of using longitudinal study is based on suggestions from my Masters dissertation which suggested that there is a need to understand the students' perception of their motivation for learning English at more than two occasions so that their responses could be compared. The longitudinal investigation is a research in which (1) data are collected for two or more distinct time periods; (2) the subjects/informants/participants are the same or comparable (drawn from the same population) from one period to the next and (3) analysis involves some comparisons of data between the periods (Dörnyei, 2007: 80; Dörnyei, 2001b: 195). Most researchers agree that longitudinal studies offer comparatively more useful depths into motivational factors than cross-section, specifically in terms of change (ibid, 2007: 195). Menard (1995: 68) says that it should be assumed that longitudinal data are necessary to estimate the parameters, efficiently and without bias, of any dynamic process in the social sciences. Following this, the data were collected at two different times, first at the beginning of the English language course at the university and second at the end of the English language course at the university.

4.5 Research Design

Research design is a detailed plan that includes guidelines for all the research-related activities of the researcher. It specifies what needs to be done, with whom, when and where and of course why. Because primary research is all about data, a central aspect of any research design is to provide the specification of the data to be gathered and to describe how the data will be processed and analysed (Dörnyei, 2001a).

4.5.1 Instrumentation

4.5.2 L2 motivation Questionnaire

Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". (Brown, 2007).

I used a self-administered questionnaire for the current study because it is the most common method of data collection in second language (L2 motivation). The popularity of questionnaires is due to the fact that they are versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable (Dörnyei, 2010; Dörnyei, 2003a; Rasinger, 2008). To record the responses of the participants, questionnaire is more focused, less time consuming and structured source (Dörnyei, 2003a).

Questionnaire may give three types of data about respondents (1) Factual (2) Behavioral and (3) attitudinal (Dörnyei, 2010: 5; Dörnyei, 2003a: 8).

(1)Factual questions: this is used to find out about who the respondents are. It typically covers demographic characteristics (age, gender and race), residential location, marital and socioeconomic status, level of education, religion, occupation as well as any relevant information useful to interpreting the findings of the survey (Dörnyei, 2003a: 8).
(2)Behavioral question: these are used to find out what the respondents are doing or have done in the past. They ask about peoples' actions, life styles, habits and personal history (ibid, 2003: 8).

(3) Attitudinal questions: these are used to find out what people think. This is a broad category that concerns attitude, opinions, beliefs, interest and values (Dörnyei, 2003a: 8).

The type of questionnaire I used has elements from all three categories mentioned above. As it asks the participants what they thought and what were their attitudes, motivations and they were also asked about their background information as well as what they had done in the past. The questionnaires asked 47 closed questions from the participants. In the end of the

questionnaires the students were required to provide factual information as well as their past experience of learning English language.

The questionnaires constructed and used in this research are in line with Gardner's (1985) AMTB and with different studies undertaken following the socio-educational model, process model and three stage models by Dörnyei and Clément (2000) Dörnyei (1998) Gao (2004) Lamb (2007), Schmidt et al, (1996), Clément et al (1994), Lau (2009), Pathan (2009), Yuet (2008) and Zhu (2007). The current study investigates students' motivation for learning English and also looks at change in motivation over the period of the English course. The study takes elements from all three major developments of L2 motivation research (as in chapter 3). First in socio-psychological period, it investigates the classical distinction of Gardner between instrumental and integrative motivation with the help of AMTB. As the AMTB does not cover in detail the English course and teacher related motivational components, this study takes elements from the cognitive situated period. This study takes elements from the Cognitive Situated Period where Dörnyei's three stage model is a notable development. This study takes items from course specific motivational component and teacher specific motivational component, in addition to AMTB. Finally, from Gardner's AMTB parental encouragement and anxiety elements were also focused, seeing the local context of Pakistan where parents have influence on students' education and life (as in chapter 2).   The study also focuses motivational change in learning English which was from a temporal dimension of learning English.   However, the new components such as religion and grandparental attitudes and identity have been added into the pool of motivational items because in the Pakistani context students have influence from grandparents, national identity of being Pakistani and religious identity of being Muslim. All the questionnaires' items were constructed keeping in view the local context of the study such as (a) Islam   (b) Pakistan (c) Engineer (d) British or American Pakistanis (e) Pakistani engineering community (f) multinational restaurants in Pakistan and (g) Pre- 1947 values. This was done because the study was based in an engineering university where the majority of students are Muslim Pakistanis and they interact with dual nationals like British and American Pakistanis and members of international engineering community.

Guided by Gao (2004: 109-110), as Gao's study was conducted in Asian context where English is not spoken as first language but as second and foreign language as in Pakistan I collected following eighteen motivational scales initially:

(1) Instrumentality: (life, career)

(2) Instrumentality (Education)

(3) Integrativesness (General positive outlook on English and culture

(4) Integrativeness   (Attitudes towards the American/British People)

(5) Cultural interest

(6) Direct contact with English speakers

(7) Milieu: Parents' support

(8) Milieu: Friends' attitudes towards learning English

(9) Self-confidence in L2 learning and use

(10) English use anxiety

(11) English class anxiety

(12) Travel

(13) Attitudes towards English course

(14) Attitudes towards English teacher

(15) Intended effort

(16) Appraisal of Group

(17) Fear of Assimilation

(Gao, 2004: 110)

The choice of Gao's (2004) motivational scales were based on the fact that this study was undertaken in an Asian context. The earlier studies on motivation were undertaken in western contexts such as Canada and USA. Based on the above scales, the initial questionnaires had 85 items. Of course, accommodating all sub-scales in one study on doctoral level was rather impractical. After careful consideration, discussions with my supervisors in light of the research questions and with the help of previous research studies and several revisions, the following factors were accommodated in the questionnaires. The choice of the following items were based on the consideration that in Pakistani society parents, teachers, religion and national identity play a vital role in addition to students' integrative and instrumental

motivation for learning English. This made 7 motivational factors comprising 47 closed-ended multiple items in both questionnaire-1 and 2 (Appendix 1-2).

(1) Integrativeness

(2) Instrumentality

(3) Parental Encouragement

(4) Attitudes towards English Teacher

(5) Attitudes towards English Course

(6) Identity and English learning

(7) Anxiety: English use and class

In questionnaire-1, items from 48 to 61 and in the questionnaire-2, items from 48 to 56 were factual and behavioural questions. The background items of the questionnaire were based on gender, previous schooling, place of living. The total number of questions in Questionnaire-1 and 2 was 61 and 56, respectively. The time allocated for completion of the questionnaire was 45 minutes. This time allocation for completion of questionnaire was decided after the pilot study.

I preferred closed-ended questionnaire items because these are normally used types in quantitative studies (Dörnyei, 2010; Dörnyei, 2003a). I provided respondents with ready-made response options to choose from and give an appropriate grade from 1 to 5. The major advantage of closed questions is that their coding and tabulation is straightforward (ibid, 2003).

4.5.3 Rating Scale

Rating scales are undoubtedly the most popular items in research questionnaire. They require the respondents to make an evaluative judgment of the target by marking one of a series of categories organized into scale. From categories of Likert, semantic differential and numeric rating scale, I preferred the Likert scale (Dörnyei, 2003a; Dörnyei, 2010).

4.5.4 Likert Scale

Likert scales consist of a series of statements all of which are related to a particular target (individual person, group of people, an institution or concept), respondents are asked to indicate the extent to which they agree or disagree with these items by marking one of the responses ranging from strongly agree to strongly disagree (Dörnyei, 2003a). After the scale has been administered, each response option is assigned a number for scoring purpose (Dörnyei, 2003a). Few researchers prefer using an even number of response options because of the concern that certain respondents might use the middle category (neither agree nor disagree not sure or neutral) to avoid making a real choice (ibid, 2003a).

Following Dörnyei (2010; 2003a), I used a Likert scale and used number as (e.g., strongly agree=5 and strongly disagree=1; agree=4; neither agree nor disagree=3; Disagree=2).

This is self-report research which uses both questionnaire and interview tools to collect data. This needs gathering of standardized and quantifiable information from all members of the population or sample. The survey of students' perceptions of their motivation for learning English was conducted at the beginning of the English course followed by the interview. The second questionnaire was also administered at the end of the English course to see any changes in students' responses with regard to their motivation for learning English.

4.5.5 Interviews

In order to follow up and triangulate the questionnaires information qualitative interviews were conducted to gain in-depth information in connection with the questionnaires. Interview is in a sense an oral questionnaire. Instead of writing the response, the interviewee gives the needed information orally and face-to-face or one to one (Dörnyei, 2007: 134). With a skillful interviewer, the interview is often superior to other data gathering devices (Best, 1986). One reason is that people are more willing to talk than to write. The interviewer gains rapport or establishes friendly and secure relationship with the interviewee, a certain type of confidential information (Smith, et al. 1991: 218). In other data collection/gathering instruments it is hard to explicitly explain the purpose but in interviewing the interviewer can explain the purpose (before the formal proceedings) and can answer the interviewees' queries (Best, 1986).

Interviews are of different types such as structured, unstructured and semi-structured. In this study I used semi-structured interview instrument because of following reasons.

4.5.6 Semi-structured Interviews

In applied linguistics research, most interviews recorded have been semi-structured which is a 'compromise between two extremes structured and unstructured' (Dörnyei, 2007: 136). Thereare of course prepared guiding questions and prompts, but the format is open-ended and the informant is asked to elaborate. The interviewer provides the guidance and direction (ibid, 2007). Newby (2010:340) argues that semi-structured interviews could be fit between the questionnaire and the evolving interview which has known goals without any expected end points. The semi-structured interview is good in conditions when the researcher has good understanding of the phenomenon or domain in question and is able to develop wide questions about the topic prior to conduct of the interview (Dörnyei, 2007). The areas which were covered in these interviews were (1) why do students learn English language? In other words as in chapter three what are students' Instrumental, Integrative, Parental encouragement, Teacher and Course Specific motivations for learning English. (2) how do they feel about their learning experience in classroom and outside and (3) how was their English learning experience different from the past (English learning in school and college)?

4.6 Participants and Sampling
4.6.1 Study site

The study was conducted in the Engineering University based in province Sindh of Pakistan (See Chapter 2). This Engineering University is a public sector professional university in the province Sindh of Pakistan. There are four major faculties in the University namely (1) Faculty of Science Technology and Humanities (2) Faculty of Engineering (3) Faculty of Electrical, Electronic and Computer system engineering and (4) Faculty of Architecture, planning and Arts and design. There are 17 teaching departments in this University. All of these departments offer English as compulsory course named as functional English in the first year. The university has introduced two more courses in third year and final year named technical report writing and presentation skills.

Part-1 (first semester) is the first year of the undergraduate study in the engineering discipline. Among other engineering subjects, students are offered English as compulsory subject. The

students have different motivations to attend this course. The students during the English language course attend 55 to 60 classroom contact hours, take three class tests and mid and final examinations of 100 marks. Although in large classes it is difficult to give time to each individual student for individual meetings the students are offered individual tutorials by the teaching faculty in the English Language Development Centre (See Chapter 2).

4.6.2 Participants

Cohen, et al (2000) says that the quality of piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by suitability of sampling strategy. It is defining the population on which the research will focus. My sample was the whole cohort of the first engineering students of Pakistan who were enrolled to take English language course at the University. Cohen et al (2011) gives a thumb rule for sample that the larger the size of the sample, the more structured, closed and numerical questionnaire may have to be. Highly structured closed questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis (ibid, 2011).

The whole cohort of students enrolled (N=541) to take the English language course at the engineering university in province Sindh of Pakistan and completed the questionnaires at two points (1) at the start of the English language course (First week of the course) and (2) at the end of the English language course. I could not collect data at the mid-point of the course because of practical reasons such as the university had a tight schedule for students to take classroom tests, presentations.

Participants of this study (N=541).

Table 4.1: Participants of the Study

S. no	Department	Total Number of students	Participants
1	Chemical Engineering (CH)	89	80
2	Environmental Engineering (EE)	37	37
3	Petroleum Gas Engineering PG	95	70
4	Mechanical Engineering (ME)	123	95
5	Mining Engineering (MN)	57	47
6	Textile Engineering (TE)	63	48
7	Industrial Engineering (IN)	75	54

8	Architecture (AR)	60	53
9	Metallurgy Engineering (MT)	48	38
10	City and Regional Planning (CRP)	25	19
	Totals	672	541

As many as 672 (which is 100%) students from ten engineering departments took the English language course. Initially, all the first year engineering students were invited to take part in the study, however, N=541 students participated in the study. Out of 541, N=530 valid/completed questionnaires were received. The turnout was very encouraging.

(N=15) students were also interviewed twice at the beginning of the English language course (First week of August 2010) and at the end of the English language course (Last week of December 2010). Two students from each of the above departments (list) were invited, based on (a) gender (b) department and (c) public/private education and (d) urban/rural background.

4.7 Procedure

I applied for the ethical approval with the Faculty of Education University of Glasgow, asking them to accord permission for data collection for the pilot study and main study separately. The ethics committee scrutinized my application and issued notification in my favour. I also received a letter from the Director Planning and Development of the Engineering University upon instructions of the worthy Vice Chancellor who assured that researcher would be assisted in process of data collection. The period of data collection was (1) Pilot study: 2nd April 2010 to May 2010 and (2) Main study: 19th July 2010 to 27th December 2010.

4.7.1 Piloting the Questionnaire

Rasinger (2008) says that nothing is worse than handing out questionnaires to respondents, only to realize afterwards that it is flawed. Piloting the questionnaire is running a test with only a few participants in order to detect flaws (ibid, 2008). I piloted the research instrument, details are asbelow:

Study site: Department of Petroleum and Natural Gas Engineering

Table (4.2) Pilot Study

Number of participants	N=3o
Year of study	First year
Month and Year	April/May 2010

The pilot study was carried out in the department of petroleum and natural gas engineering at the Engineering University based in province Sindh of Pakistan. The study was conducted after the ethics committee of the University of Glasgow scrutinized (1) EAP (2) plain language statement (3) consent form and (4) research instruments and (5) permission letter from study site.

In April 2010 I emailed the research questionnaires to one of my associates Mr Khalil Memon, who is research active and is well versed with research ethics and familiar with the research site. I briefed him about my research topic with help of the Plain Language Statement (PLS) and telephonic conversation. I also spoke to the competent authorities of the Engineering University who arranged a classroom where the informants were invited to participate in the pilot study.

The process of sampling was based on convenience and ballot draws were opened to invite the students. As per plan 30 participants (based on ballot draws) were given a PLS and consent form. They were apprised of their right to confidentially and anonymity. After the participants read the PLS and signed the consent form, research questionnaires were administered to them. In addition, the participants were requested to extend their cooperation to reflect verbally on the clarity, understandibility and any other problems which might hinder them from answering these questions.   Guided by Oppenheim, 1992; Morrison, 1993, cited in Cohen, et al, 2011:402), the following questions were asked:

What will you say about time allocated for completion of questionnaire?
Do you think that all instructions are clear?
Are these questions clear to you? Do you feel difficulty to understand the language or content?

Do you think you have any reservations with answering any items?

What do you think about the number of pages/layout of the questionnaire and time?

Is there anything else you would like to say about this?

My colleague sent me completed questionnaires through Pakistan postal services from Hyderabad, Sindh office to my residential address in Glasgow.

Based on the feedback, the following changes were made:

(1) Background Questions

On top of page number 2 and 3 of the questionnaires the rating scale was added (Strongly agree to Strongly disagree (appendix 1-2).

(2) In question number 50 the following options were given:

Sindhi (2) Urdu (3) Seraiki (4) Balochi (5) Punjabi (6) Pashto

(3) In question number 52 the following options were added:

Landlord (2) Civil officer (3) Engineer (4) Businessman (5) Government officer

(4) Questions number 53 (questionnaire 1) and 49 (questionnaire 2) were deleted because my study focused only one university for the main study.

(5) In question 55 the following options were added:

English medium (2) local language medium (3) Madrassah

(6) In question 49 a new department named Environmental Engineering (EE) was added. Since my sample was the whole cohort of Engineering University students who took English language course leaving out this department would have been a compromised decision.

4.7.2 Main Study of the Questionnaire

I left for Pakistan on a field trip in the second week of July 2010 one week before the start of English language course at the Engineering University. Before I formally went for the data collection I visited the study site and met with my colleagues, the worthy Vice Chancellor and

the chairmen/directors of the each department. I thanked them for giving permission to collect the data for my PhD study. I also briefed them about the nature of my study and assured them that the findings of the study would be shared with them in due course. The Vice Chancellor shared with me his vision regarding English language teaching at the university and informed that a new building for the language centre is under construction. In addition, he told me that the language centre will have state of the art facilities so that the students can learn English effectively by using technology. I made appointments with ten directors/chairmen of the respective departments for the logistic arrangements such as (a) classroom for completion of questionnaires (b) quiet office space for the interview recordings and (c) provision of the lists of the students taking English course. The English language course was scheduled to start from 19th of July 2010 and I had to collect data in the first week of the start of the English language course. The questionnaire data were collected in the first week of the course. Soon after questionnaire data collection, I completed the interviews in the first week of August 2010.

The plain language statement, the consent form and the questionnaires were distributed to the first year engineering students who were taking English language course at the Engineering University. The venue of the data collection was the classroom in their respective departments. At the time of data collection two teachers were present; a senior teacher of the department from engineering and other was the English language teacher. The senior teacher from the engineering department accompanied me because the chairman told me in advance that the students might not recognize me and the political comrades (local leaders of nationalist parties) might intervene in the data collection process. The questionnaires were distributed by the senior teacher and the instructions for the questionnaire were read out by me and the English teacher.

The participants told me that they have taken part in such kind of research in the past. However, they were apprised with their right to confidentiality and privacy. They were told that they can leave or keep the questionnaire blank if they wished so. A total number of N=541 students took part into the questionnaires research in July 2010 and November 2010. N=530 completed questionnaires were used for the data analysis. After I collected the completed questionnaires and the consent forms, I thanked the participants once again and told them about the next phases of data collection such as interview-1 and 2 and completion of

questionnaire-2 at the end of the English language course. In addition, I answered their questions regarding differences in theeducation system in Pakistan and the United Kingdom.

4.7.3 Main Study of the Interviews

Inviting participants for the interview was a challenging task because the Engineering University records students' attendance on a computerized database and missing any class meant to lose semester marks. Students could not spare time after their classes because they had to catch their buses arranged by the University for pickup and drop off. In addition, it was a time ofa super flood in Pakistan and parents did not allow students to stay on campus after their classes. However, the English language teachers encouraged the students to take part in the interview during their classes as they appreciated that the study will not only benefit them but it will likely help the future students to learn English in better conditions. I got an appointment from the students for interviews which were completed by the first week of August 2010 (second week of the course).

The interviews were conducted in an office space at the Engineering University which was a quiet area and good for interview recordings. I kept mineral water bottles for the interviewees so that they could feel relaxed after coming all the way from their departments in scorching summer and in 50 degree temperature. The best thing of this office space was air-conditioning. Thus, the weather factors which might have fatigued the participants were well tackled. To create a friendly environment with the participant I sat at a 90 degree angle with the participant so to give him impression that the interview is cooperative rather than confrontational which might have been felt in case of sitting face to face (Denscombe, 2001 cited in Dörnyei, 2007).

I began the interview with greetings in Sindhi and Urdu languages ' Bhali Kara aya' and 'Khush amadeed' that means 'welcome'. I also said 'Asalam Alekum' which is the Islamic way of greeting Muslims when they meet. This is very common practice in Pakistan. Afterwards, I told the participants about the purpose of the study and informed them about their rights to privacy and confidentiality. I informed students that the interview is being recorded. If they wanted, the transcriptions would be provided to them for confirmation.

During an interview I gave back channelling signals to the participants(such as nods, 'uh-huh noise 'yeah') to appear sympathetic listener. I also gave gestures like 'attentive lean, eye-brow flash and sympathetic smile' as suggested by Miller and Crabtree (1999, in Dörnyei, 2007: 142). Further, I provided the interviewees reinforcement feedback showing and confirming that the interviewee's answers are worth recording. However, there were times when I had to give a polite negative reinforcement to the interviewees as suggested by Robinson (2002: 274, in Dörnyei, 2007: 142) ' let me stop you here for a moment and go back to what you said earlier to make sure that I understood you well'. I also encouraged elaborations by giving 'silent probes' by remaining quiet and gave 'echo prompts' by repeating the last word spoken by the interviewee (ibid, 2007). As I asked interviewees about various reasons of learning English during English course at the University and their views about religion, identity, I used attention focusing devices before starting new conversation such as 'Can I ask you now about an issue that is very important but not easy to talk about' (ibid, 2007: 143).

Editing the interview (debriefing) technique was also used at the end of the interview. I gave pre-closing moves so that the interviewee has a chance to say any additional points or correct anything he might have said earlier. I used ' Is there anything else you want to say about learning English language in Pakistan?'. The interview ended with thanks with a smile. The interviewees were escorted to the exit door to show courtesy.

4.8 Analysis Techniques

4.8.1 Processing Questionnaire Data

I entered the questionnaire 1 and 2 data into the 18th version of SPSS which is a statistical package for social sciences. The results are typically processed by means of descriptive statistical analysis to provide frequencies, means, percentages and ranges (Dörnyei, 2003a). Questionnaire data is most usable if it is stored in a computer file for coding for analysis. Cohen et al (2011) say that prior to coding or data reduction, it is important to check the questionnaire to identify and eliminate errors made by respondents. Dörnyei (2003a) says that the initial data file will always contain mistakes so it is important to perform data cleaning: (1) correct impossible data (2) correct incorrectly entered values (3) correct contradicting data and (4) examine implausible data. The data got cleaned up when I calculated frequencies, mean

and standard deviation. The graphs showed numerical errors in a few columns. I checked the SPSS files again and cleaned the data and again calculated the frequencies which gave correct figures. The missing data were also handled by using SPSS option analyse then handling missing data. The SPSS gives average mean score to the missing data which helps to conduct further analyses.

As I had two questionnaires which were completed by the same population, I created only one file but differentiated them with names Pre (for questionnaire-1) and post (for questionnaire-2). This way the SPSS performs analysis on the basis of pre and post.

The data were coded in the SPSS. For the first part of the questionnaire-1 and 2, the same codes from 1 to 5 were given (1=strongly disagree and 5= strongly agree). For the background questions the following codes were given:

Gender: Male= 1 and Female=2

L1: Sindhi=1, Urdu=2, Seraiki=3, Balochi=4, Pujabi=5 and Pushto=6

Place of living: Sindh(urban)=1 and Sindh (rural=2)

Profession of parents: Landord=1, civil officer=2, Engineer=3, Businessman=4 and G. officer=5

Schooling: English medium=1, Local medium= 2 and Madrassah=3

Schooling: Public sector=1 and Private=2

Yes=1 and No=2

Teaching Department: AR=1, CRP=2, ME=3, CH=4, IN=5, MN=6, MT=7, TE=8, PG=9 and EE=10

Scale: Not at all=1, not really=2, so so=3, quite a lot=4 and very much=5

The main type of questionnaire data was ordinal and some of the background questions were nominal. Each response was already assigned a grade or numbered from 1 to 5. The students simply had to give a grade which was a number. As regards dependent variables, these were reduced and coded accordingly. The following statistical tests were performed to answer the research questions of the study.

Table (4.3) Inferential Statistics

Test	Research Question
Descriptive Statistics	(RQ1)
Paired Sample T-test	(RQ2)
Independent Sample T-test	(RQ-4)

The correlation was also performed to see the correlation between questionnaire 1 and 2. For my own understanding I wanted to see whether the items in questionnaire 1 mostly agreed or disagreed were also mostly agreed or disagreed in questionnaire 2.

A paired sample t test was performed to see the differences in the students' responses in questionnaire-1 and questionnaire-2 and an independent sample t test was performed to see the differences in students' responses based on their gender, public private schooling and place of living (urban and rural).

4.8.2 Reliability of the Questionnaires

Questionnaires are measuring tools and they must have substantial reliability (Dörnyei, 2003a: 110). Even in cases where there are no resources and opportunities for major validations, it should be taken into consideration that at least well-documented reliability in aspect should be checked which is internal consistency (ibid, 2003). Internal consistency refers to homogeneity of the item making up the scales within the questionnaires. If the instrument has it, one should feel safe (ibid, 2003: 110).

The questionnaires used for this study satisfied the reliability requirements, for example (a) it used multi-item scales rather than single items; (b) items worked together in homogenous manner to measure the same target area which is motivation and its factors.

Internal consistency is measured by Cronbach Alpha. The Alpha value is between 0 and 1. The Apha value should be at least 0.70 even with short-scales of 3 to 4 items, if the value is 0.60 or less that means that the questionnaire has low reliability (ibid, 2003: 112).

4.5: Cronbach Alpha value of Questionnaire-1

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.830	.833	47

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.830	.833	47

Followed by analysis of the questionnaire data, interview tape recordings were fully transcribed by the researcher. First of all separate MS Word files for each student were created and to observe ethical conventions, students were assigned with a code such as (S1 to S 15). There were instances where the students used sentences in their mother tongue such as Sindhi or Urdu. Since I know English, Sindhi and Urdu, I translated the sentence into English. In order to cross check the translation, I talked to my aunt in Pakistan who is a Professor of local languages. She gave positive feedback with regard to the translations I had made from Urdu/Sindhi to English.

I fully transcribed the interview data after reading and listening to the transcriptions and recording several times. Krippendrop (2004:18) defines content analysis as a "research technique for making replicable and valid inferences from text (or other meaningful matter) to the contexts of their use" (cited in Cohen et al, 2011:563). The intention behind using content analysis technique was that it could enable the researcher to achieve a process by which, data gathered from semi-structured interviews, could be classified from many words and sentences into much fewer categories or codes (Weber, 1990:15). I then made categories on separate word files such as students' comments on their past experiences of learning English, their views about learning English after learning English language at university and major categories of this research study such as instrumental or integrative reasons for learning English. After this, the data could be put into the categories and themes which could help to answer the research question. I also took note of any new dimensions coming from the data that could possibly provide new directions to understanding the themes under study.

4.9 Potential Issues of Access, Confidentiality and Ethics

It is very important for the researcher to be careful and mindful of the ethical issues arising, (1) before the research process begins, (2) during proceedings, and (3) after completion.

Before the research process, I paid attention to the legal context. In many countries, observing ethical principles is enforced by legal and institutional requirements. In the UK, as Wiles, et al. (cited in Dörnyei, 2007) summarize, the British 'Data Protection Act' regulates the need to ensure consent for collecting data. In addition, social research is increasingly being subjected to ethical review from the institutional ethics committees to ensure the ethical scrutiny of research involving human subjects (ibid.). As the current study was supervised by the School of Education, University of Glasgow, the authorities concerned (ethics committee) accorded permission in response to an application routed through the proper channel. The application was supported with a detailed statement explaining the purpose of the study. I received a letter from the Director Planning and Development of the Engineering University confirming that the competent authority accords permission to access research site and collect data from the participants.

I followed the principle of informed consent to ensure the subject's right to freedom and self-determination. The consent forms were sent out to the participants containing all relevant information thereby the participants were entitled to exercise their right to withdraw at any stage of the research (Gall and Borg, 1989). So the participants were apprised of four elements: (1) competence – authority to decide whether they wish to continue being part of the research (2) voluntarism- it is totally voluntary (3) full information (4) comprehension.

I respected the participant's right to privacy through promise of confidentiality (Dörnyei, 2007). The students who participated in questionnaire survey were informed that even though the researcher knows who has provided the information or is able to identify the participants from the information given, they will in no way make the connection public. Cohen, et al. (2011) suggests that the more sensitive, intimate or discrediting the information, the greater is the obligation on the researcher's part to make sure that guarantees of confidentiality are carried out in spirit and letter.

The participants were informed if they had any reservations with some kind of questions being asked, they could simply exercise their right and skip the question (ibid, 2011). There were questions related to religion and national identity which students may not have liked to reply to.

4.10 Summary of the Chapter

In this chapter I have given rationale of the methodology employed for my research study. This chapter began with aims and objects of the study in which I identified what factors motivate the Pakistani University Students to learn English and whether motivation of students changes over the period of English language course at university. This was followed by the research design which was, after careful consideration, designed to be mixed methodology and longitudinal in order to better understand the phenomenon. The rationale behind using mixed methods was that it allowed the researcher to have a robust analysis by taking advantage of the strength of each method involved in the study (Tashakkori and Teddlie, 1998, cited in Ivankova et al, 2006: 03). In addition the longitudinal technique was adopted to see the changes in students' motivation which might occur after completion of the English language course at university. After developing research aims and research design, research questions

were developed which were followed by the research setting, informants and instrumentation. This further led to ethical considerations followed by a pilot study. The findings of the pilot study suggested some of the necessary and timely changes in the layout, appearance, wording, clarity and instructions of the questionnaire which were incorporated during main data collection procedure. After collecting the main data, Statistical Package for Social Sciences version 18 (SPSS) was used to conduct both descriptive and inferential analysis of the questionnaire. For the qualitative portion of the study, the technique of the content analysis was used to surface and analyze the emergent themes. In the end, it was also mentioned ethical issues were addressed.

The next chapter presents detailed analyses of data and presents the findings.

Chapter 5
Findings: Presentation and Analyses

5.1 Introduction

This chapter reports my findings based on the questionnaires and interviews used for this study. The questionnaire and interview data were collected twice during the whole research process at the beginning and at the end of the English language course at the University. The first section of the chapter presents the background data of phase-1, collected through both questionnaire and interview tools. After the background data, questionnaire items measuring L2 motivational factors have been described with the help of mean, standard deviation and percentages of the items. The questionnaires and interview tools used in this study attempted to measure students' responses on 7 motivational factors (1) Instrumental Motivation (2) Integrative Motivation (3) Parental Encouragement (4) English course motivational components (5) English Teacher specific motivational components (6) English class and use anxiety and (7) Identity and English learning. The items have also been ranked in order of highest mean score. In addition, the interview data have been linked to have further illustrative insights on the questionnaire data. The second section of the chapter compares responses of the students in both questionnaires 1 and 2 and interviews 1 and 2 to investigate motivational change in students' responses. For this purpose, correlation and paired sample t-test have been applied to see the differences in the questionnaires 1 and 2.

5.2 Background Data of Questionnaire-1

Table 5.1 shows background information of the participants invited to take part into the research. 672 students from ten engineering departments were registered to take the English language course at the Engineering University. Initially, all the first year engineering students were invited to take part into the course. However, N=541 students participated in this research. Out of 541, N=530 valid/completed questionnaires were received.

Table 5.1: **Background Information of the Participants**

Field	Characteristic	Percentage
Gender	*Male/Female*	*91* *9*
Place of living	*Urban* *Rural*	*28.7* *71.3*
Local language	*Sindhi* *Urdu* *Seraiki* *Balochi* *Punjabi*	*61.5* *25.7* *6.0* *4.5* *2.3*
Profession of parents	*Landlord* *Civil officer* *Engineer* *Private business* *Government officer*	*19.1* *5.5* *12.5* *20.4* *42.6*
Previous Educational Institution	*English medium* *Local medium* *Madrassah*	*61.9* *37.7* *0.4*
Nature of Education	*Public Sector* *Private Sector*	*44.9* *55.1*

Table 5.1 shows the ratio of the female students in Engineering University is lower than males. This is because engineering is a male dominated area of study in Pakistan as elsewhere. The female students' choice of engineering subjects is limited to Computer, Biomedical, Textile or Architectural Engineering. These areas do not bind Engineers to go in the field working with heavy machines. It is also noteworthy that the participants are from varied linguistic backgrounds. However, the Sindhi population is dominant because 61 percent of the participants belong to the rural Sindh, followed by 25 percent of Urdu speakers who represent the population of urban Sindh. Ethnically, those who speak Sindhi as L1 are called Sindhis and those who speak Urdu as L1 are called Mohajirs (Migrants from India). Sindhis are densely populated in the rural Sindh, while on the other hand, most of the Mohajirs live in the urban areas.

The data shows that the students who come to study in the engineering university belong to a financially sound family. Of the 5 options the interesting figure is 19.1% for landlords. Their parents are government servants, civil servants, engineers or business people. The professional education in Pakistan is very expensive and those who are monetarily well off, can think of receiving it (Pathan, 2009). The most surprising data is that the landlords are now sending their children to study in the engineering university for professional studies. Previously, in the Pakistani society, offspring of the landlords inherited land of their family and they did not take much interest in studies at higher education level. This is partly because of the new world trade order by which the landlords probably appreciate that the agriculture economy is speedily converting into the knowledge economy. If the new generation kept following the footprints of their parents, it is likely that their children would lead a financially meager life. A large proportion of these students come from the private sector schools where the medium of instruction is English (figure 5.1).

5.3 Students' English learning Experience in Previous Years

The students learned English in schools, colleges and in private classes. However, the following bar charts depict the mixed responses of the English learning experience of the students in the past. Students who attended private school or college seem to appreciate their English learning experience on the other hand students who were from government schools did not seem to have facilities for learning English in past. As cited in Chapter 2, students will have had a wide variety of previous English language learning experience in the school and college. The questionnaire and interview data reflect this.

Benefit of English learning
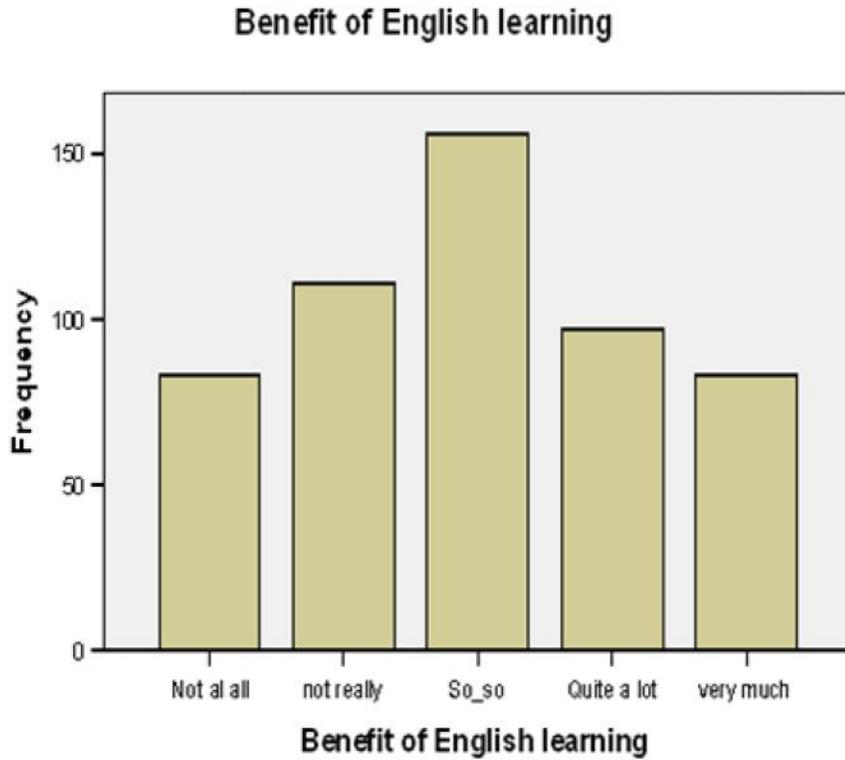
Figure: 5.2: Bar Chart of Benefit of English learning

Despite the fact that more students felt no real benefit of previous English learning experience, the majority of the students felt that they are ready to take this course as indicated in the figure (5.3). The readiness for this course is based on their confidence in English course and expectation that after this course they will be able to learn English. The high status of English course raises students' expectations of the learning experience at the university.
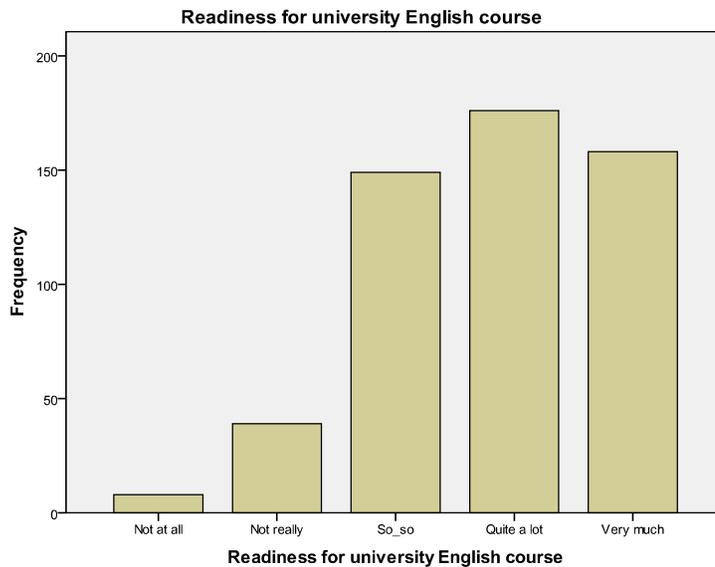
Readiness for university English course

5.4 Background Interview Data

The interview data regarding overall English learning experience of the students in the past corroborate the questionnaire data. However, the data reveals some interesting stories from students both from public and private sector education. The interview data gives the views of the students, regarding learning English, who attended public and private institutions in Pakistan.

Students' English Learning Experience in School and College

(1) Views of the students who attended Private Institutes
One of the students who attended private school said,

> S4: 'umm well my background is from private institution schools so therefore my English when I compare with students my English is better. I have been to various English institutions like Berlitz and got tuition classes. umm they have been wonderful as for their grammar and accent was concerned.'

The student is very confident having not only attended private school but also private English learning institutes such as Berlitz which is chain of state of the art English language centers where most qualified ELT faculty teach. The student also spoke in mixed American and British accent appreciating the teachers had good grammar and accent. This student appreciated the divide between public and private schooling system. The student said, S4: 'due to the private sector and government divide there is a huge difference'

One of the students who attended both the private and public sector educational institutions in Pakistan was of the view that English learning experience in college has not been good.

> S8 'English language or any language is learned through practice but bad luck is we have different systems in Pakistan and standard and educational standards we have different courses so everybody has no uniform standard. I was from private from primary but situation was different in private sector and atmosphere was very good...during initial period I never understood my class fellows laughed at me but then I did not stop speaking right or wrong and then I improved...learning experience was from 6 to matric...but then bad luck in college was there was no concentration on English teachers used to give lecture in local languages not English...in college I didn't learn anything in English'

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S2: ' Sir it's nice because I was in English medium school so teachers used to talk in English… teachers talked in English but then I just kept learning when I came in level up teachers left and level was down of English language…. it was about environment… I didn't get good environment in college there was nothing like English.'

S10: 'sir my English language learning experience was very well I did my matriculation from Beaconhouse and they used D syllabus and Oxford syllabus used it was cool and awesome experience but when I came to college level I didn't have good experience because teachers are not well qualified'.

(2) Views of the students who attended Public sector Institutions

On the other hand the students who come from public sector local medium school felt completely unprepared. Even one of the students who got his school education in local language medium felt that he did not learn anything in the past and it is going to be first time that he will be learning English in the university. Another student from a small town reported that he did not get good teachers. These teachers only focused on grammar and not on any skill development. These teachers in public school or college have a Masters degree in English literature with little or no exposure of teaching English language. The government appoints English teachers based on one common qualification which is a Masters in English as mentioned in Chapter 2. The Higher Education Commission has recently taken initiatives to train ELT faculty at school, college and university. It is likely that situation improves in due course of time (See Chapter 2).

S5: I learned in sindhi medium school and colleges so it is first time I am learning.

S13 'well sir emm all experience I had from school life was good but it has not been helpful because I was from small town so teachers weren't good...at school there was only focus on grammar and nothing on spoken...so it wasn't so good...and I didn't attend college I was in government school...I got as much from teacher as I could I also took tuition he encouraged me to read newspapers to watch movies'.

One of the students who came from a middle class family said that his English learning experience has been hard because his parents are illiterate and he did not learn anything from his parents. However, his parents sent him to the private school where he got a good environment and he has improved.

S15: 'language learning experience was struggling and hard because I am from middle class family and my parents are illiterate …I didn't learn anything from parents' side but then I realized that without English I can't move…I started my learning and with that dedication I had a craze that I had to learn it and now I have learned it.my previous school and I was from private school and college teachers were amazing and had good environment of English learning and I improved.'

(3) Expectations with the English Course at University

Despite the fact that the students had different English learning experiences in the past , the majority of the students felt positive about the English language course at the university. The students said that English is very important and it is as important as their major engineering subjects as S6 said, ' *English is as important as other subjects'* and S8 said, ' *our all engineering subjects are in English and they are equally important.* The majority of the students look forward to this English language course and expect that this course would help them to improve their English language. The students are required to attend the Centre and avail themselves of different opportunities of learning English (Chapter 2). On the other hand, some of the students from private schools said,

> S4 said ' *Since I have done a lot in School in university I am not expecting anything that much to gain but let's be positive'*

However, they hoped that there will be new things which can help with English.

> *S2 'Sir learning English at university is important. It helps us to build confidence in future… we need it for job. It is important now a days to speak in English. With this course I think that we might know more… we might have more confidence better than now'*

> *S5 ' I think eemm English learning program and centre is important for every university. It is for students help… and important for students to learn… important for future for a student is is important to learn English. It is important that course should help us in future career and help us in studies.'*

> *S12 emm as compared with school and college learning English at university Is higher level in my opinion English learning at university is very important for me… past was ok but now we need pillar of English… and university helps us and identify our needs… my expectations are v high'.*

> *S8 My expectations are too high but I don't think it will be met… in university I think whenever anybody speaks in English others specially (political comrades) will say I*

am showing off. Even in English class they force to speak English but students prefer to remain quiet than to speak English… it is bad luck

S15 my expectations are very broad and high because before coming I thought everybody would be speaking in English and there would be very good English speaking environment.. but then I found very different situation at my department level….but then whenever I saw ELDC (language Centre) department then I found that environment is good and power to improve our English'.

The comments of the students with regard to preparedness for the university English language course are positive. There are students who learned English from the Oxford syllabus and reputable private schools who felt that they already know English and therefore they do not expect much from English language course at the university.

5.5 Integrative Motivation

The questionnaire statements number 2, 15, 16, 21, 22,25 and 31 are multiple items of the integrative motivation in the questionnaire (Appendix-1). These items were grouped not only to see the traditional concept of integrative motivation for learning L2 as researched by Gardner and his associates but also attempts to redefining of the integrative motivation in contemporary age by Dörnyei. The statements number 02, 15, 16 and 25 measure the old concept of integrative motivation and statements numbers 21, 22 and 31 have been constructed to investigate the new concept of integrative motivation. According to the traditional concept of integrative motivation the second language (L2) learners are motivated to learn L2 because they want to be like native speakers of L2 and would like to be part of the L2 community (Csizer and Dörnyei, 2005: 20). This concept of integrative motivation in relation to English as a global language is now being researched froma new perspective. According to the new concept the possibility cannot be discredited that L2 learners wish to be part of international community rather than to be part of L2 community (Dörnyei, et al., 2006). The questions also address the possibility that the L2 learners wish to be part of their indigenous community in Pakistan or part of dual national community of British/American Pakistanis, rather than being part of L2 community.

Table 5.4 Mean and SD of Integrative Motivation Items (N=530)

Item	Statements	Mean	SD	Rank
2	I want to learn English so that I can know English speaking people better	4.0566	.98793	1
16	I want to learn English so that I can mix comfortably with British or American Pakistanis based in Pakistan	3.7830	1.075	2
15	I want to learn English to visit abroad	3.7189	1.175	3
21	I want to learn English so that I become part of the English speaking Pakistanis community	3.6170	1.10955	4
22	I am learning English because it is the language of the Pakistani Engineering community	3.4585	1.13343	5
31	I want to learn English so that in future I become dual national like British Pakistani/American Pakistani	3.264	1.286	6
25	I am learning English because I want to be like British/Americans Overall Mean and SD	2.328 3.46	1.309 0.68	7

Interestingly, the data of this study show positive scores for integrative motivation. Overall the mean score is 3.46. The responses are partially in line with Gardner's concept of integrative motivation and are in full conformity to Dörnyei's redefinition of the integrative motivation for learning English as L2. In response to statement 2 in the questionnaire ' *I want to learn English so that I can know English speaking people better' (M=4.04),* 39.7 percent students strongly agreed and 39 percent agreed with the statement. Only 2.3 percent students disagreed with the statement. On the other hand, statement 25 in the questionnaire ' *I am learning English because I want to be like British/Americans' (M=2.32)* 34 percent students strongly disagreed and 27.5 percent disagreed with the statement. Only 9.4 percent students strongly agreed with the statement and 11.3 percent agreed. The data leads the researcher to partially agree that the students want to know about English speaking people better however, the students, do not seem to be identified with or like to be like L2 speakers.

The data gathered for statements 16 '*I want to learn English so that I can mix comfortably with British or American Pakistanis based in Pakistan'* (M=3.78), the statement 21 ' *I want to learn English so that I become part of English speaking Pakistani community* (M=3.61), the statement 22, *I am learning English because it is language of Pakistani Engineering community'* (M=3.45) and the statement 31 ' *I want to learn English so that in future I become dual national like British/American Pakistani* (M=3.20), reveal that the new concept of integration motivation is relevant in my local context. The students want to be part of the indigenous Pakistani community whose members speak English. Professionally, the students think that English is the language of the Pakistani Engineering community and to be part of the Pakistani Engineering community, they learn English. My data reveals reveals that the engineering university students have both old and new concepts of integrative motivation. However, the students discredit the thought that they learn English so that they become or like British/Americans, they learn English in a hope that they would become dual national like British or American Pakistanis. Although the students wish to travel abroad, they would like to be part of L2 setting in UK/USA where British or American Pakistanis have their own community.

I am learning English because it is the language of the Pakistani Engineering community
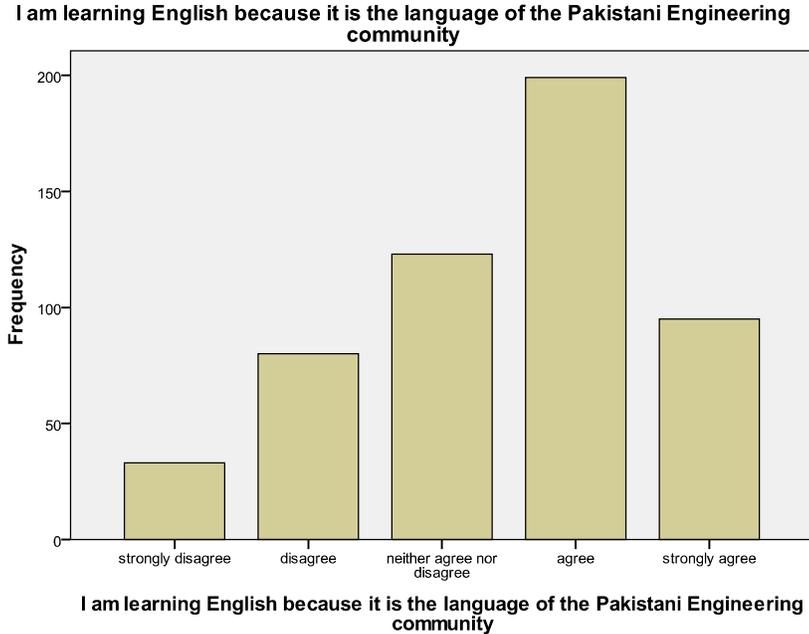
Figure 5.4.1 To be part of Engineering community

I want to learn English so that I become part of the English speaking Pakistanis community
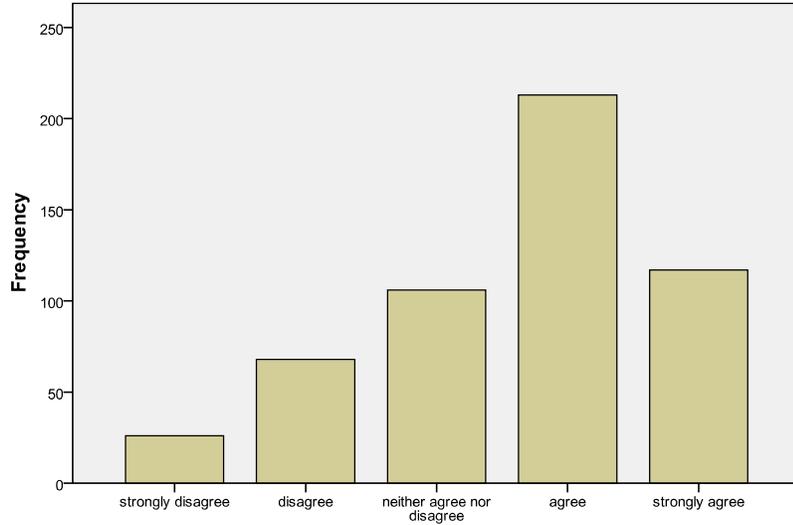
I want to learn English so that I become part of the English speaking Pakistanis community

5.4.2 English Speaking Pakistani Community

I am learning English because I want to be like British/Americans
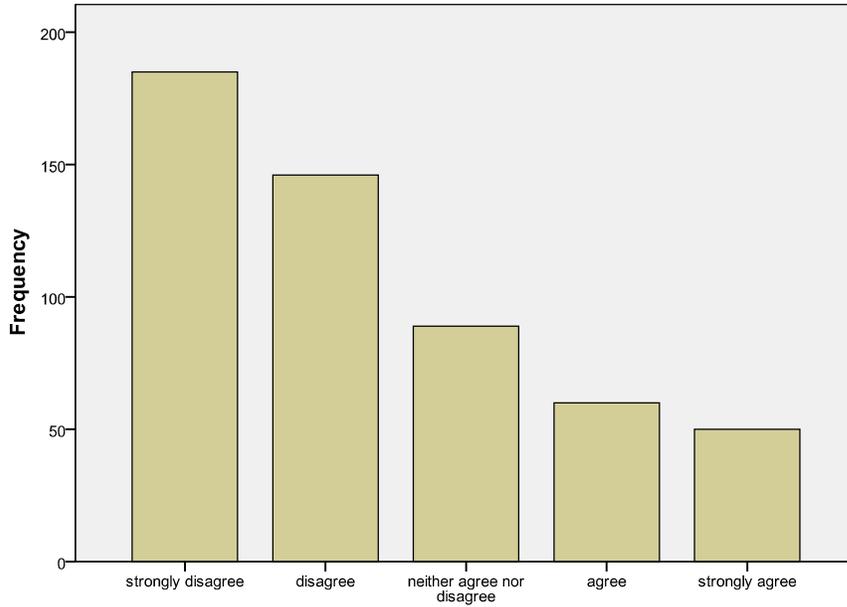
I am learning English because I want to be like British/Americans

5.4.3 To be like British or American

I want to learn English so that I can know English speaking people better

5.4.4 Knowing English Speaking People Better

I want to learn English so that in future I become dual national like British Pakistani/American Pakistani
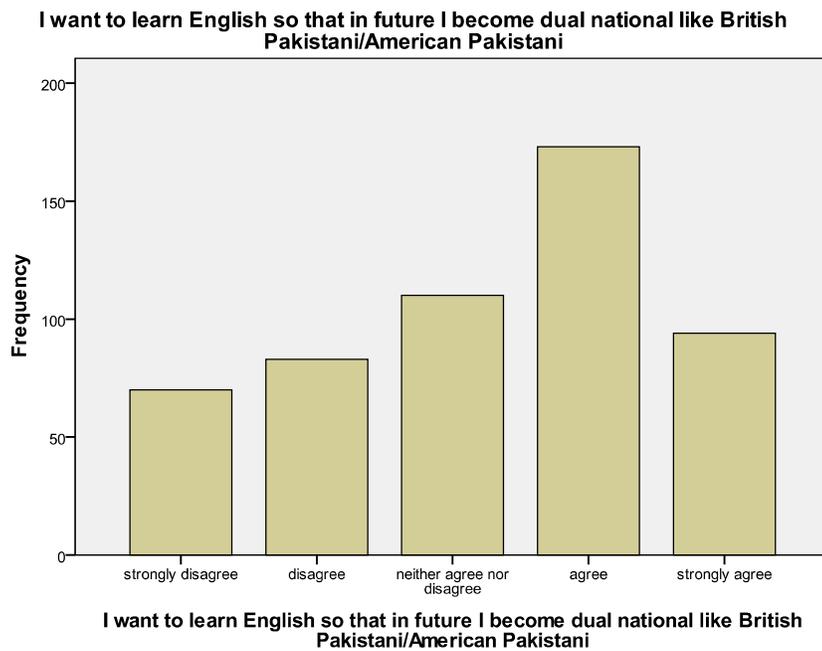
Figure 5.4.5 Becoming dual national

With regard to integrative motivation for learning English, the responses in the interview data corroborate with the questionnaire data. However, there are some interesting points which students took up in one to one interview. As discussed in the questionnaire, the students agreed that they learn English for integrative purposes and this integration is with the Pakistani Engineering community whose members speak English. English is the language of the Pakistan Engineering Council (PEC). In addition, the students also learned English to be part of English speaking Pakistani community and for emigration as the quotations below show.

*S1 'Generally in Pakistan we learn English because we have to get jobs even so many people are willing to go abroad so that have to learn it. Sir its different reasons are there. There are different thinking's some say it is for job for passing examinations some for going abroad. I am doing it because I am interested. **We also learn it because it is language of Pakistani Engineering community'***

*S6 'I think ee **English is an international language and it s good for us its purpose is to communicate something to others there are too many foreigners** in Pakistan and clients ask us for projects so we have to communicate like Sudanese etc…**and it is language of engineering community..'***

S12 'learning English helps us to deal with international world…simply to communicate and deal with international community and the we are the engineers and the engineering community speaks in English…it is language of Pakistani engineering community'

In addition to being part of the international community and the engineering community, the students also have motivation for learning English for emigration purposes as well (Discussed in questionnaire data of integrative motivation).

S13 'for emigration English is important..|I want to part of Pakistani engineering community. I think so it is langue of Pakistani engineering community'

S15 *'my talking and walking style will change and I decided to go abroad and I want to speak like foreigners..I want to be part of engineering community..engineers don't have to only for one language community and he has to work for whole the world so it is very necessary to interact with people who speak in English'.*

It is interesting to note that one of the students used pronoun 'we' instead of 'I' when he said that English language is the language of the engineering community. This discourse shows the student's sense of unity with the community, which he aspired to be part of. Moreover, this sense of being part of a community is free from any gender, class or previous education background bias. More surprisingly, all the students from public/ private sector education,

middle class or upper class families who shared that their English learning experience was different, show unity when they talk about English language as language of engineering community of which they wish to be part.

This is consistent with the concept of integrative motivation in relation to English as a global language, which is now being researched from a new perspective. According to the new concept the possibility cannot be discredited that L2 learners wish to be part of international community rather than to be part of L2 community (Dörnyei, et al., 2006).

5.6 Instrumental Motivation

The questionnaire statements number 1, 14, 17, 18, 19 and 20 are multiple items of the instrumental motivation in the questionnaire (Appendix-1). After integrative motivation, instrumental motivation has been a widely researched factor in L2 motivation research. This is because today there are more non-native speakers of English than native speakers. Gardner's research did not focus on instrumentality so much because of the socio-linguistic conditions of Canada where integrative motivation was relevant. Instrumentality is relevant to settings where English is learned as second or foreign language. In addition, the old views about instrumental motivation focused on job prospects, which of course are not relevant in case of children learning English (Dörnyei, 1994). My research, therefore, focuses on instrumental motivation in wider aspects and context specific. As Csizer and Dörnyei (2005: 21) redefine ' instrumentality concerned the pragmatic incentives that are usually associated with the concept, as well as importance of the particular L2 in the world and the contribution its proficiency makes to becoming an educated person'.

Since the research scenario was Pakistan where English is a second language, it was important to investigate the instrumental motivation for learning English. In Pakistan, English is considered as a language that can elevate people's status in society. It is also medium of instruction in higher education in Pakistan so the students learn it for short term goals like passing exams and understanding lectures (See chapter two). All scientific subjects are in English, which means anybody who has little or no knowledge of English cannot get degree.

Table 5.5 Mean and SD of Instrumental Motivation Items (N=530)

S.no	Statement	Mean	Std. Deviation	Rank
17	I want to learn English so that I can become a successful Engineer	4.4528	0.851	1
18	I learn English so that I can access more advanced knowledge in the field of engineering sciences	4.4377	0.790	2
01	I wish to learn English to watch movies and read novels	3.6925	1.0868	3
19	I want to learn English because I will emigrate to UK/USA for a better future	3.6170	1.2744	4
20	Without English I can not get high social status in Pakistan	3.3623	1.32051	5
14	I learn English so that I can pass the English exam	3.1453	1.3870	6
	Overall Mean and SD	3.78	0.641	

Not surprisingly the data in the table 5.5 show that students have instrumental motivation for learning English. The responses are aligned to Dörnyei's definition of instrumental motivation focusing on 'practical incentives' and 'proficiency of English leading to an educated person. As can be seen overall, the mean score of the instrumental motivation is (M=3.78). In response to statement 14 in the questionnaire 'I learn English so that I can pass the English exam' (M=3.14), 19.8 percent students strongly agreed and 27.5 percent agreed with the statement. However, 17.9 percent students disagreed with the statement; however, they reflect that this is not one of the major instrumental motivations for learning English. On the other hand, statement 17 in the questionnaire '*I want to learn English so that I can become a successful Engineer*' got a higher response in comparison to other instrumental reasons *(M=4.45).* 61 percent students strongly agreed and 29.2 percent agreed with the statement. Only 1.4 percent students strongly disagreed with the statement and 2.8 percent disagreed. This shows that the Engineering students perceive their professional success and growth as an Engineer with English language learning. In addition, statement 18 in the questionnaire ' I am learning English so that I can access more advanced knowledge in the field of engineering sciences', gotthe second highest mean score by the participants (M=4.43). 56 percent students strongly

agreed with the statement and 34 percent participants agreed. Only 1.3 percent participants strongly disagreed.

As expected, travelling (pragmatic reasons) and the contribution made by proficiency of English language in becoming an educated and socially respected person, are another part of instrumental motivation. Statement 20 in the questionnaire 'without *English I cannot get high social status in Pakistan*' got M=3.36 mean score. In Pakistani society, English language is a sign of high social status (Rahman, 2004b; Pathan, 2011). All Bureaucrats, Military personnel, Businessmen, Politicians, Professional Engineers and Judges use English. English is used as the language of sophistication and upward mobility (Chapter two). Lastly, based on travelling and future, a statement was constructed (statement 20) ' *I want to learn English because I will emigrate to UK/USA for better future*'. This statement got a mean score of 3.6, which is the third highest score in instrumental motivation for learning English. The professional engineers in Pakistan, like anywhere else in the world, always look for opportunities to work abroad for a better future. This not only brings huge revenue for Pakistan in case of foreign remittances and helps to boost the country's declining economy, but also help them to settle permanently in foreign countries such as UK/USA. There is an assumption that these people are aware that learning English is the only key through which they can help the country's economy and easily emigrate abroad for better future. Since, these days there are strict emigration conditions with regards to English language knowledge for those aspiring to settle down in UK/USA, all the aspirants put time, effort and money to learn English. For example for general emigration purposes IELTS (General) is the basic requirement (5.5 band) for application.

I want to learn English so that I can become a successful Engineer
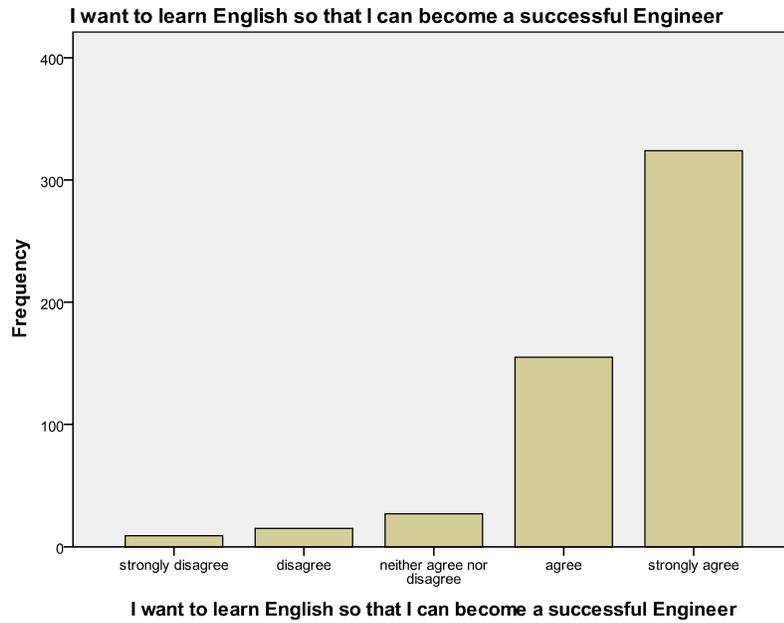
Figure 5.5.1 Bar chart becoming successful Engineer

I learn English so that I can access more advanced knowledge in the field of engineering sciences
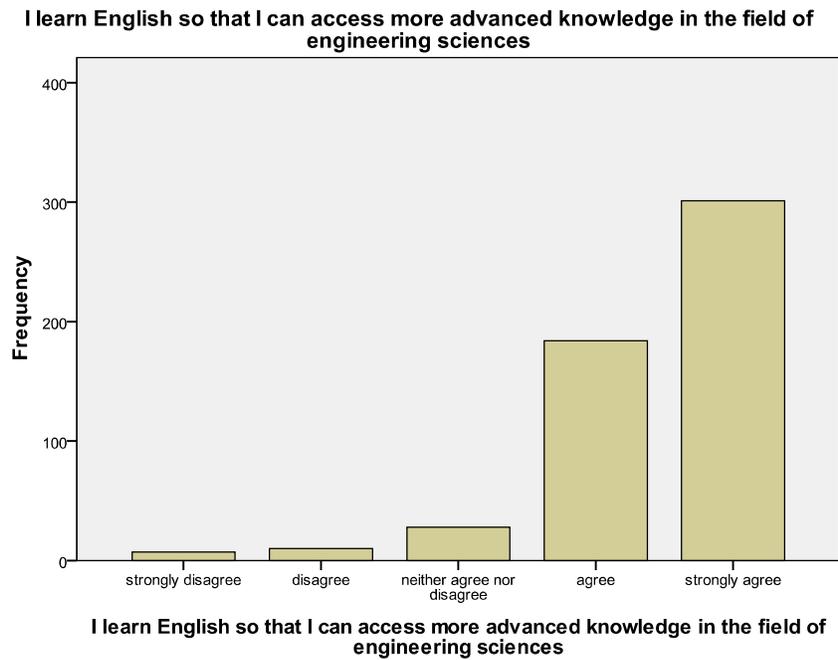
Figure 5.5.2 Bar chart gaining Engineering knowledge

I learn English so that I can pass the English exam
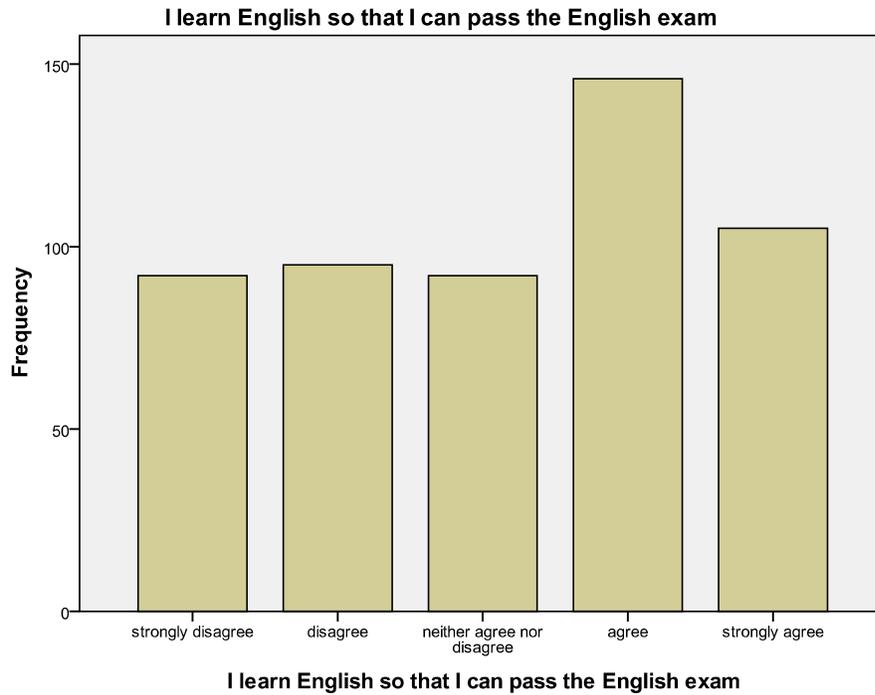
Figure 5.5.3 Bar chart English for passing exam

I want to learn English because I will emigrate to UK/USA for a better future
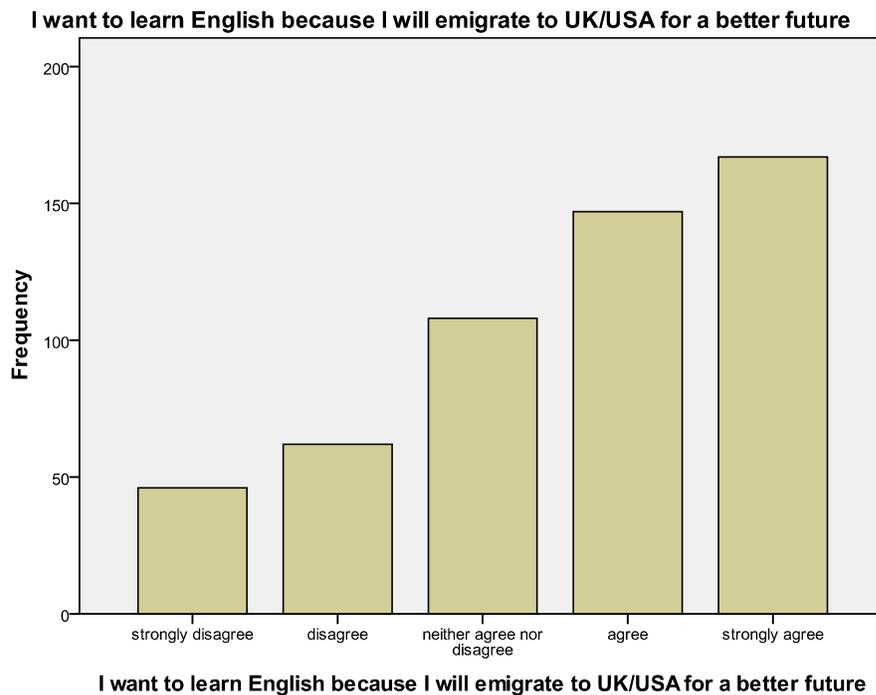
Figure 5.5.4 English to emigrate to UK/USA

Without English I can not get high social status in Pakistan
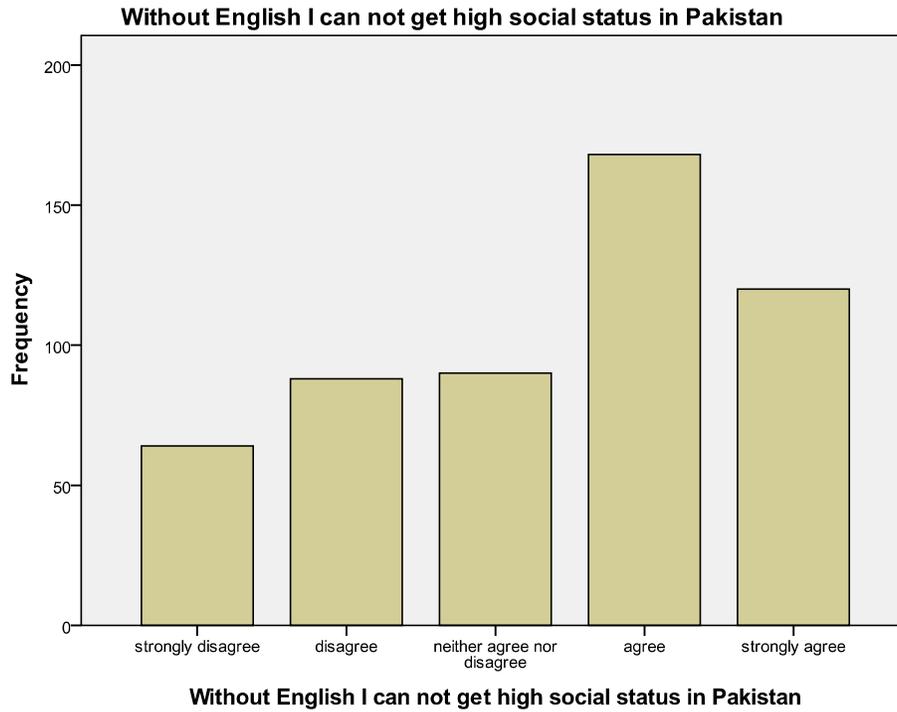
Figure 5.5.5 English and social status

I wish to learn english to watch movies and read novels
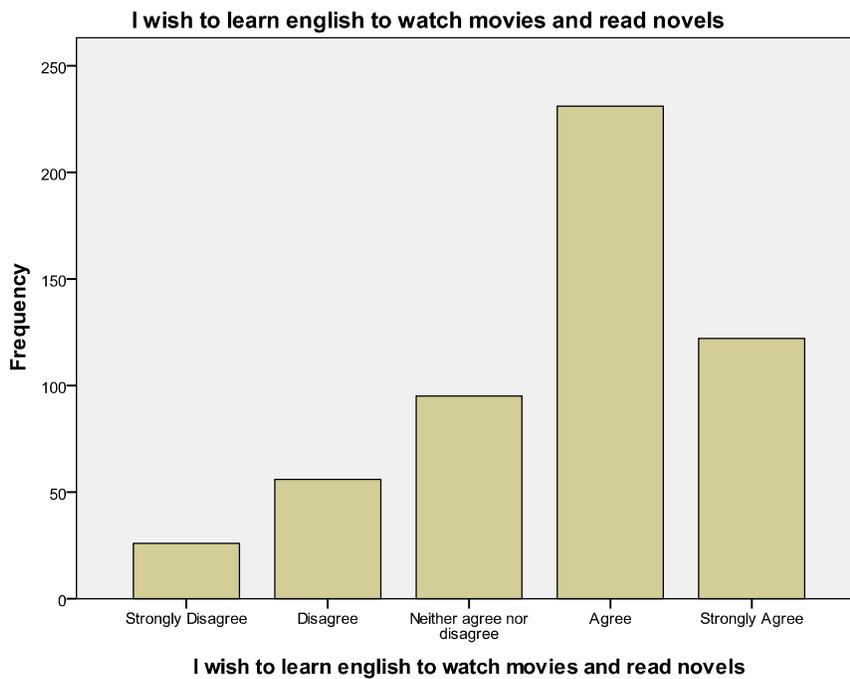
Figure 5.5.6 English for watching movies and reading novels
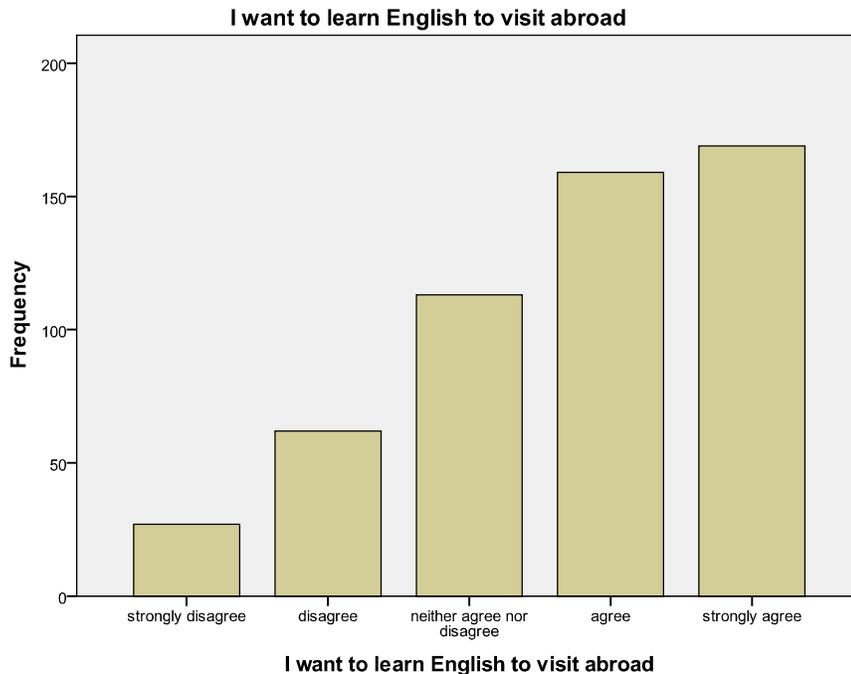
Figure 5.5.7 English for visiting abroad

With regard to instrumental motivation, the interview data support the questionnaire data. However, the interview data give further insights on pragmatic reasons for learning English. As discussed in the questionnaire, the students agreed that they learn English for instrumental purposes, more specifically to be a successful engineer or to get a good job or acquiring engineering knowledge which is in English. Apart from this, there are other pragmatic reasons such as learning English raises status in society and makes them appear highly educated persons. The students think that potential employers will not respect them if they speak in local languages instead of English. Moreover, if they do not speak English, it is likely that the employers would question the quality of engineering degree as one of the students said ' S8: *If we speak local languages the employers will think that we have just learned technical word in workshop or low graded shops but have not acquired degree or our degree is fake'.* One of the new areas which came from the interview data is that the students think that learning English will likely eradicate poverty from the country and will increase literacy rate.

As seen from the samples below grouped into the following sub-categories

(1) <u>Job/Career</u>

S1 'Generally *in Pakistan we learn English because we have to get jobs'*

S3 ' English is very important for my job and career'

S5 ' When you know well English you are successful in future'

S6 'for job we have to learn English and after 5 years I will go in professional life I have to speak in English and I should have power of English to deal my clients'

S8 *'Being engineer it is basic thing.. the strange thing is that even if we are good engineers, know about our field but we don't have good English we cannot survive in that environment'*

S14 '..emm when I will go to the interview for job they first see my expression my personality and my talking and if they are impressed by my English and they will give me benefits in salary and benefits'

(2) <u>To Acquire Engineering Knowledge</u>

Despite the fact that Pakistan is very rich in terms of local languages, none of the local languages is used for acquiring scientific knowledge. Unfortunately, there are no translations available to date. The students are well aware that the existing Engineering knowledge is in English and without learning English they cannot learn about science and engineering. English is also the language of internet.

S4 ' *as for as engineering is concerned all engineering is in English we need to grasp of it'*

S5 'because every subject is in English and when u know well English so u r successful in future and subject and you understand subjects lecture easily'

S8 'Our all subjects are in English and what our notes or books are saying we must know English it is important for student'

The students understand that since the local languages do not provide rich literature in scientific and engineering fields, it is important for them to learn English to achieve scientific knowledge. And they understand that without English they cannot progress in field of engineering.

(3) Status in Pakistani Society

The following comments support the views that in Pakistan, English is a sign of social status and upward mobility. The speakers of English are respected and thought to be educated persons in the society as *//S8 said,* **'*for high social status and career it is important to learn English'*.*// Another ther student *//S 14 said,* **'*Two or more persons talking in English and we can't understand and it is shameful for us if we can't speak in English'*.*// This is because English is spoken by people who enjoy high status in Pakistani society such as Politicians, Lawyers, Judges, Military and Bureaucrats and Professional Doctors and Engineers .

> S2 ' *In Pakistan it is important to learn English ...because people think low about you when you don't know English or you don't speak English people think that you are not educated'*
>
> S3 *'when you speak English fluently it shows your status what I think..'*
>
> S8 *'the sole purpose of mine is to be recognized in society so I need to learn English and I simply don't wanted to be regarded as uneducated and illiterate just because I don't know English and I don't have sufficient knowledge of English'*

This social status is also reflected in potential employers who hire those people who speak good English. This is because the standard of a company is gauged with the proficiency of employees' English.   The potential employers rate the quality of graduate degree with proficiency of English. If the standard of English is low, it is inferred that the student is not bright in academics. As one the students said

S8 '*Being Engineer it is basic thing.. the strange thing is that even if we are good engineers, know about our field but we don't have good English we cannot survive in that environment..If we speak local languages the employers will think that we have just learned technical word in workshop or low graded shops but have not acquired degree or our degree is fake'.*

(4) Going abroad to work or study

The students in my sample also showed interest in learning English so that they would travel or go abroad. This travelling is for personal as well as academic reasons. For travelling purposes students need to learn English to communicate with people from different language

backgrounds. And for the academic reasons, the students need to understand the language of instruction at the universities in order to understand lectures, take notes and write essays.

> S1 ' *There are different thinking some say it is for job for passing examinations some for going abroad'*

> S4 ' *If someone goes for higher studies like PhD abroad then they would need to learn English'.*

> S10 *'I am going to do masters from London. I am going to need English for my future studies and interacting with people there in foreign countries too.*

> S15' *If I learn English I will improve my personality. My talking style will change and I have decided to go abroad'.*

(5) To communicate Internationally

English is an international language. It is widely spoken and understood throughout the world. People of different nationalities and linguistic backgrounds share a common language of communication internationally which is English. In my sample the students said

> S6 *'I think ee English is an international language and it's good for us its purpose is to communicate something to others there are too many foreigners in Pakistan and clients ask us for projects so we have to communicate like Sudanese etc'*

> S9 *'English is common language and it is sign of unity among people in Pakistan as well as in the world...'*

> S12 *'learning English helps us to deal with international world'*

(6) Improving social and financial status

People in Pakistan learn English in order to improve their social and financial status. When someone speaks English he is respected in the society. With this respect, the speaker of English maintains contacts with people who enjoy high social status. . As one of the students said

> S12 *'actually Pakistan is country where poverty is increasing day by day and to decreasing poverty and increasing literacy rate learning of English is very important'.*

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A person from financially meager background invests time and money to learn English. It is likely that through interaction with other people he develops business or job related contacts and his poor conditions get better.

5.7 Parental Encouragement

The questionnaire statements number 3, 24 26, 27, 29 30, 46, 47 are multiple items on the parental encouragement in the questionnaire (Appendix-1). According to Dörnyei (2001b: 78) and Zhu (2007: 78) parental influence on L2 motivation was thought to be a central component by Gardner (1985) because parents were considered as a 'major intermediary between the culture milieu and the students. Gardner (1985) writes of two main directions of parents' role in student's learning (1) Active role, which involves encouragement and support and monitoring (2) Passive role, which involves indirect modeling and communicating attitudes related to L2 learning and L2 community. McGroarty (2001: 73) is of view that it is understandable that students should be sensitive to opinions of parents and teachers. This is why Gardner investigated opinions of parents regarding language study. The L2 motivation researchers have discussed 'Significant others' 'important others' and 'valued others' in motivation for learning L2. These include parents, teachers and peers. My study, in addition to these factors, adds 'grandparental role' and investigates whether or not grandparents have any influence on students' motivation to learn English in Pakistani context.

Table: 5.6 Mean and SD of Parental Encouragement (N=530)

S. no	Statement	Mean	Std. Deviation	Rank
46	My parents will feel proud in Pakistani society If they talk about my English proficiency with their friends and relatives	4.060	0.934	1
27	My parents encourage me to learn English	4.030	1.015	2
26	My parents will highly reward me If I get good marks in English	3.743	1.0748	3
30	My parents buy me English story books and DVDs so that I remain in touch with English in leisure time	3.247	1.19910	4

3	I learn English to please my parents	3.2075	1.2198	5
24	My grandparents think that English learning is a sign of following British colonial pre-1947 values	2.396	1.197	6
29	My grandparents ask my parents to discourage me from learning English	2.0019	1.19624	7
47	My parents think that English learning is not important	1.5094	0.823	8
	Overall Mean and SD	3.024	0.491	

The data of this study show that the engineering students of the universities in province Sindh, learn English because of their parents as well. The responses are aligned to Gardner's (1985) two dimensions regarding encouragement and attitudes towards L2 community, Csizer and Dörnyei (2005) 'significant others' and 'important others' and Pathan (in progress) 'considerable others'. In response to statement 'I learn English to please my parents' (M=3.02), 15.8 percent students strongly agreed and 29 percent agreed with the statement. However, 21 percent students disagreed with the statement. This is of course not a strong proposition on which inferences can be drawn. However, this will be further explored in interview in a later section (interview section). The highest mean score was given to four statements in the questionnaire 'My parents will highly reward me If I get good marks in English' (M=3.74), ' My parents encourage me to learn English' (M=4.03) and ' My parents buy me English story books' (M=3.24) and ' My parents will feel proud in Pakistani society if they talk about my English proficiency with their friends and relatives' (M=4.06).

In Pakistani society specifically in Province Sindh, parents' role is pivotal in all spheres of life. English is no exception. It is interesting to note that parents highly encourage their children to learn English because they themselves are aware that English is sign of reputation and respect in the community. The extent of interest is supported by the statement that parents buy them English books, novels and CDs so that children remain in touch with English when they are not formally in the English class. Further to this the statement ' My parents think that English is not important' (M=1.5) got strong disagreements at 62 percent and disagreement at 29.2 percent.

The role of 'significant others' with special reference to grandparents of students is important to be taken into consideration in Province Sindh. The family hierarchy holds grandparents in high esteem in Sindh. Most often the grandparents chair the family gatherings and their words are accounted to wisdom earned through experience from past and all the years lived. What they advise or what they think, is normally executed without further debate or question. This is because questioning parents in general and grandparents specifically, is discouraged. Following these assumption in my local context, I extended the research to include the role of grandparents in their grandchildren's learning English language or whether grandparents motivate students to learn English or stop them from learning English on the assumption that English learning is sign of following British colonial pre -1947 values and therefore grandparents ask students' parents to discourage them from learning English.

As table 5.6 shows that the questionnaire responses on statement ' My grandparents think that English learning is sign of following British colonial pre-1947 values' got the low mean score which is M=2.3. Only 5.7 percent students showed strong agreement with the statement and 13.8 showed agreements. In contrast 28.9 percent students showed strong disagreement and 27.7 percent students showed agreement. The statement ' My grandparents ask my parents to discourage me from learning English' also got low mean score, i.e M= 2.0.   47 percent of students strongly disagreed with the statement and 23 percent disagreed. In contrast only 5.1 percent students strongly agreed with the statement. This indicates that grandparents do not discourage their parents from students' interest in learning English. However, the assumption cannot be discredited altogether and it is arguable that the grandparents motivate students to learn English or not. This will be further explored in interview section.

As discussed in the questionnaire, the students agreed that they learn English because their parents encourage them to learn English.

(1) Students learn English for reward, pleasure and encouragement from their parents

My parents encourage me to learn English

My parents encourage me to learn English
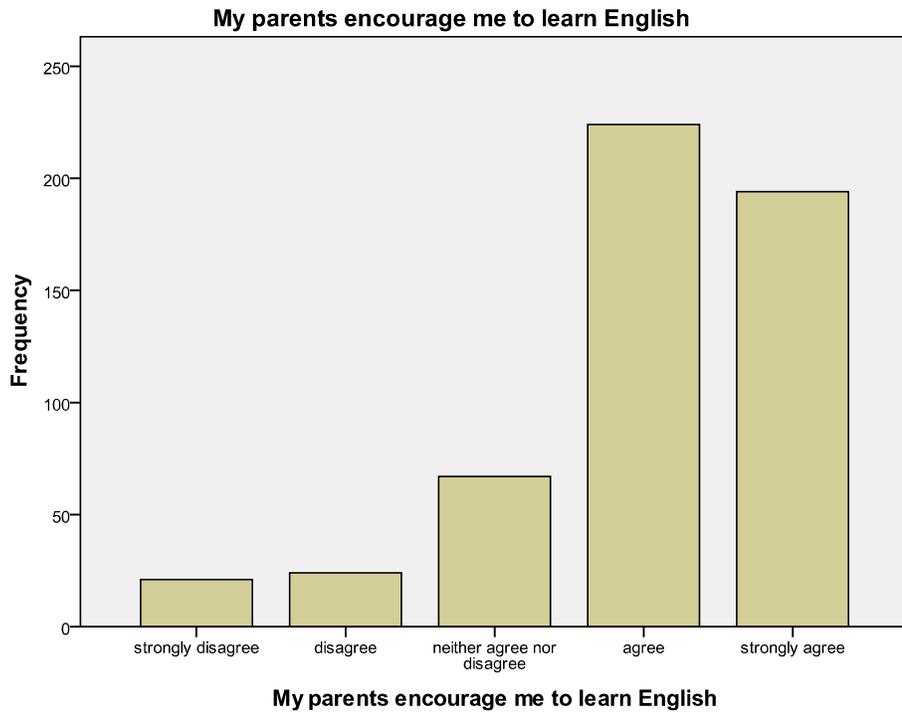
Figure 5.6.1 Parental encouragement to learn English

My parents will feel proud in Pakistani society If they talk about my English proficiency with their friends and relatives

My parents will feel proud in Pakistani society If they talk about my English proficiency with their friends and relatives
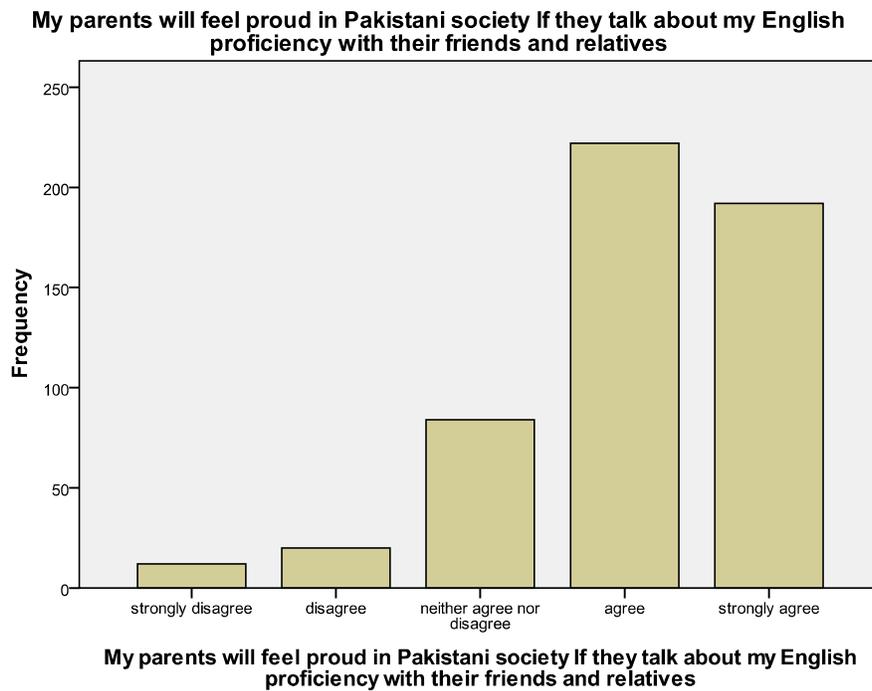
Figure 5.6.2 English and status of parents

My parents buy me English story books and DVDs so that I remain in touch with English in leisure time
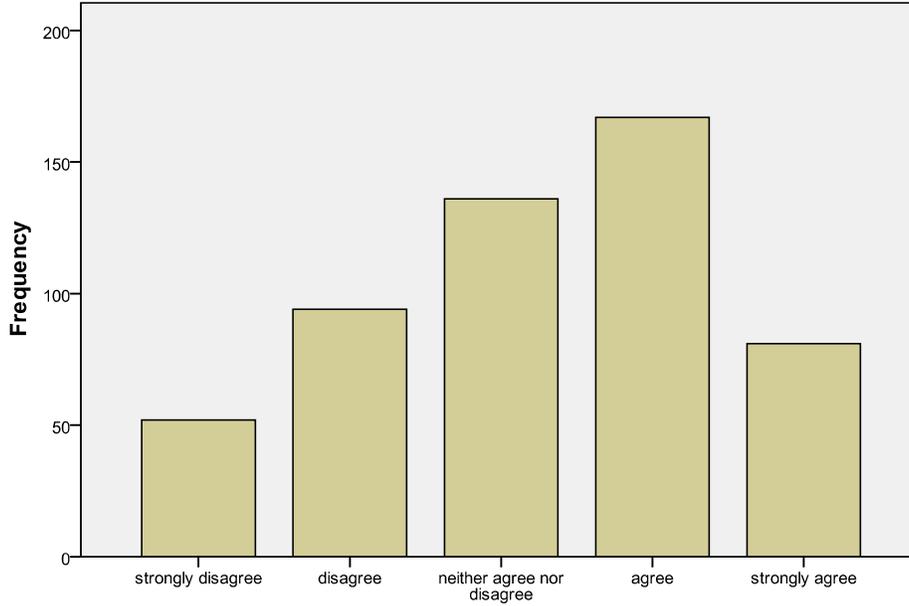
My parents buy me English story books and DVDs so that I remain in touch with English in leisure time

Figure 5.6.3 Parents buy students books and DVDs

I learn English to please my parents
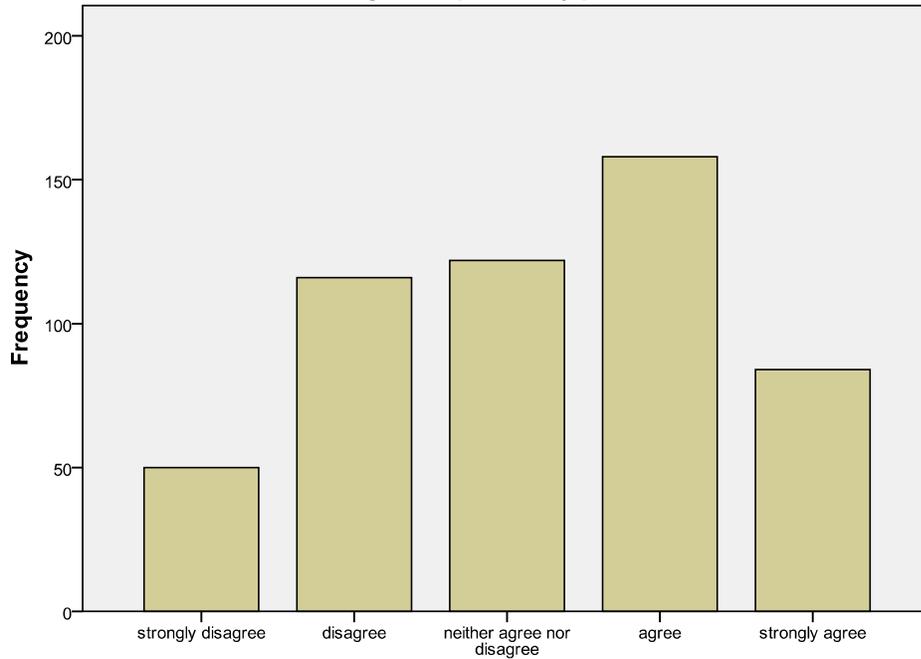
I learn English to please my parents

Figure 5.6.4 learn English to please parents

My parents will highly reward me If I get good marks in English

My parents will highly reward me If I get good marks in English
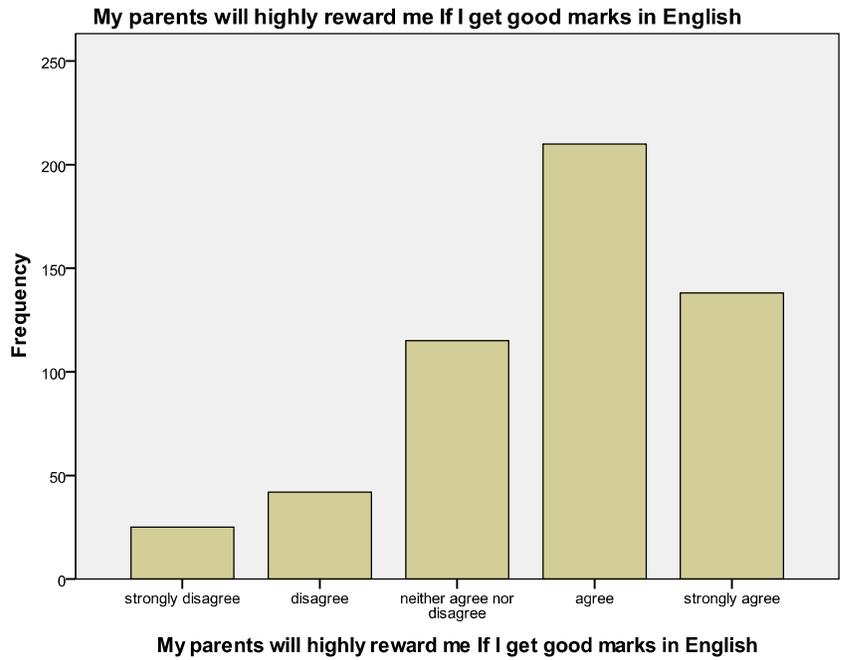
Figure 5.6.5 Parents reward students for achievement

My grandparents think that English learning is a sign of following British colonial pre-1947 values

My grandparents think that English learning is a sign of following British colonial pre-1947 values

Figure 5.6.6 English and Colonial Pre 1947 rule

My grandparents ask my parents to discourage me from learning English

My grandparents ask my parents to discourage me from learning English
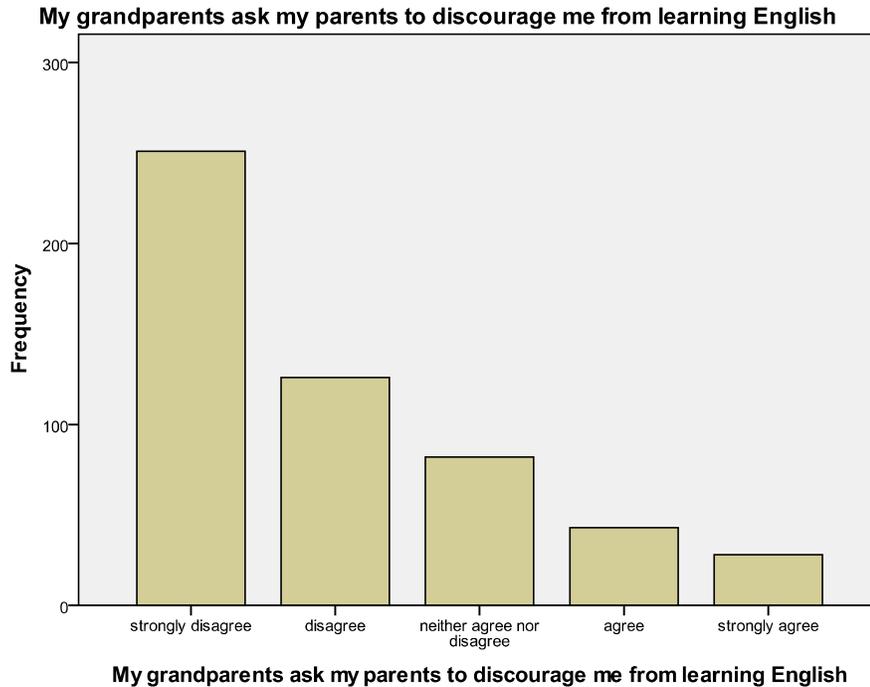
Figure 5.6.7 Attitude of grandparents

The interview findings are consistent with that of questionnaire. The students said,

> S1 '*Sir they are so much supportive because they didn't get too much opportunities in their lives so they want me to do it. They are encouraging. If I ask for any books newspapers even if I say for going for English language centre they help me give money*'.

One of the students said that the parents support learning English because they know that English learning promises better future.

> S5 '*yeah umm our home plays important role in helping us English because my parents think of good future for us so they are very supportive.*'

> S8 '*my parents have great impact on my life they always encourage and provide me money wherever I want to go and study.. They paid above than their capacity to help me learn English Anything I ask my parents they provide...Specifically about English language if I say they always provided...if I needed any books of English they always provide and encourage*'

One of the students narrated his story how his father actually gave him guidelines for learning English and how he got his article published in English newspaper.

> S11 '*my parents are keen that I learn English..my father said once my son listen my advice read English newspaper to improve your English from that day I have been reading ..in 2007 my article was also published in dawn news..they help me in everything in life..if I want admission in institutions or any kind of learning and they gave me fee and asked me learn it*'

On the other hand, one of the students said that his parents are living in a village and they have no knowledge of English. Because of this they are not interested in his learning English.

> S14 '*emm exactly I am telling you that my parents are and my grandfather are living in village and they are not interested because they don't understand English I am in city so I need to learn English it is important to me not for them..I don't have any encouragement from my parents*'

In contrast to the above, one other student whose parents are living in village do support him in learning English.

> S15 '*my parents are illiterate and my grandparent died..then there is a very nice behavior but my parents always encourage me and they feel glad when even I speak one sentence in English..they are very encouraging parents. when I need anything like books CDs..I told them these days internet and computer are very important for learning English so they even arranged anyhow thought they didn't have money..I always feel proud*'

The reasonsome parents who are illiterate and reside in village do support and help students to learn English is because they see their own future with their children.

(2) Students' English learning and Parents' status in society

The students think if they spoke good English, their parents would be proud and respected in the society, especially in family and friends.

One of the students said that her parents feel proud when they talk about her proficiency of English in English speaking Pakistani community.

S1 *'They also feel proud of me when they talk about me in English speaking community.'*

S14 *'yeah it is ..in our country the persons who talk in English they will be in high level and they will have more respect'*

The students have a perception if they got good marks in English their parents would be pleased with them and highly reward them. To assure their encouragement, parents buy their children different books, CDs and provide internet facility so that the children remain in touch with English. In addition, the parents arrange private English courses for them. The students also believe if they spoke good English it would elevate their parents' status in society and make them feel proud. The students also think that the parents support their children to learn English because they themselves did not get many opportunities in their lives so they want the children to gain what the parents could not. The grandparents' role in students' learning English is diverse for different students in my sample. However, regardless of the views held by the grandparents for English learning, they do not seem to discourage their grandchildren from learning English.

(3) Role of Grandparents

The questionnaire statements ' My grandparents think that English learning is a sign of following British colonial pre 1947 values' and ' My grandparents ask my parents to discourage me from learning English' did not get high mean score from students. The interview data gives some insights on this as shown below

S2 *'my grandfather used to encourage me a lot in English learning'*

S3 *'well my grandparents neither forced me no restriction if we spoke English they felt good'*

S11 *'my grandparents also want me to be educated..they were very keen to see me learn English for future'.*

S13 *'..I haven't seen any negative type of attitude..my grandfather encouraged me also..last time I had an interview with DDO officer who is friend of my grandfather he very much appreciated when I spoke to him in English..my grandfather was very happy*

and he said that my grandson is very intelligent because he can speak such a good and fluent English

One of the students said that the grandparents encourage him to use local language Sindhi instead of English.

> S9 *'but my grandparents don't suggest me...no they don't suggest and encourage me..all others cousins, brothers etc encourage me..our whole family is from Pakistan and we are Sindhis so they think that we should speak Sindhi...'*

One student said though the grandparents have some views about English learning, these views are their personal views and it is likely that they will change with time.

> S11 *'this is little bit on our side that our past with British they were our masters but that is thought of our elders not ours our era is different and we understand importance of English that without this we cannot move. But slowly and gradually they will understand too'.*

The majority of the students said that their grandparents felt happy and always encouraged them to learn English. In contrast, one of the students said that all other relatives in family encourage him to learn English except the grandparents. They rather encourage to use 'Sindhi' as their whole family is from Pakistan. The other student said if the grandparents still have views that British were their masters before 1947, it is their personal thought and it is likely that their views will change gradually.

5.8 English Course specific motivational component

The questionnaire statements number 8, 9, 12, 38, 40, 43 are multiple items of the English course motivational component in the questionnaire (Appendix-1). According to Chambers (2001: 08) the course specific motivational components have an influence on syllabus, teaching material, teaching method and learning activities. These motivational influences relate to relevance of syllabus, authenticity and accessibility of material (ibid, 2001: 8). The important motivational component for students is whether the course increases interest and involvement in the tasks through challenge and competition in pair and group-work, whether the activities are matched with difficulty of tasks with students' abilities and whether or not

the course increases student' expectancy of task fulfillment and celebrations of success (ibid, 2001: 09).

The responses are aligned to Dörnyei's motivational framework on the learning situation (course specific motivation components) and Gardner's Attitudes towards the learning situation (course evaluation). The overall mean score of the attitude towards the English course is (M=3.39).

Figure 5.7 : Mean and SD of the English Course specific Motivational Component (N=530)

S. no	Statement	Mean	Std. Deviation	Rank
9	In English class I feel that I am learning something	4.2962	.792	1
8	What I learn in English class helps me to use English in daily life	4.0585	.97530	2
40	The tasks in the lessons are from real life situation.	3.973	0.869	3
38	I would like to have more English language classes than I am having now	3.6887	1.1267	4
43	If English was not a compulsory subject at University I would not have chosen this course	2.2245	1.19251	5
12	I don't do my English assignments or homework	2.1547	1.2338	6
	Overall Mean and SD	3.39	0.417	

In response to statement number (8) in table (5.7) '*What I learn in English class helps me to use English in daily life (M=4.05),* 37.5 percent students strongly agreed and 40.9 percent agreed with the statement. However, 4.5 percent students disagreed with the statement and 2.8

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percent students strongly disagreed. In response to statement number (40) in table (5.10) *The tasks in the lessons are from real life situation (M=3.97).* 53 percent of participants agreed and 26 percent participants strongly agreed with the statement. Only 1.9 percent participant strongly disagreed and 4.5 percent students disagreed. The highest mean score was given to statement number (09) *In English class I feel that I am learning something (M=4.29).* 44.9 percent agreed to the statement and 44.7 percent strongly agreed with the statement. Only 1.1 percent students strongly disagreed and 2.5 percent disagreed.

The majority of the engineering students of the university in province Sindh find the tasks in the English course quite relevant, which are from real life situation and help students to use English in daily life. The tasks facilitate students' satisfaction and students feel that they are learning something. Because of students' involvement and interest, they think that they should have more English classes than they are having now. Interestingly, the students think that they would have taken this course even if the course was not compulsory.
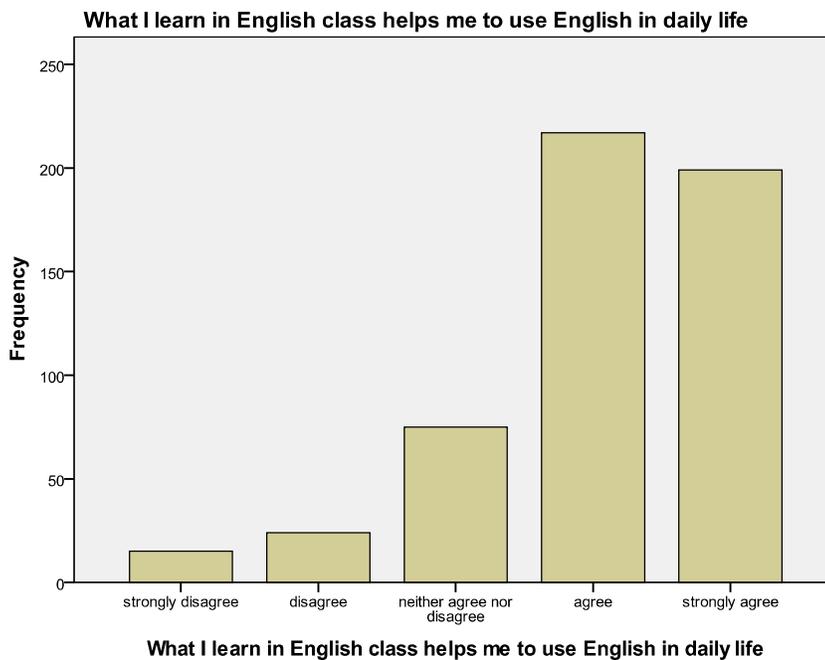
Figure 5.7.1 English class tasks

In English class I feel that I am learning something
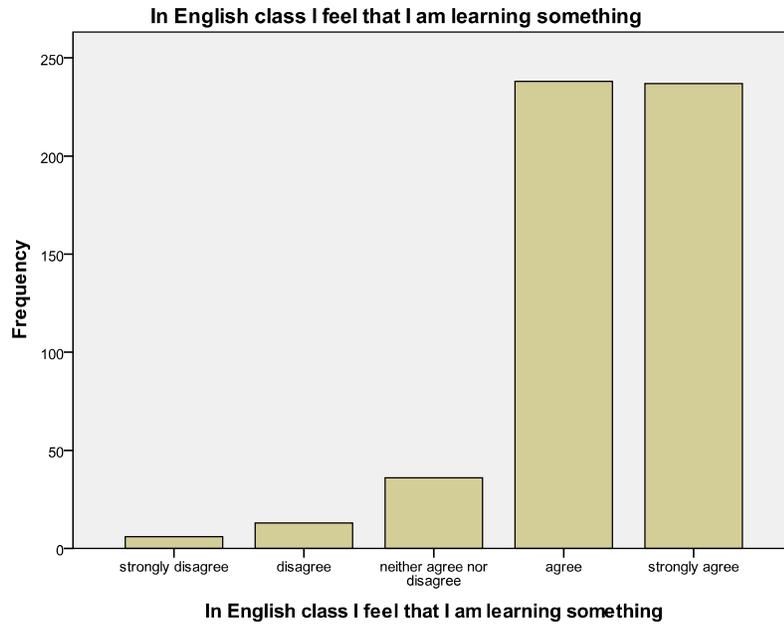
Figure 5.7.2 Benefit of attending English classes

I do my English assignments or homework
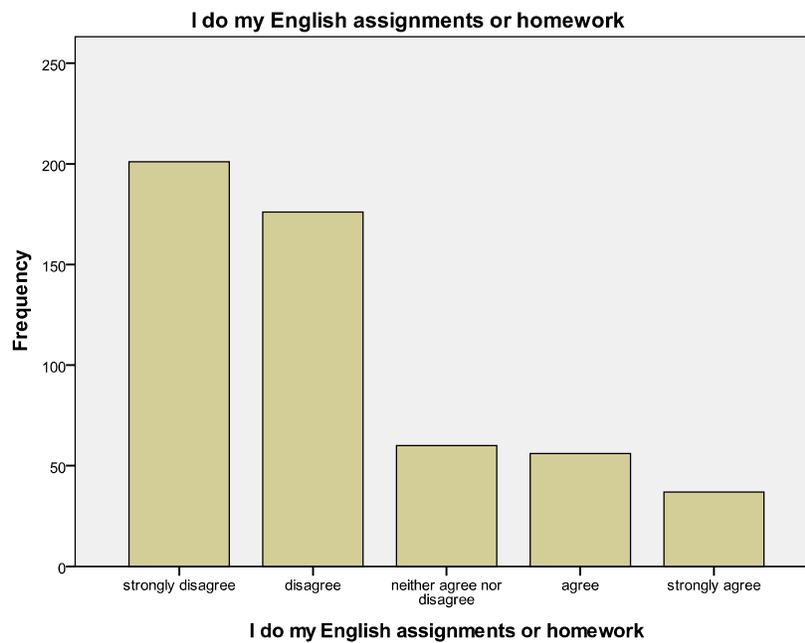
Figure 5.7.3 English home work

The tasks in the lessons are from real life situation.
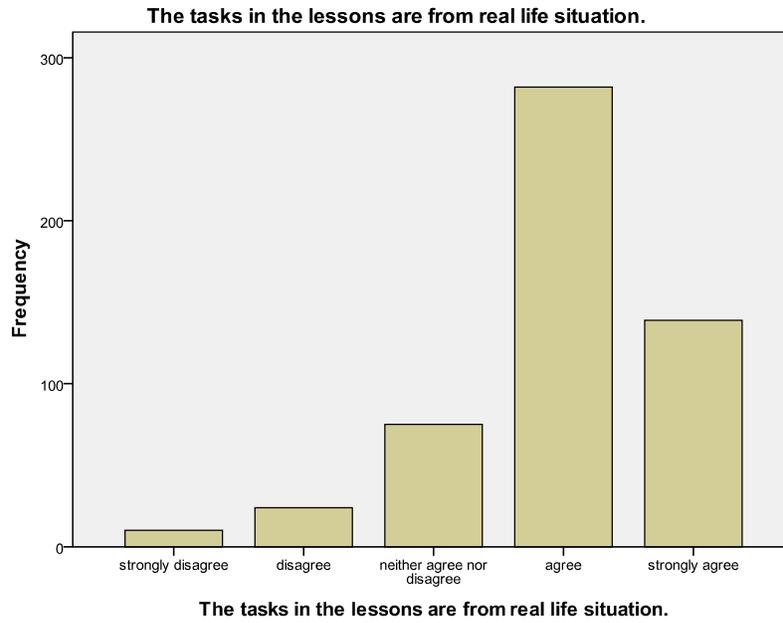
Figure 5.7.4 English lessons and tasks

I would like to have more English language classes than I am having now
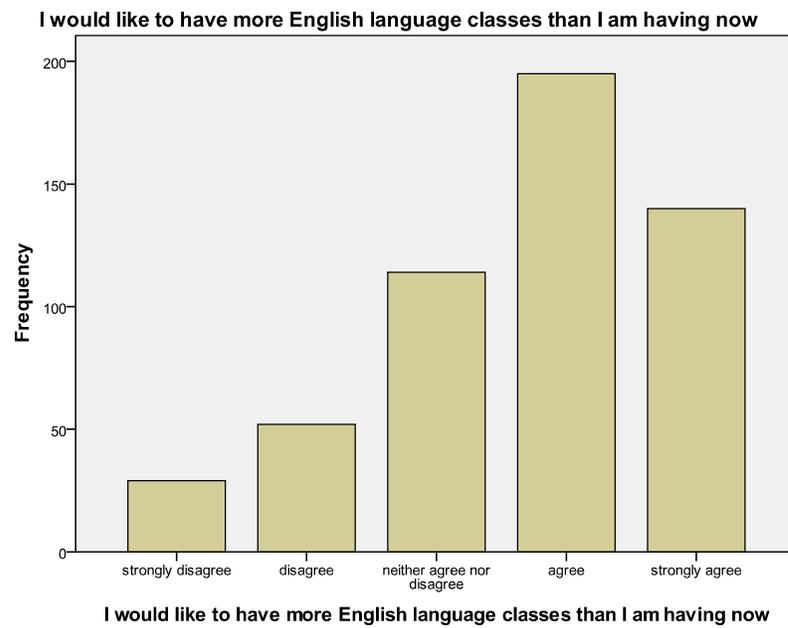
Figure 5.7.5 Intersest in English class

The interview data indicate that the English course activities provide a motivating environment to the students and they feel that they are learning something in English class. As Chambers (2001: 09) says an important motivational component for students is whether the course increases interest and involvement in the tasks through challenge and competition in pair and group-work (ibid, 2001: 09).

Some students like the participatory nature of the class,

> S2, *'eeh everyone has chance to speak we always wait for English class so that we can open our ideas'*

> S14 *emm in English class our teacher take us in group or talk in group..and we exchange feelings and environment to each other and it is good environment..*

They participate in group discussions, pair work and presentations. The tasks they do are related to vocabulary and grammar, writing articles.

> *'S1' there are tasks related to articles vocabulary. Right now we are writing articles.'*

> S8 *'we have group discussions and presentations..we were five group members but only two were discussing others were quiet'*

> S9 *'Grammar and vocabulary I purchased book to improve in pair and group work'.*

> S15 *'our teachers give very good tasks like words, articles and vocabulary and structure of sentences..she says this way you can improve'.*

As Chambers (2001:09) says the course motivational component looks at whether or not the course increases students' expectancy of task fulfillment and celebration of success.

The students said,

> S10 *'we do assignment presentations on multimedia and debate competitions'.*

> S11, *'in our class our teacher is very good he always go for assignments group discussions'*

Though the students were interviewed for the phase-1 of the research, in the second and third week of the English language course at the university, they found the English course and class useful. They felt that the course provides interactive tasks, which are done in groups and pairs. Most of the students not only did their tasks but also their assignments. The tone of the most

of students in interview gave an impression that the fulfillments of assignment or achieving tasks in English class were enjoyable activities to them which, unlike their mainstream engineering subjects, were not burdensome.

5.9 English Teacher Specific Motivational Components

The questionnaire statements number 7, 10, 11, 41 are multiple items reflecting the attitudes towards the English teacher (Appendix-1). According to Chambers (2001: 09) the teacher specific motivational components refer to the relationship between student and the teacher, the teacher's approach, behavior and provision of motivating feedback. The motivational influences of teachers are whether they are empathetic and promote learner autonomy, provide choice and share responsibility (ibid, 2001: 9). In addition, the tasks are introduced by the teacher in such a way that learning opportunities are appreciated by the students rather than 'imposed demands to be resisted' (ibid, 2001). Finally, the teachers' motivational component refers to the use of motivating feedback by presenting it in a 'positive' and 'informative' manner (ibid, 2001: 09).

The data of this study shows that the engineering students of the university in province Sindh, get motivation from their teachers to learn English. They think that English teachers facilitate tasks and make them relevant for every student and help to make students autonomous learners. The English teachers are not dictator type and their behavior is empathetic and accepting so that the students can get along well with them. This behavior reassures the students that the teacher really wants them to succeed. Moreover, the English teacher gives motivating feedback which according to students is useful. The responses are aligned to Dörnyei's motivational framework on the learning situation (teacher specific motivational components) and Gardner's Attitudes towards the learning situation (Language Instructor evaluation). The overall mean score of the attitude towards the English teacher is (M=4.20).

Table 5.8: Mean and SD of English Teacher Specific Motivational Component (N=530)

S. no	Statement	Mean	Std. Deviation	Rank
41	My English language teacher gives me the opportunity to participate in the class and gives useful feedback	4.345	.78960	1
10	My English teacher wants me to succeed	4.3434	.82894	2
11	My English teacher tries to make tasks relevant for every student	4.0717	.95184	3
41	I get along well with my English teacher	4.067	.8798	4
	Overall Mean and SD	4.207	0.575	

In response to statement number (7) in table 5.8 ' I get along well with my English teacher *(M=4.06),* 34 percent of students strongly agreed and 45.5 percent agreed with the statement. However, 3.2 percent of students disagreed with the statement and 1.7 percent of students strongly disagreed. In response to statement number (11) My English teacher tries to make tasks relevant for every student (M=4.07) 50.4 percent of participants strongly agreed and 38.3 percent of participants agreed with the statement. Only 2.3 percent of participants strongly disagreed and 0.2 percent of students disagreed. The highest mean score was given to statement number (41) My English language teacher gives me the opportunity to participate in the class and gives useful feedback *(M=4.34) and* the statement *(*10) My English teacher wants me to succeed (M=4.34).

My English teacher wants me to succeed
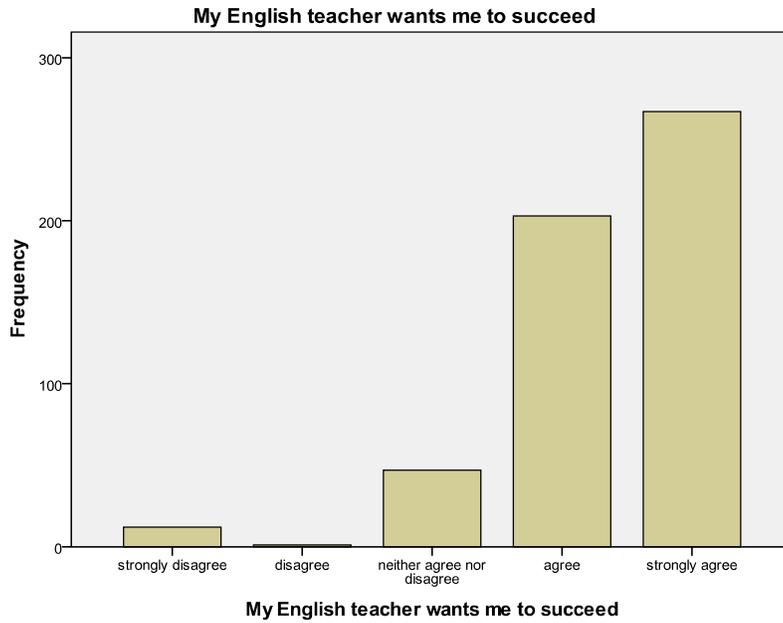
Figure 5.8.1 English teacher encouragement

My English teacher tries to make tasks relevant for every student
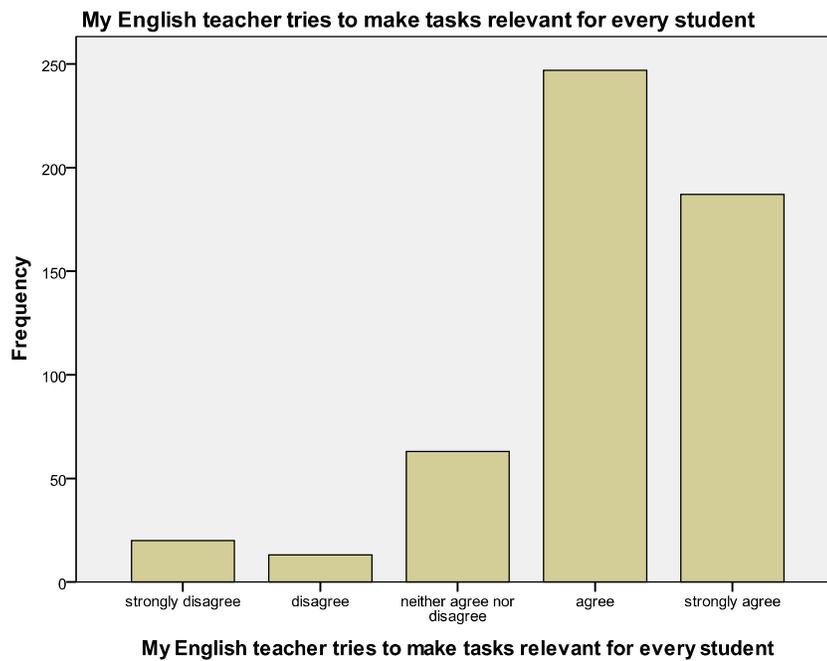
Figure 5.8.2 English teacher and tasks in class
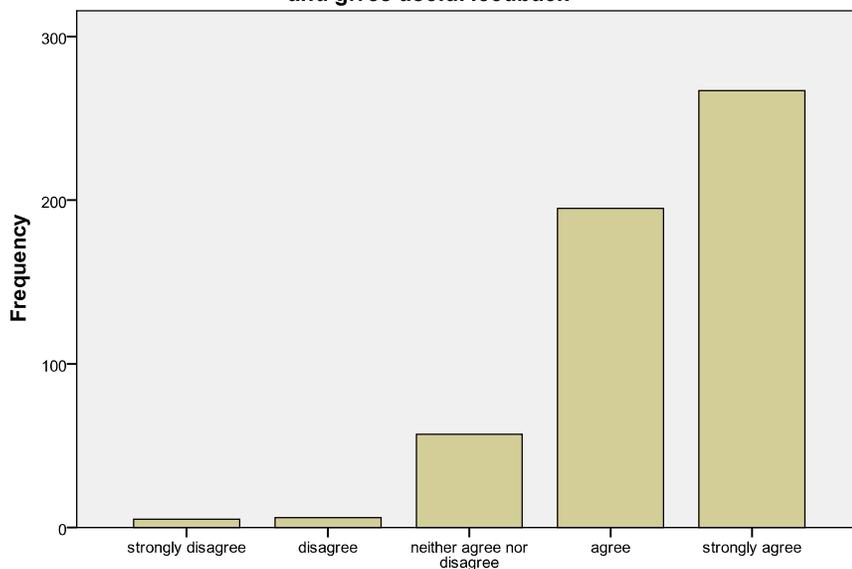
My English language teacher gives me the opportunity to participate in the class and gives useful feedback

Figure 5.8.3 English teacher's feedback
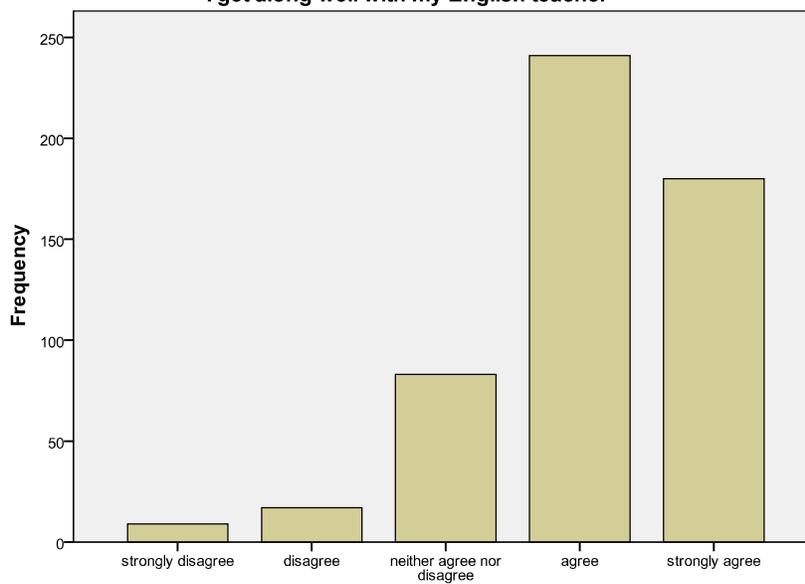
I get along well with my English teacher

Figure 5.8.4 Affiliation with English teacher

In addition to questionnaire data, the interviews explored what according to students is the role of their teacher in their learning English?

One of the students started praising the teachers' role right from the nursery class. He said,

> *S8' teachers always have great impact on students' lives even when kid goes in nursery class teachers always do things to help..Teachers encourage a lot..even in Christian school there was good English class...our teachers try to create atmosphere..'*

In Pakistani society, the teachers are considered as spiritual parents of the students. The students respect them like their parents. This is indicated from one of the comments from student who was of the view that teachers teach us English like their parents taught them their mother tongue.

> S9 *'teacher guides us in great way and he guides us and supports us.. Teacher is like mother or father who helps us speak our mother language so teacher is our parent who helps us speak English same way. They bless us like our parents. And pray for our better future'.*

Most the students felt that they learn English because of the encouragement and praise from their English teacher.

> S10, *'he has a craze to help us improve our English on any cost...he gives us good reward he never discourages us he always encourages us and when we make mistakes he says 'better luck next time' and it is not a great problem.*

It is important to note that English teachers are friendly with students and they have social interaction with students outside classroom as well. As one of the students said,'

> S11,' *they encourage us in different ways sometimes they reward us they ask us to take tea with us on good performance on writing or presentations'*

The students appreciate the English teacher for taking everybody along in the class and helping every student to participate in class activities.

> S1, *'she has one thing everyone has to participate. This is the thing that encourages us to participate in the class. She gives us homework, encourages. Ok you are making mistakes go ahead you will learn it. She says very good'.*

The students' responses indicate that the teachers play a vital role in helping students to learn English. They encourage, praise and give reward to the students so that students keep learning

English with confidence. They also wish to see students to succeed. This is why the students also learn English to please their teachers. It is very interesting to note that the students felt that English teachers teach English like their parents taught them the mother tongue.

5.10 Identity and English language learning

The questionnaire statements number 34, 35, 36, 37 and 39 are multiple items of identity and English language learning in the questionnaire (Appendix- 1). This factor has been constructed in addition to that of integrative motivation with discussion on Dörnyei's L2 self system and concept of identity in L2 motivation research. The term identity is so vague and wide that it is present almost in every sphere of life. However, in order to be focused, I have tried to be precise in discussing English language learning and national and religious identity. The whole social psychological approach to L2 motivation has been focused on ideas of social identity linked to the values of the community associated with a target language (Ryan, 2008). The definition of identity is "*that part of an individual's self-concept which derives from his knowledge of his membership of a social group or groups together with the value and emotional significance attached to that membership*" (Tajfel, 1981: 251 in Ryan, 2008: 83).

Pakistan got independence from the British in the name of religion Islam because the Muslims thought that they needed a separate country where they could worship and preach their religion with freedom. Therefore the official name of the country is the Islamic Republic of Pakistan. At the time of independence, the religious scholars issued *fatwas* against learning of English with the thought that it will make people liberal and they will act against community values 'Islamists'. On the other hand, there were other Muslim liberal freedom fighters such as Sir Syed Ahmed Khan, who thought that Muslims should learn English and get education so that they could progress. Following this proposition, I wanted to investigate in my sample what is students' motivation to learn English when they think of Islam and Pakistan. More precisely, does fear of losing Islamic or Pakistani identity affect motivation for learning English or do students have fear that learning English would affect their motivation for learning English?

Interestingly my data indicate that learning of English does not damage Islamic principles and Pakistani national identity. Rather, for spreading message of Islam and building Pakistani image, learning of English is a motivating factor. As per questionnaire data in table 5.9, the

learning of English does make students liberal, but this liberalism is in lines with thought of Sir Syed Ahmed Khan, who being liberal Islamist, encouraged and made people aware of learning of English for progress.

Table 5.9 : Mean and SD of Identity and English language learning (N=530)

S no	Statement	Mean	Std. Deviation	Rank
36	English learning will make me more liberal in religious affairs	3.1075	1.2532	1
36	I think learning English will change my local Pakistani outlook	2.8189	1.380	2
35	I don't like when I see local Pakistanis speaking in English with one another	2.0547	1.22776	3
37	If I speak English people will think that I am not a true Pakistani	2.0208	1.15751	4
39	English learning is against the principles of Islam	1.76237	1.08960	5
	Overall Mean and SD	2.35	0.77	

In response to the statement number *(34) in table (5.9) English learning is against the principles of Islam* (M=1.76), 57.7 percent of participants strongly disagreed and 21.9 percent disagreed. As far as agreements are concerned only 2.6 percent strongly agreed and 8.3 percent of participants agreed. On the other hand, statement number *(36) in table (5.12) English learning will make me more liberal in religious affairs* (M=3.10), 29 percent of participants agreed and 13.6 percent strongly agreed with the statement. 14.5 percent of participants strongly disagreed and 16.4 percent disagreed. The other two statement number 37 (M= 2.0) and 39 (M=2.0) in (Table 5.12) got very low mean score. This reveals that although the participants identify themselves with the religious or national group, but they have no problems with English nor do they not find English harmful for their religious or national identity.
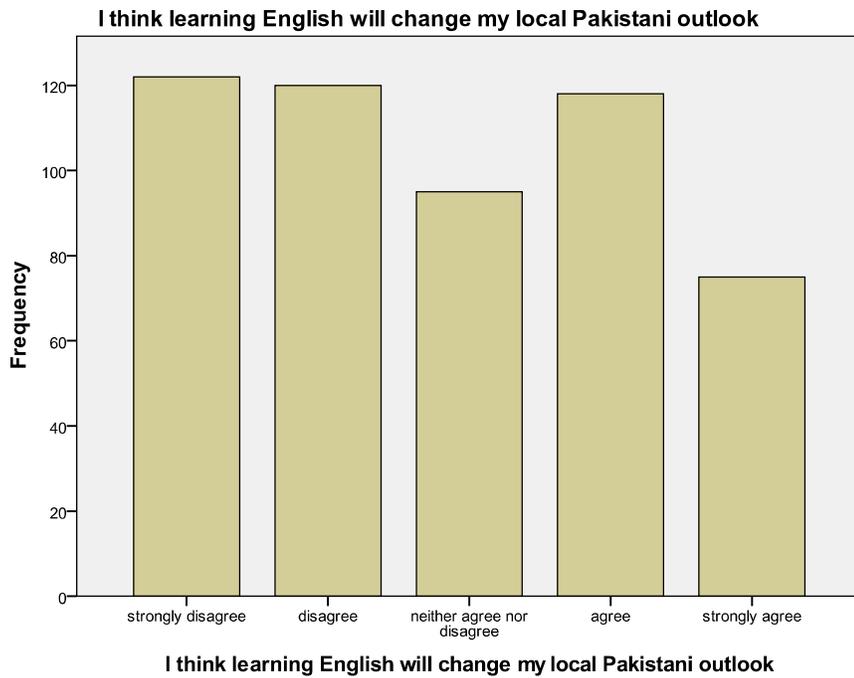
Figure 5.9.1 English and local Pakistani outlook
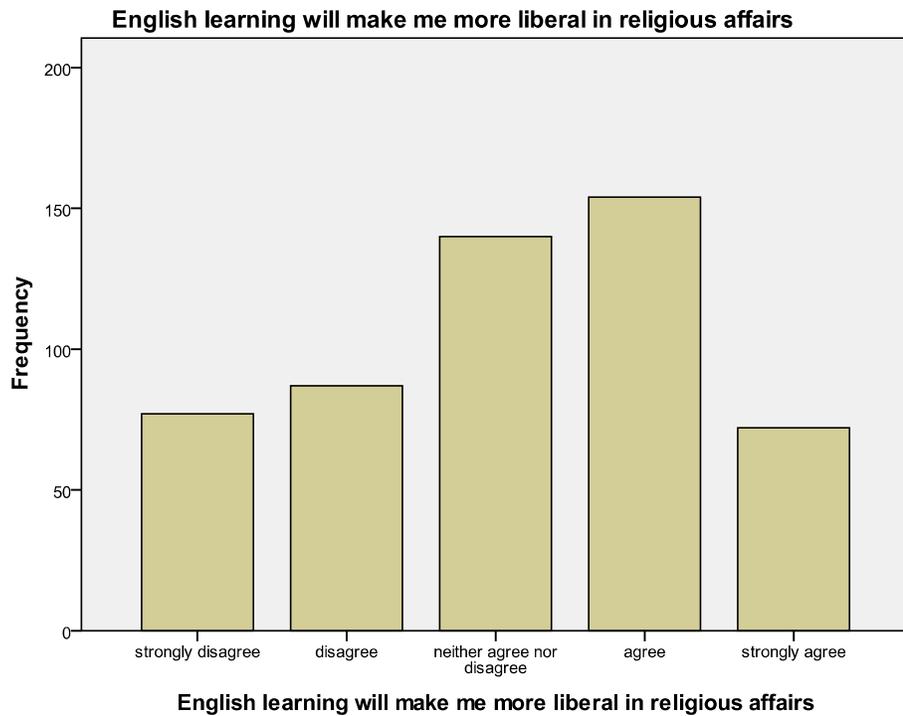
Figure 5.9.2 English and religious affairs

English learning is against the principles of Islam
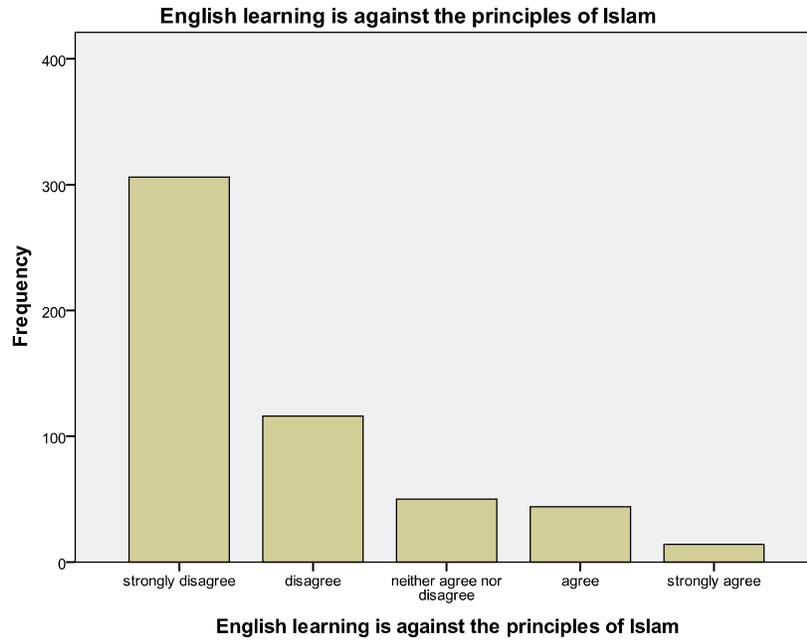
Figure 5.9.3 English and Islamic principles

If I speak English people will think that I am not a true Pakistani
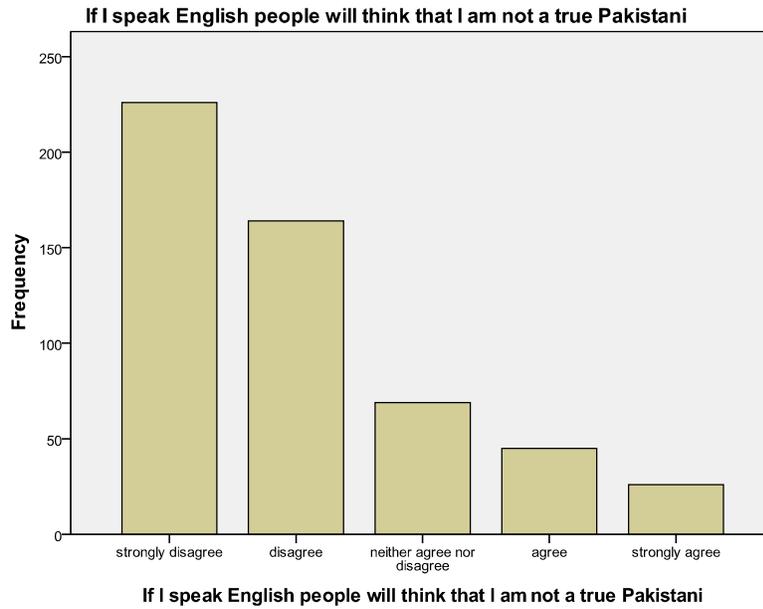
Figure 5.9.4 English and Pakistani nationality

In addition to questionnaire data, the interviews explored what, according to students, are the relationships between learning English and Islamic principles and English learning and Pakistani identity. Precisely, does learning of English affect Islamic or Pakistani identity?

(1) English learning and Islamic Identity

The data indicate that English learning does not affect Islamic identity. Rather, it helps to spread message of Islam through powerful medium of English.

The students said,'

> S2 'It don't affect Islam.. Islam is a religion um and English is a language. it doesn't affect. They don't intermingle and they can't intermingle'.

> S12 'Islam haven't said that English learning is bad.. our Prophet (PBUH) said that learn as many languages as you can so that you can communicate with other people so Islam does not ignore other languages'

> S13, 'S13 well you know that English is international language and take Islam in other societies it is important to learn English to present our Islam in international countries..it doesn't affect It is way of communication what to say..I think it is not taken in negative sense in our religion'.

The majority of the students quoted the Prophet Muhammad (PBUH) and said,

> S8 'Islam emphasis on learning of many languages. Prophet (BPHU) the sahabia karam were sent to different places and countries to learn different languages so that Islam could spread in those countries too. If they didn't learn other languages how could Islam have spread in other countries. I think same is the case with English, I think English is the most powerful instrument through which Islam can be preached and it won't affect our religious principles.'

(2) English learning and Pakistani Identity

Most surprisingly, the majority of the students felt that English learning does not affect or change Pakistani identity. As it is perceived in Pakistan, learning English will make students more western and take them away from their culture. It helps to build Pakistani image. One of the students said:

> S13, ' national spirit always remains in heart we are Pakistanis we will be Pakistanis.. world is going ahead and we are still behind so we have to do it..It doesn't affect Pakistani image but English builds Pakistani image rather..we will be known as Pakistani if we spoke good English'.

'S12 English language changes our thoughts and views and it gives us thought to how to improve our views and look after views around the world it changes our interior and exterior and it is positive'

The other student is of view that English is an official language in Pakistan and it will not hide our identity (Interview, S8).

The students are of the view that, though English changes their outlook, this will not change their Pakistani identity.

S9, *'If our outlook is different it doesn't mean that we are looking like foreigner or if we are wearing shalwar kamez it doesn't necessarily mean that we are sindhis or Punjabis..Language doesn't change our culture or identity at all'*

S14, *'our dresses are changing because they want to encourage our mind and our activity and our personality because if we change our personality our thoughts change and this change is very positive and I will remain Pakistani I will not change my Pakistani identity'.*

5.11 English Class and Use Anxiety

The questionnaire statements number 4, 23, 28 and 32 are multiple items of the English class and use anxiety in the questionnaire (Appendix-1). Anxiety is very vast term and a subject in itself. However, for this study, I followed Gardner's guidelines in order to be as precise as possible to study anxiety in field of L2 motivation. According to Gardner (1994: 288), English use anxiety examines feelings of concern when faced with speaking English outside the class. On the other hand English class anxiety assesses one's level of apprehension when called upon to use English during the English activities. As reported in various L2 motivation studies that anxiety affects students' motivation to learn English. I wanted to investigate whether students have anxiety to use English in classroom and outside. Whether English class and use anxiety affects students' motivation to learn English.

Table 5.10 : Mean and SD of English Class and Use Anxiety (N=530)

S.no	Statement	Mean	Std. Deviation	Rank
23	I am not as good in English as my other classmates	3.0887	1.16570	1
4	I get nervous when I speak English with waiting staff at the multinational restaurants based in Pakistan such as Pizza Hut or McDonalds	3.0170	2.43434	2
32	I fear that my fellow students would laugh at me If I made mistakes in English	2.9113	1.35610	3
28	I feel shy when I speak English in class	2.8811	1.38689	4
	Overall Mean and SD	2.97	1.05	

The students felt that they have anxiety about using English in and outside classroom. This is the factor which affects students' motivation to learn English.

The statement *(4) in table (5.10) ' I am not as good in English as my other classmates* received the mean score (M=3.08). The statement number *(23) in table (5.13)' I get nervous when I speak English with waiting staff at the multinational restaurants based in Pakistan such as Pizza Hut or McDonalds* got the mean score (M=3.01). The statement number *(28) I feel shy when I speak English in class* got the mean score (M=2.88) and the statement number *(32) I fear that my fellow students would laugh at me If I made mistakes in English* got the mean score (M=2.91).

It is clear that they think that they are not as good in English as their other classmates are. Moreover, the students feel shy in speaking English in class with a fear that other classmates would laugh at them. This shyness would likely be the reason because of lack of confidence, low level of proficiency in English. Students also feel nervous to speak in English with the

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waiting staff when they go out in some multinational restaurant such as Pizza Hut/McDonalds. Although the waiting staff does not know them personally, students feel nervous to use English. This normally happens because of students' perception of social status in Pakistani society. The waiting staff is educated and has minimum college level education with good English language skills who wear smart trousers and shirts with tie and not local Pakistani shalwar kameez (local Pakistani dress).
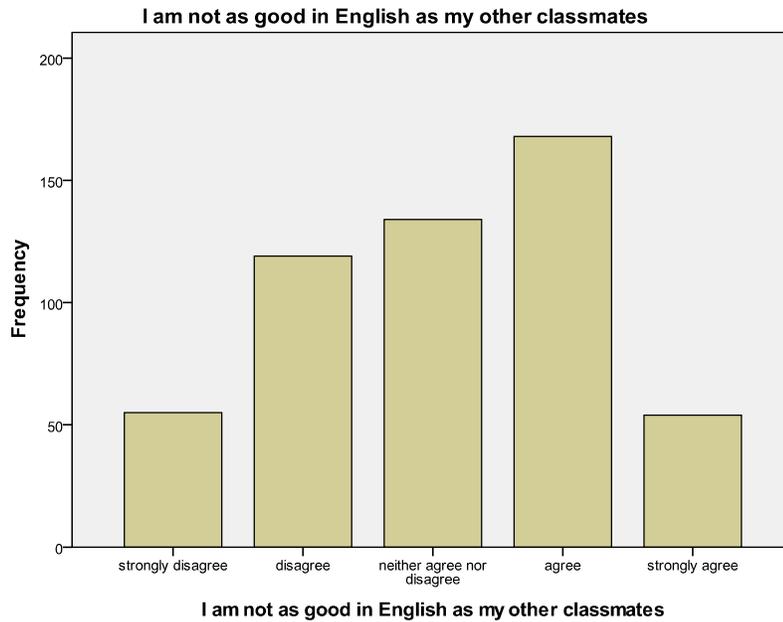
Figure 5.10.1 Confidence in English
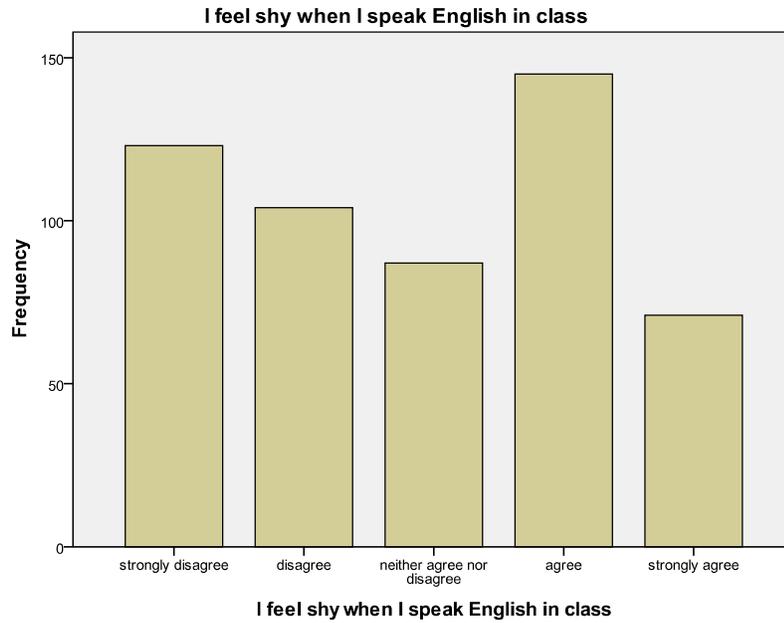
Figure 5.10.2 Shyness in English class
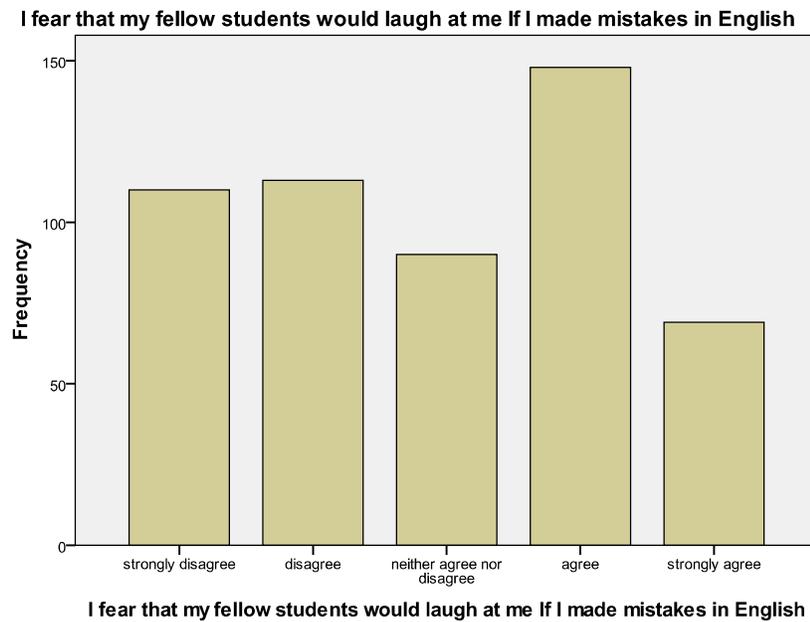
Figure 5.10.3 Fear of making mistakes in English

I get nervous when I speak English with waiting staff at the multinational restaurants based in Pakistan such as Pizza Hut or McDonalds
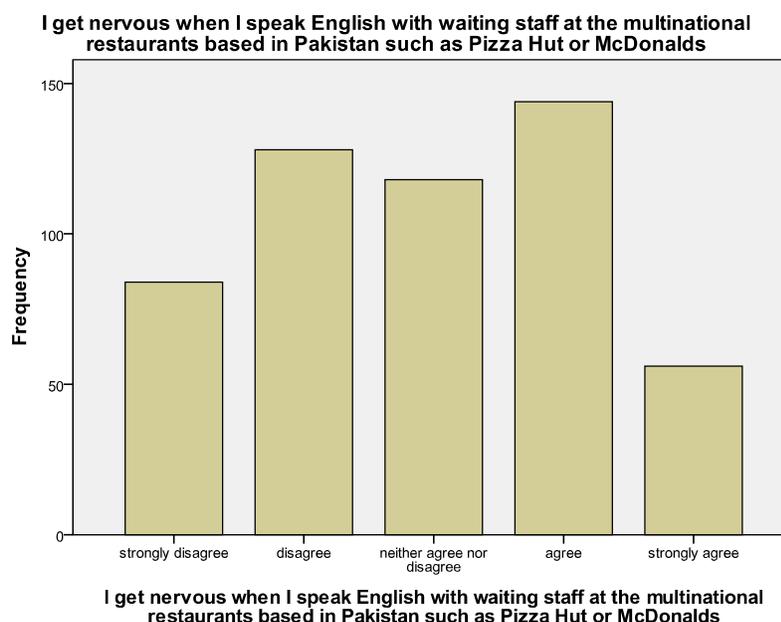
Figure 5.10.4 English use in multinational restaurants in Pakistan

In addition to questionnaire data, the interviews explored why the students have anxiety about using English in class and outside the classroom. The results indicated that the students have anxiety about using English. The students said,

> S13, 'emm students have less confidence in English they are shy and they haven't spoken in English in previous years that's why there are shy.

> S8' During initial period I never understood and my class fellows laughed at me'

> S 14 said, ' Two or more persons talking in English and we can't understand and it is shameful for us if we can't speak in English'.

The words 'shame' and 'laugh' used by students indicate that students have anxiety. If they made mistakes in English, their fellow students would laugh at them. And, in case they did not speak or understand English in front of other people, it would be shameful for them.

(a) **Political Comrades and Anxiety to Use English**

In Pakistani universities students' unions are run by main stream political parties as well as nationalists. The members of these parties, known as comrades, are influential because of their networking with cabinet ministers and policy makers. It is seen that even the university administration cannot curb their activities to boycott the academic activities on one or other pretext. These political comrades belonging to one or other linguistic group such as Sindhi or Urdu, have affiliation with their languages and they prefer to communicate in the local language and prefer other students to speak in the local language. In addition to which the common students have to listen to the criticism and taunts by these political comrades. Due to this the students avoid talking in English outside classroom as one of the students said,

> *S8, ' I think whenever anybody speaks in English others, specially comrades will say I am showing off. Even in class students prefer to remain quiet than to speak English..It is bad luck'*

(b) Parents' Preference of using mother tongue

Though the parents of the students highly encourage them to learn and use English as discussed in (Parental Encouragement), it is important to take into account one of the comments made by the students.

> *S9 ' our whole family is from Pakistan and we are sindhis so they think that we should speak Sindhi'*

The comment of the student clearly indicates that students speak in his local language out of respect of his elders who think that they should speak in Sindhi. The anxiety about disrespecting elders' notion about local language is probably one of the considerations the students would likely have when using English.

(c) Look like 'Angrez'

The Urdu and Sindhi word 'Angrez' means 'English'. But, in Pakistan the word 'Angrez' is used for all foreigners who are 'white'. This word is specially used in the context of pre-1947 British India when British ruled the sub-continent. This word is also used for local people in Pakistan who are inspired by western life style and living standard that make them different from the local masses.

One of the students said,'

> S11 *'in our classroom classmates are not doing or talk in English..they always say if we speak English we will look like 'Angrez' so that's why we are not progressing fast'*

The words used by students such as 'shameful' 'showing off' 'laugh' with regard to use of English indicate that students have anxiety about English language use in classroom and outside.

Part 2 of this chapter investigates differences in students' responses in questionnaires 1 and 2 and Interview 1 and 2.

Part 2

5.12 Introduction

The second part of the chapter explores the data to identify any significant differences in students' responses before and after the English language course at university. N=530 participants who completed the questionnaire-1 in the phase 1 of the study, took part in the phase-2 of the research and completed the questionnaire-2. In addition, N=15 participants who were interviewed in the phase 1 of the research were also interviewed after completion of the questionnaire-2 in phase 2.

5.12.1 Differences in Questionnaire-1 and 2 Data

In order to explore whether there are any significant differences in students motivation to learn English after attending the English language course at the University, the questionnaire-1 and 2 data were analyzed with the help of following tests:

(1) Correlation test: the relationship between students' motivation to learn English in questionnaire-1 and 2 was measured with Pearson's Product Correlation Coefficientt. T-test: Mean and SD scores of the motivational items in questionnaire-1 and 2 were compared using the paired-sample t-test.

5.12.2 Correlation test (Pearson's Product Moment Correlation Coefficent)

The Pearson's Product Moment Correlation Coefficient was applied to the questionnaire 1 and 2 items to see whether students' responses have any relationship with each other. This helps the researcher to see whether there is small, medium or high correlation between questionnaire 1 and 2 items.

5.12.3 Integrative Motivation

The data in the table 5.13.1 indicates that there is a significant relationship between Pre - integrative responses and Post - integrative responses (r = 0.638, df = 530, $p < 0.01$). The strength of relationship or consistency of responses over time is high. Students with higher pre –integrative motivation score have higher post –integrative motivation score. It is clear from the data in table 5.13.1 that there is a significant correlation between questionnaire-1 and 2 items for integrative motivation. It can be said that the items relating to integrative motivation mostly agreed in the questionnaire-1 mostly agreed in the questionnaire-2 and items which were mostly disagreed in the questionnaire-1 also mostly disagreed in the questionnaire-2.

Table 5.13.1 Correlation between Pre and Post Integrative Motivation			
		PreIntegrative	PostIntegrative
	Pearson Correlation	1	.638[**]
	Sig. (2-tailed)		.000
	N	530	530
	Pearson Correlation	.638[**]	1
	Sig. (2-tailed)	.000	
	N	530	530
**. Correlation is significant at the 0.01 level (2-tailed).			

5.12.4 Instrumental Motivation

As in the table 5.13.2 there is a significant relationship between Pre - instrumental responses and Post – instrumental responses (r = 0.645, df = 530, $p < 0.01$). The strength of relationship or consistency of responses over time is high. Students with higher pre instrumental score have higher post – instrumental score. It is clear from the data in table 5.13.2 there is a

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significant correlation between questionnaire-1 and 2 items for instrumental motivation. It can be said that the items relating to instrumental motivation mostly agreed in the questionnaire-1 also mostly agreed in the questionnaire-2 and items that were mostly disagreed in the questionnaire-1 were also mostly disagreed in the questionnaire-2

Table 5.13.2 Correlation between Pre and Post Instrumental Motivation		PreInstrumental	PostInstrumental
	Pearson Correlation	1	.645**
	Sig. (2-tailed)		.000
	N	530	530
	Pearson Correlation	.645**	1
	Sig. (2-tailed)	.000	
	N	530	530

5.12.5 Parental Encouragement

The data in the table 5.13.3 indicate that there is a significant relationship between Pre – parental encouragement responses and post – parental encouragement responses (r = 0.634, *df* = 530, *p* < 0.01). The strength of relationship or consistency of responses over time is high. Students with higher pre–parental encouragement score have higher post – parental encouragement score. It is clear from the data in table 5.13.3 there is a significant correlation between questionnaire-1 and 2 items for parental encouragement. It can be said that the items relating to parental encouragement mostly agreed in the questionnaire-1 also mostly agreed in the questionnaire-2 and items that mostly disagreed in the questionnaire-1 were also mostly disagreed in the questionnaire-2.

Table 5.13.3 : Correlation between Pre and Post Parental Encouragement		PreParentalEncouragement	PostParentalEncouragement
	Pearson Correlation	1	.634**
	Sig. (2-tailed)		.000
	N	530	530
	Pearson Correlation	.634**	1
	Sig. (2-tailed)	.000	
	N	530	530
**. Correlation is significant at the 0.01 level (2-tailed).			

5.12.6 English Teacher Specific Motivational Component

The data in the table 5.13.4 show the significant relationship between pre – English teacher specific motivational component responses and post – English teacher specific motivational component responses (r = 0.550, df = 530, p < 0.01). The strength of relationship or consistency of responses over time is high. Students with higher pre – English teacher specific motivational component score have higher post – English teacher specific motivational component score. It is clear from the data in table 5.13.4 there is a significant correlation between questionnaire-1 and 2 items for English teacher specific motivational component. It can be said that the items mostly agreed in the questionnaire-1 were also mostly agreed in the questionnaire-2 and items that mostly disagreed in the questionnaire-1 also mostly disagreed in the questionnaire-2.

Table 5.13.4 Correlation between pre and post English teacher specific			
		PreEnglishTeacher	PostEnglishTeacher
	Pearson Correlation	1	.550[**]
	Sig. (2-tailed)		.000
	N	530	530
	Pearson Correlation	.550[**]	1
	Sig. (2-tailed)	.000	
	N	530	530
**. Correlation is significant at the 0.01 level (2-tailed).			

5.12.7 English Course Specific Motivational Component

The data in the table show the significant relationship between pre – English course specific motivational component responses and post – English course specific motivational component responses (r = 0.475, df = 530, p < 0.01). The strength of relationship or consistency of responses over time is medium. Students with medium pre – English course specific motivational component score have medium post – English course specific motivational component score. It is clear from the data in table there is a significant correlation between questionnaire-1 and 2 items for English course specific motivational component.

Table: English Course specific Motivational Component		PreEnglishCourse	PostEnglishCourse e
PreEnglishCourse	Pearson Correlation	1	.475**
	Sig. (2-tailed)		.000
	N	530	530
PostEnglishCourse	Pearson Correlation	.475**	1
	Sig. (2-tailed)	.000	
	N	530	530

5.12.7 Identity and English learning

There is a significant relationship between pre –identity and English learning responses and post – identity and English learning responses (r = 0.598, df = 530, p < 0.01). The strength of relationship or consistency of responses over time is high. Students with higher pre – identity and English learning score have higher post – identity and English learning score. It is clear from the data in table 5.13.5 there is a significant correlation between questionnaire-1 and 2 items for identity and English learning responses. It can be said that the items mostly agreed in the questionnaire-1 were also mostly agreed in the questionnaire-2 and items that were mostly disagreed in the questionnaire-1 also mostly disagreed in the questionnaire-2.

Table 5.13.5 Correlation between Pre and Post Identity and English learning			
		PreIdentity and English learning	Post Identity and English learning
	Pearson Correlation	1	.598**
	Sig. (2-tailed)		.000
	N	530	530
	Pearson Correlation	.598**	1
	Sig. (2-tailed)	.000	
	N	530	530
**. Correlation is significant at the 0.01 level (2-tailed).			

5.12.8 English Class and Use Anxiety

There is a significant relationship between pre –English class and use Anxiety responses and post – English class and use Anxiety responses (r = 0.555, df = 530, p < 0.01). The strength of relationship or consistency of responses over time is high. Students with higher pre – English class and use Anxiety score have higher post – English class and use Anxiety score. It is clear from the data in table (5.13.6) there is a significant correlation between questionnaire-1 and 2 items for English class and use Anxiety responses. It can be said that the items mostly agreed in the questionnaire-1 for this factor were also mostly agreed in the questionnaire-2 and items that were mostly disagreed in the questionnaire-1 also mostly disagreed in the questionnaire-2.

Table 5.13.6 Correlation between Pre and Post English Class and Use Anxiety

		Pre Anxiety	Post Anxiety
	Pearson Correlation	1	.555[**]
	Sig. (2-tailed)		.000
	N	530	530
	Pearson Correlation	.555[**]	1
	Sig. (2-tailed)	.000	
	N	530	530
**. Correlation is significant at the 0.01 level (2-tailed).			

5.13 Paired-Sample t-test

In order to explore differences between mean scores of the motivational items in questionnaire 1 and 2 of (n=530) participants, paired sample t-test was used. Paired-sample t-test is used to compare the means of the same group of persons at two different occasions (Brace, 2003; Pallant, 2005). In this research 530 participants were asked to complete a questionnaire at two different occasions at the beginning of the English course and at the end of the English language course at University.

Table 5.14 showing mean and standard deviation of Pre and Post Motivation Items (N=530)

Motivational Components		Mean	Std. Deviation	Std. Error Mean
Pair 1	Pre Integrative	3.4604	.68598	.02980
	Post Integrative	3.4151	.71494	.03106
Pair 2	Pre Instrumental	3.7846	.64161	.02787
	Post Instrumental	3.7484	.66724	.02898
Pair 3	Pre Parental Encouragement	3.0245	.49123	.02134
	Post Parental Encouragement	3.0085	.52337	.02273
Pair 4	Pre English Course	3.3994	.47178	.02049
	Post English Course	3.4214	.48209	.02094
Pair 5	Pre English Teacher	4.2071	.57551	.02500
	Post English Teacher	4.1991	.65561	.02848
Pair 6	Pre Identity and English learning	2.3528	.77735	.03377
	Post Identity and English learning	2.4162	.75765	.03291
Pair 7	Pre English class and use Anxiety	2.9745	1.05924	.04601
	Post English class and use Anxiety	2.8953	.98374	.04273

Table 5.14.1 Paired Sample t-test for Pre and Post Motivational Items (N=530)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Integrative – Post Integrative	.04528	.59623	.02590	-.00559	.09616	1.748	529	.081
Pair 2	Pre Instrumental – Post Instrumental	.03616	.55177	.02397	-.01092	.08325	1.509	529	.132
Pair 3	Pre Parental Encouragement – Post Parental Encouragement	.01604	.43489	.01889	-.02107	.05315	.849	529	.396
Pair 4	Pre English Course – Post English Course	-.02201	.48894	.02124	-.06373	.01971	-1.036	529	.030
Pair 5	Pre EnglishTeacher Post EnglishTeacher	.00802	.58841	.02556	-.04219	.05823	.314	529	.754
Pair 6	Pre Identity and English learning- Post Identity and English learning-	-.06340	.68881	.02992	-.12217	-.00462	-2.119	529	.035
Pair 7	Pre English class and use Anxiety – Post English class and use Anxiety	.07925	.96579	.04195	-.00317	.16166	1.889	529	.050

5.13.1 Integrative Motivation

5.13.1.1 Alternate Hypothesis (H1)

There is a significant difference between the mean scores of the integrative motivation before and after the English language course at university.

5.13.1.2 Null hypothesis (Ho)

There is no significant difference between the mean scores of the integrative motivation before and after the English language course at university.

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \quad \mu_2$

Where μ_1 represents the mean scores of pre integrative motivation,

And μ_2 represents the mean scores of post integrative motivation,

Level of Significance: $= 0.05$

In Table 5.14.1 Pair-1 shows the mean and standard deviations for the pre and post integrative motivation followed by the value of difference between the means. It is clear from the table 5.14.1 that for N=530 the average score in pre integrative motivation is 3.460 with a standard deviation of 0.685. While the averagescore in post integrative motivation is 3.415 with standard deviation of 0.714. The values [t=1.748, Sig (2-tailed)=0.081] in table 5.14.1 indicate that the significance value is greater than the value of 0.05.

Therefore, the null hypothesis may be accepted and alternate hypothesis may be rejected, concluding that there is no statistically significant difference between the mean scores in pre and post integrative motivation in students.

5.13.2 Instrumental Motivation

5.13.2.1 Alternate Hypothesis (H1)

There is a significant difference between the mean scores of the Instrumental motivation before and after the English language course at university.

5.13.2.2 Null hypothesis (Ho)

There is no significant difference between the mean scores of the instrumental motivation before and after the English language course at university.

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \quad \mu_2$

Where μ_1 represents the mean scores of pre instrumental Motivation,

And μ_2 represents the mean scores of post instrumental Motivation,

Level of Significance**:** $= 0.05$

In Table 5.14.1 Pair-2 shows the mean and standard deviations for the pre and post instrumental motivation followed by the value of difference between the means. It is clear from the table 5.14.1 that for N=530 the average score in pre instrumental motivation is 3.784 with a standard deviation of 0.641. While the average score in post integrative motivation is 3.748 with standard deviation of 0.667. The values [t=1.509, Sig (2-tailed)=0.132] in table 5.14.1 indicate that the significance value is greater than the value of 0.05.

Therefore, the null hypothesis may be accepted and alternate hypothesis may be rejected, concluding that there is no statistically significant difference between the mean scores in pre and post Instrumental motivation in students.

5.13.3 Parental Encouragement

5.13.3.1 Alternate Hypothesis (H1)

There is a significant difference between the mean scores of the parental encouragement before and after the English language course at university.

5.13.3.2 Null hypothesis (Ho)

There is no significant difference between the mean scores of the parental encouragement before and after the English language course at university.

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \quad \mu_2$

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Where μ_1 represents the mean scores of pre *parental Encouragement*,

And μ_2 represents the mean scores of post *parental Encouragement*,

Level of Significance**:** = 0.05

In Table 5.14.1 Pair-3 shows the mean and standard deviations for the pre and post parental encouragement followed by the value of difference between the means. It is clear from the table 5.14.1 that for N=530 the average score in pre *parental encouragement* is 3.024 with a standard deviation of 0.491. While the average score in post *parental encouragement* is 3.0085 with standard deviation of 0.523. The values [t=0.849, Sig (2-tailed)=0.396] in table 5.14.1 indicate that the significance value is greater than the value of 0.05.

Therefore, the null hypothesis may be accepted and alternate hypothesis may be rejected, concluding that there is no statistically significant difference between the mean scores in pre and post *Parental Encouragement* in students.

5.13.4 English Course Motivational Component
5.5.4.1 Alternate Hypothesis (H1)
There is a significant difference between the mean scores of English course motivational component *before and after the English language course at university.*
5.13.4.2 Null hypothesis (Ho)
There is no significant difference between the mean scores of the English course motivational component *before and after the English language course at university.*

H_0: $\mu_1 = \mu_2$

H_1: μ_1 μ_2

Where μ_1 represents the mean scores of pre English course motivational component

And μ_2 represents the mean scores of post English course motivational component

Level of Significance**:** = 0.05

In Table 5.14.1 Pair-4 shows the mean and standard deviations for the pre and post English course motivational component followed by the value of difference between the means. It is

clear from the table 5.14.1 that for N=530 the average score in pre English course motivational component is 3.399 with a standard deviation of 0.471. While the average achievement score in post English course motivational component is 3.421 with standard deviation of 0.471. The values [t=-1.036, Sig (2-tailed)=0.030] in table 5.14.1 indicate that the significance value is less than the value of 0.05.

Therefore, the null hypothesis may be rejected and alternate hypothesis may be accepted, concluding that there is statistically significant difference between the mean achievement scores in pre and post English Course Motivational Component in students.

5.13.5 English Teacher Specific Motivational Component
5.13.5.1 Alternate Hypothesis (H1)
There is a significant difference between the mean scores of English teacher specific motivational component *before and after the English language course at university.*
5.13.5.2 Null hypothesis (Ho)
There is no significant difference between the mean scores of the English teacher specific motivational component *before and after the English language course at university.*

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

Where μ_1 represents the mean t scores of pre English teacher specific motivational component and μ_2 represents the mean scores of post English teacher specific motivational Component.

Level of Significance: = 0.05

In Table 5.14.1 Pair-5 shows the mean and standard deviations for the pre and post English teacher specific motivational component followed by the value of difference between the means. It is clear from the table 5.14.1 that for N=530 the average score in pre English teacher specific motivational component is 4.207 with a standard deviation of 0.575. While the average score in post English teacher specific motivational Component is 4.199 with standard deviation of 0.655. The values [t=0.314, Sig (2-tailed)=0.754] in table 5.14.1 indicate that the significance value is greater than the value of 0.05.

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Therefore, the null hypothesis may be accepted and alternate hypothesis may be rejected, concluding that there is no statistically significant difference between the mean scores in pre and post English Teacher Specific Motivational Component in students.

5.13.6 Identity and English learning

5.5.6.1 Alternate Hypothesis (H1)

There is a significant difference between the mean scores of identity and English learning before and after the English language course at university.

5.13.6.2 Null hypothesis (Ho)

There is no significant difference between the mean scores of identity and English learning before and after the English language course at university.

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \quad \mu_2$

Where μ_1 represents the mean scores of pre *identity and English learning*

And, μ_2 represents the mean scores of post identity *and English learning*

Level of Significance**:** = 0.05

In Table 5.14.1 Pair-6 shows the mean and standard deviations for the pre and post identity and English learning followed by the value of difference between the means. It is clear from the table 5.14.1 that for N=530 the average score in pre identity and English learning is 2.352 with a standard deviation of 0.777. While the average scores in post *identity* and English learning is 2.416 with standard deviation of 0.757. The values [t=-2.119, Sig (2-tailed)=0.035] in table 5.14.1 indicate that the significance value is less than the value of 0.05.

Therefore, the null hypothesis may be rejected and alternate hypothesis may be accepted, concluding that there is statistically significant difference between the mean scores in pre and post Identity and English learning in students.

5.13.7 English Class and Use Anxiety

5.13.7.1 Alternate Hypothesis (H1)

There is a significant difference between the mean scores of English class and use Anxiety before and after the English language course at university.

5.13.7.2 Null hypothesis (Ho)

There is no significant difference between the mean scores of English Class and Use Anxiety before and after the English language course at university.

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \quad \mu_2$

Where μ_1 represents the mean scores of Pre English Class and Use Anxiety

And, μ_2 represents the mean scores of Post English Class and Use Anxiety

Level of Significance**:** $= 0.05$

In Table 5.14.1 Pair-7 shows the mean and standard deviations for the pre and post English Class and Use Anxiety followed by the value of difference between the means. It is clear from the table 5.14.1 that for N=530 the average score in pre English Class and Use Anxiety is 2.974 with a standard deviation of 1.059. While the average scores in Post English Class and Use Anxiety is 2.895 with standard deviation of 0.983. The values [t=-1.89, Sig (2-tailed)=0.050] in table (5.14.1) indicate that the significance value is equal to the value of 0.05.

Therefore, the null hypothesis may be rejected and alternate hypothesis may be accepted, concluding that there is statistically significant difference between the mean scores in pre and post English Class and Use Anxiety in students.

5.14 Background Data of Questionnaire-2

The following graphs show that after taking English language course at the university the majority of the students felt that the English language course at the university has helped them to learn English effectively.

Post Test _ Progress after completion of English course
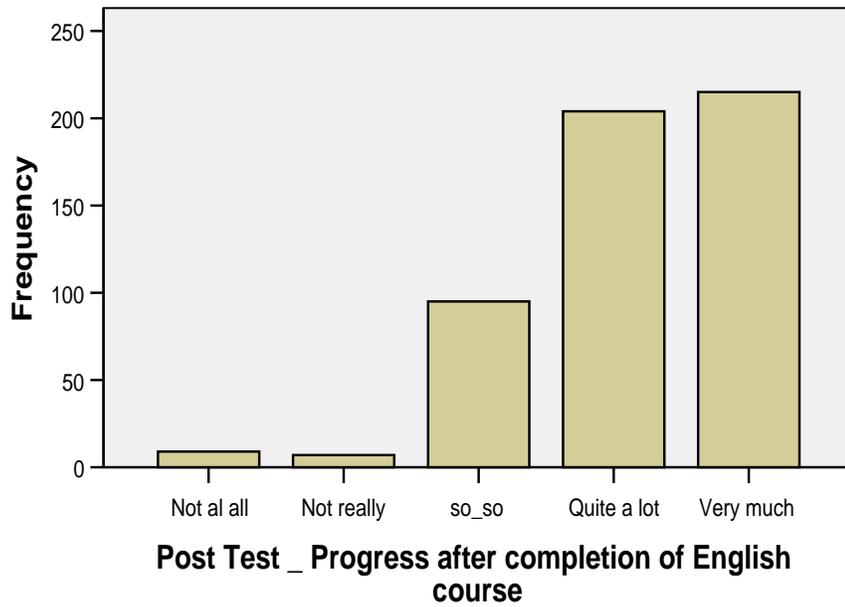
Figure 5.15 Progress after completion of Course
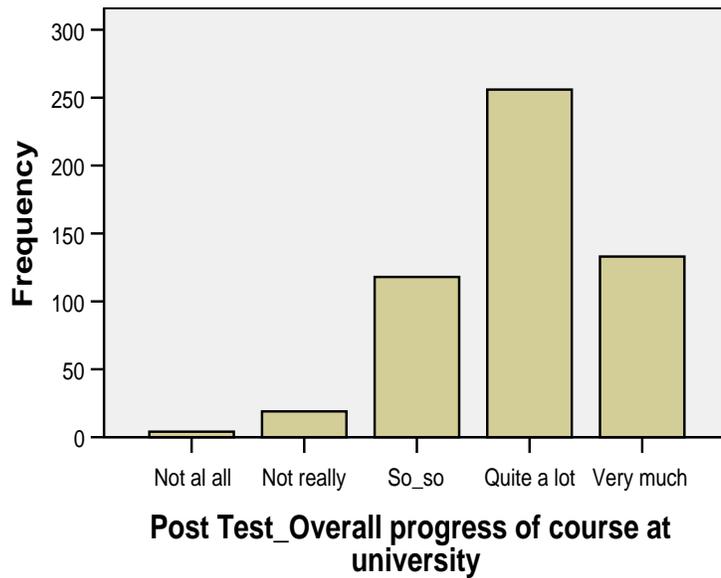
Figure (5.15.1): Bar Chart of Progress in English Course

The students graded their English proficiency in individual English language skills as in following graphs.
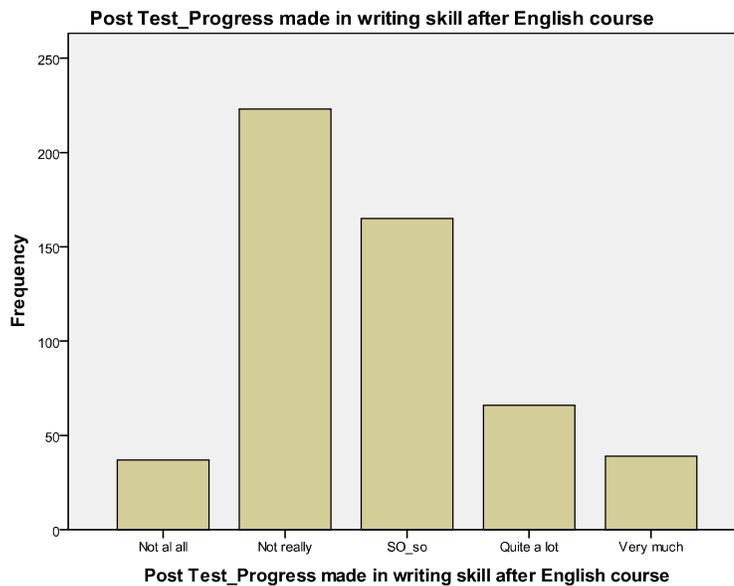
Figure (5.15.2): Bar Chart Writing Skills

The majority of the students felt that they have made progress in speaking, reading and listening skills after attending the English language course at the university. However, the students felt that they have not made progress in writing skills.
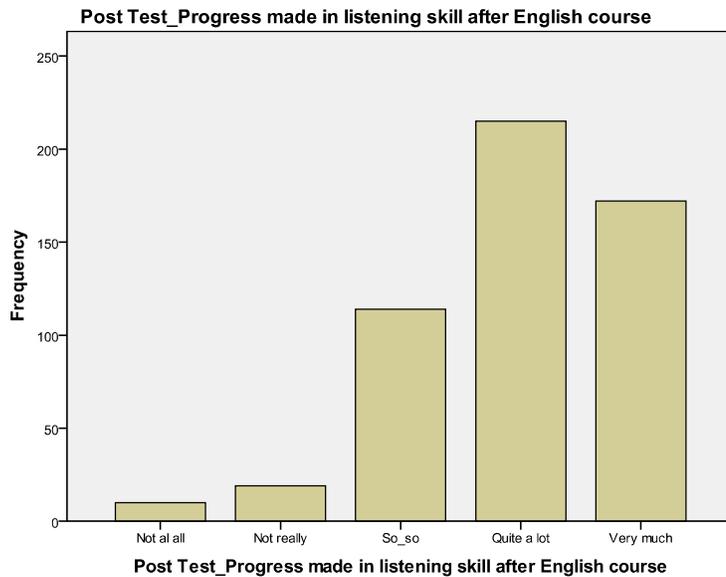
Figure (5.15.3): Bar Chart Speaking Skills
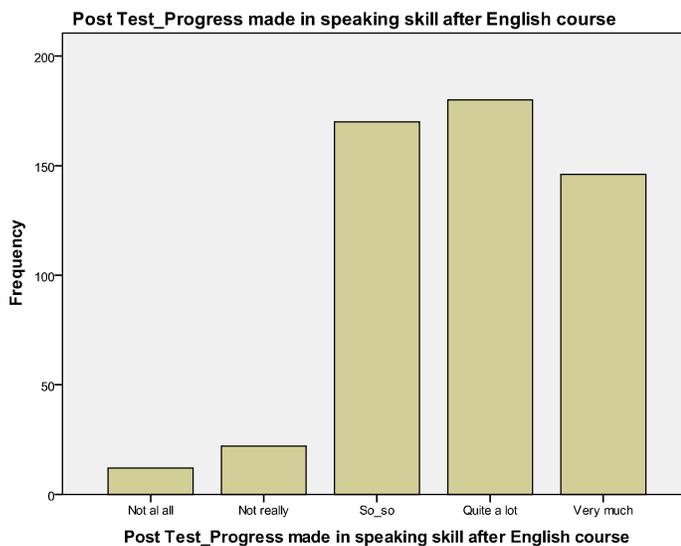
Figure (5.15.4): Bar Chart on Speaking Skills

Post Test_Progress made in reading skill after English course
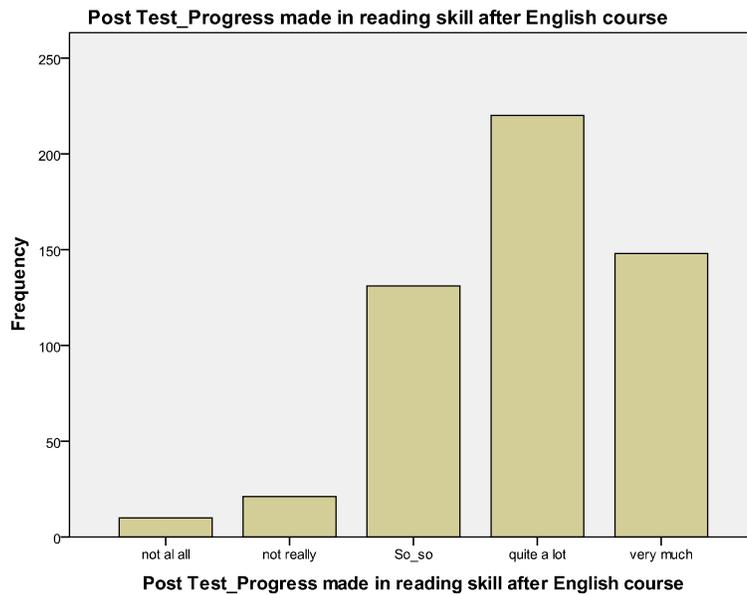
Figure (5.15.5): Bar Chart on Reading Skills

Due to the progress they have made in English after attending the English language course at the university the students felt that they would continue taking English courses in future too. The type of courses they wished to take is writing, IELTS, TOEFL and GRE type. This is due to the fact that these kind of English tests are requirement to get scholarships and study in the technologically advanced countries such as UK, USA and Canada.
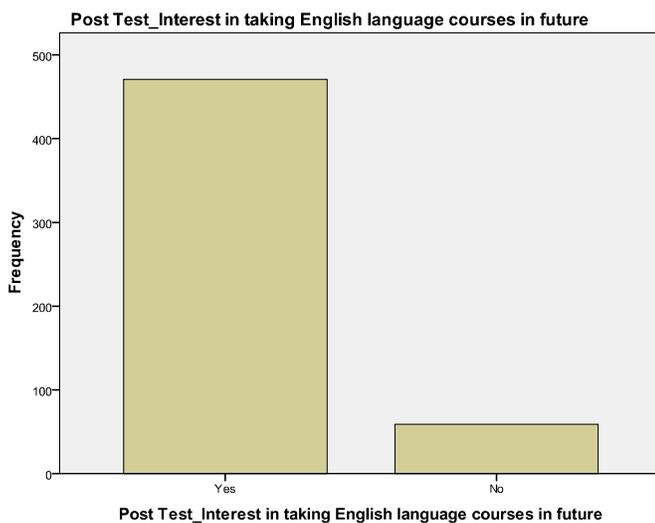
Figure (5.15.6): Bar Chart English learning in future

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The students felt that they have made progress in English language and they are satisfied with their overall progress in English after attending English language course at university. They also graded their English language skills according to which they have made progress in reading, speaking and listening. However, the students felt that they have not made progress in writing skill.

5.15   Interview Data

5.15.1 Students views about their English learning after completing Course

N=15 students who took part in interview-1, participated in interview-2 to have further insights on the questionnaire-2. The students were asked how they felt about their overall English learning at university when they entered the course to now when they have finished the English course. The majority of the students felt that they have improved and learned English language at university. They students felt that before taking English course at university they felt that English learning is difficult but now it is easier for them to learn it. This is due to the fact that the English language subjects in school and college are based on literature where students have to give central idea of the poetry or explain verses or answer questions based on prose lessons. In addition the students have to translate sentence from L1 to L2 and vice versa.   The students said,

> S8: '*there are two different experiences my past which was very boring and not useful and now at the university. Here at the university the teachers are very competent and they wish that students should cooperate with them....This course was very beneficial for us we have tried a lot...but we haven't got full benefit of it. Teacher was very cooperative and she was already very happy to help us and we were lazy.. there are very major improvement present in us....in every class there was new thing for us to improve our English*'.

> S9: '*when I entered the university I thought my English was not good but now I feel I have improved I can write letter paragraph précis in proper way many more things about English before this...Before university I didn't have language power*'

One of the students was of the opinion that English was very difficult subject before attending English course at university but later he realized that it easier for him to understand and learn it.

S12: ' actually I had some views about learning English that it was very difficult language but now when I have finished my course I thought that it is not difficult it has become easier for me to understand and learn it and I have learned more in comparison when I entered'

The students also told what problems they had in English before entering the university course

S13: 'well when first time when I came to university I had many problems regarding English I lacked vocab and lack of confidence speaking and writing but I took my English course I got confidence and regarding grammar vocab pronunciation, reading writing and everything was helpful'

Two of the students, who came from the private school and learned English from kindergarten to college, felt that they have not made any progress. In the private schools such as Beaconhouse or City School, English courses are based on Oxford or Cambridge systems which help students to learn English effectively. These students had exposure to the English courses offered at the university in school and college. This is why they probably did not find the course useful or made no progress.

S4 'sir I can't find any progress in language I haven't made any progress I won't say it is good or bad... I think I belong to private background and it is government background other students are from government that's why I think I don't think there is any progress'

S2 ' for me it is the same experience as I was as I am. No change'.

5.15.2 Change in Students' views about English learning

The students were asked whether they found any change in their views about English learning after attending the English course at university. The majority of students felt that their views about learning English have changed due to the fact they have made progress after attending the English language course.

The students felt,

S3: *'Yes I found some of changes I have improved myself I have built confidence now I am crazy after learning English before I used to think ok I have to learn English..I feel good to speak English'.*

S5: '*Yes sir..Things are changing..it is most important..sir after this course I have come to realize that English is the most important.*'

S8 '*my views about my past learning are the same but now the way mam Rosy has taken our classes I don't know about other teachers but my views are completely changed because of this course. Our speaking our writing and letters application have been improved and it has offered positive change.*'

S9 '*Yes sir I have changed myself although first of all my vocabulary was not good so I improved…Sir my views changed because before taking this course I thought that English was not necessary and it is just a paper that we need to pass but now I think it is something beyond that something we are going to need in sphere of life.*'

S13 '*Yes of course I thought that English looks like difficult language to learn but then teacher made it very comfortable for us and it became easy..yes it is not difficult at all .Regarding English when you come across people speaking looks difficult but by practicing with English folks or friends it becomes easy...this change has taken place and I speak confidently*'.

S10 '*Changes were that I thought the English should be in all eight semesters and it is language of engineers and it is only present in one semester and it is vast subject and we whatever we do but still we need to learn*'.

The students' views changed after taking English language course. At the start of the English language course they thought that English is difficult to learn. After taking English language course they are of view that English is easy to learn. Because of this they want to have more English classes during their undergraduate studies. This is because they felt that the tasks in class are useful for them. The role of teacher was very vital. The students felt that the teachers made tasks easier and useful for everybody.

5.16 Summary

The questionnaires and interview tools used in this study attempted to measure students' responses on 07 motivational factors (1) Instrumental Motivation (2) Integrative Motivation (3) Parental Encouragement (4) English course motivational components (5) English Teacher specific motivational components (6) English class and use anxiety and (7) Identity and English learning. In addition, the interview data have been linked to have further illustrative insights on the questionnaire data. The comparison of responses of the students in both questionnaires 1 and 2 and interviews 1 and 2 seemed to show high consistency in responses in both questionarie-1 and questionnaire-2. The students who strongly agreed with the items in

questionnaire-1 strongly agreed in questionnaire-2 and the ones strongly disagreed in questionnaire-1 strongly disagreed in questsionnaire-2.

It appears that the students' motivation for learning English is both instrumental and integrative. The instrumental purposes for learning English are related to acquiring scientific knowledge and becoming a successful engineer. The integrative motions are related to becoming part of Pakistani engineering community or indigenous Pakistani community who speaks English. The parents, teachers and English course are also other sources for students' motivation for learning English. The comparison of mean scores of questionnaire-1 and 2 suggest that students' motivation change over the period of the English course.

The changes which have emerged because of the English language suggest that the English course has been source of motivation for the engineering university students to learn English. The Process model of motivation claims that motivation changes over the period of time. These changes occur when the students came to university. They had high expectations of the English language course and their choice of action was that they are prepared for the English language course. This confidence in the English language course helped them to adopt a more positive approach towards the process of learning. They were aware what are their weaknesses and how are they progressing. They sustained their efforts and continued which helped them to progress well in the English language.

Students' learning experience was fun and interesting because the tasks in the English course were quite relevant and helped them to use English in their daily life. This interest, according to Dörnyei and Ottó (1998), depends on many factors including quality of learning experience, peers' influence and goal structure (cooperative, individualistic). The English course provided students with tasks that encouraged them to do work in pairs and groups. This positive nature of learning experience seems to be the motivating force to sustain the effort of learning English until the end of course.

The next chapter discusses and evaluates the results presented in chapter 5 in relation to the research questions (RQs) and the literature review in chapter 3.

Chapter 6
Discussion

6.1 Introduction

This chapter discusses and evaluates the results presented in chapter 5 in relation to the research questions (RQs) and the literature review in chapter 3. The main objectives of this research study were to find out what factors motivate the engineering university students in Pakistan to learn English and investigate the motivational change in students over the period of the English language course at university.

6.2 (RQ1) What factors motivate the Engineering university students in Pakistan to learn English?

The background discussion in chapter 2 and literature review in chapter 3 led to the view that there would be 7 main areas to investigate.

6.2.1. Integrative Motivation

The results in the current study reveal that the traditional concept of integrativeness can be partially accepted because the students wish to know about English speaking people better, however, the students, by no means would like to be identified or like to be like L2 speakers (Chapter 05). The partial disagreement with Gardner's (1985) concept of integrativeness was further investigated following Lamb (2007: 247) who suggested in his study on Indonesian English learners that the Gardner's traditional concept of integrativeness needs to be revisited in contexts of learning in 'non-Anglophone countries of English.' Lamb (2007: 247) is of view if the language learners relate English to the international community, it would be irrelevant for learners to have a positive attitude for any native English speaking country.

New perspectives on the concept of integrative motivation in relation to English as a global language is supported by this data. The students want to be part of the indigenous Pakistani community whose members speak English. This contradicts to Mansoor's (2005: 314) findings on Pakistani students' motivation according to which the integrative reason 'living and behaving like English speaking Pakistanis' got the lowest score from students. Professionally, the students think that English is the language of the Pakistani Engineering community and to be part of the Pakistani Engineering community, they learn English.

6.2.2 Concept of Integrativeness

The current study suggests that the engineering university students have both old and new perceptions of integrative motivation. The students would like to know about English people better, but the students discredit the thought that they learn English so that they become or like British/Americans. They learn English in a hope that they would become dual national like British or American Pakistanis or they learn English to be part of Pakistani Engineering community. Even if the students wish to travel or emigrate abroad, they would like to be part of an L2 setting in UK/USA where British or American Pakistanis have their own community.

6.2.3 Instrumental Motivation (Pragmatic reasons and Incentive values)

As discussed in Chapter 3, after integrative motivation, the instrumental motivation factor has been widely researched factor in L2 motivation research. This is because English is now so widely spoken and understood across the world that the non-native speakers of English are more in number in comparison with the native English speakers. Gardner's research on integrativeness was based on the premise that the socio-linguistic conditions in Canada were relevant for integrative motivation. The old concept of the instrumentality views in Gardner's instrumental and integrative distinction focused on jobs prospects which of course are not relevant in the case of children learning English as reported in Dörnyei's study on young learners in Hungary (Dörnyei, 1994). Dörnyei and Kormos (2000) and Dörnyei (2003a) investigated a different sample in Hungary and concluded that the traditional instrumental label was not complete to define pragmatic or practical reasons for learning a second language. There is range of other incentives as well such as travelling, making friend abroad or understanding English songs (ibid, 1994). The new label was used 'incentives values' by Dörnyei for the instrumentality. My research, therefore, found the instrumental motivation in wider aspects with both pragmatic reasons as researched by Gardner (job and place in education) and Dörnyei's 'incentive value' (acquiring engineering knowledge, watch movies and read novels, social status) as Csizer and Dörnyei (2005: 21) redefine ' instrumentality concerned the pragmatic incentives that are usually associated with the concept, as well as importance of the particular L2 in the world and the contribution its proficiency makes to becoming an educated person'.

The results in this study are aligned to Dörnyei's definition of instrumental motivation focusing on 'practical incentives' and 'proficiency of English leading to an educated person' and Gardner's 'pragmatic reasons' such as a job. This shows that the engineering students perceive their professional success and growth as an Engineer with English language learning.

Among the range of incentives for learning English, travelling (pragmatic reasons) and the contribution made by proficiency of English language in becoming educated and socially respected person, are another part of instrumental motivation. Kachru 1992) noted that Indian English is but one example of a variety of Englishes, which can be acquired very successfully for instrumental purposes alone. Xin (2008) also says that English in China is seen a sa means for upward social mobility.

6.2.3.1 Parental Encouragement

In Pakistani society, specifically in province Sindh, parents' role in students is pivotal in all spheres of life. English is no exception. It is interesting to note that parents highly encourage their children to learn English because they themselves are aware that English is a sign of reputation and respect in the community. The parents are not necessarily fluent in L2 but despite that they encourage their children to learn English. This can be supported with Bartram's (2006) investigation into parental influence in three countries England, Germany and Netherlands. N=400 students of French, German and English. The parental influence was found to be there in different ways (Zhu, 2007) . Bartram (2006, in Zhu, 2007) found that despite the low proficiency of parents' L2, they positively affected their children regarding successful communication. This was a positive influence caused by practical help (ibid.). The results of the current study are also aligned to Gardner's (1999, in Dörnyei, 2005: 22) research according to which the parent' support is related to learners' attitude towards the learning situation and language effort. Interestingly, the results show that the students learn English not only for their own good, but they put effort to learn it so that their parents could feel proud in Pakistani society.

6.2.3.2 Addition of factor Grandparents in 'Significant others'

The role of 'significant others' with special reference to grandparents of students is important to be taken into consideration in Province Sindh. The family hierarchy holds grandparents on high esteem in Sindh. Most often the grandparents chair the family gatherings and their words are accounted to wisdom earned through experience from past and all years lived. What they advise or what they think, is normally executed without further debate or question. This is because, questioning parents in general and grandparents specifically, is not a norm. Following this assumption in my local context, I extended the research to include the role of grandparents in their grandchildren's' learning English language or whether grandparents motivate students to learn English or stop them from learning English on the assumption that English learning is sign of following British colonial pre -1947 values and therefore grandparents ask students parents to discourage them from learning English.

The L2 motivation researchers have discussed 'Significant others' 'important others' and 'valued others' in motivation for learning L2 (Dörnyei, 2005; Gardner, 1985). These include parents, teachers and peers. The literature however does not cover 'grandparental role' which is an important dimension to investigate in Pakistani context. It investigates whether or not grandparents have any influence on students' motivation to learn English in Pakistani context.

The results indicate that grandparents do not discourage the parents from students' interest in learning English. The majority of the students felt that their grandparents felt happy and always encouraged them to learn English. In contrast, one of the students said that all other relatives in family encourage him to learn English except the grandparents. They rather encourage him to use 'Sindhi' as their whole family is from Pakistan. There is strong regional pride and historical memory. The other student said if the grandparents still have views that British were their Masters before 1947, it is their personal thought and it is likely that their views will change gradually. However, the assumption cannot be discredited altogether and it is still arguable that the grandparents motivate students to learn English or not.

6.2.4 English Course specific motivational component

The students in this study feel positive about learning English because they find the tasks in the English course meet their needs of learning English and these tasks help students to use

English in daily life. The tasks facilitate students' satisfaction and students feel that they are learning something. Because of students' involvement and interest, they do their homework and think that they should have more English classes than they are having now. Interestingly, the students think that they would have taken this course even if the course was not compulsory.

Though the students were interviewed for the phase-1 of the research in the second and third week of the English language course at the university they found the English course and class useful. They felt that the course provides interactive tasks which are done in groups and pairs. The students not only did their tasks but also their assignments. The tone of the students in interview gave an impression that the fulfillments of the assignment or achieving tasks in English class were enjoyable activities to them which, unlike their mainstream engineering subjects, were not burdensome.

6.2.5 English Teacher Specific Motivational Components

The results of this study show that the engineering students of the university in province Sindh, get motivation from their teachers to learn English. In Pakistani society the students respect their teachers like their parents. This is indicated in the results that teachers teach English like their parents taught them their mother tongue. They think that English teachers facilitate tasks and make them relevant for every student and help to make students autonomous learners. The English teachers are friendly and not dominating or assertive. Their relationship with students is kind and accepting so that the students can get along well with them. Results show that English teachers are friendly with students and they have social interaction with students outside classroom as well. This is unlike teachers of other subjects in Pakistan. This behavior reassures the students that the teacher really wants them to succeed. Moreover, the English teacher gives motivating feedback which according to students is useful.

6.2.6 Identity and English language learning

Pakistan got freedom from British in the name of creating a separate nation for the Muslims of the subcontinent. Therefore the name of the country is the Islamic Republic of Pakistan. At

the beginning, the Muslim scholars gave *fatwas* against learning of English with the thought that it will make people liberal and they will act against community values 'Islamists'. On the other hand, there were other Muslim liberal freedom fighters such as Sir Syed Ahmed Khan, who thought that Muslims should learn English and get education so that they could progress. Following this proposition, I wanted to investigate in my sample what is students' motivation to learn English when they think of Islam and Pakistan. More precisely, does fear of losing Islamic or Pakistani identity affect motivation for learning English or do students have fear that learning English would affect their motivation for learning English?

The results show that the learning of English does make students liberal, but this liberalism is in lines with the thought of Sir Syed Ahmed Khan, who, being liberal Islamist, encouraged and made people aware of learning of English for progress. This reveals that although the participants identify themselves with the religious or national group, they have no problems with English or they do not find English harmful for their religious or national identity.

6.2   (RQ2) Is there any motivational Change in students after completion of English language course at University?

Although there is statistically no significant difference between students' questionnaire responses in most of the factors, this section tries to trace changes in students' responses on an individual item basis in questionnaires, background questions and interview data.

Change in Motivation to learn English

6.3.1 Change 1:
After completion of the English course at university the students agree more that they wish to learn English so that they can mix comfortably with American or British Pakistanis based in Pakistan.

6.3.2 Change 2:
The students agree less that they wish to learn English so that they can know English speaking people better.

6.3.3 Change 3:
The students agree more positively towards learning; that they wanted to learn English to watch movies and read novels.

6.3.4 Change 4:
The students agree more that their parents buy them CDs and English books so that they remain in touch with English in their leisure time.

6.3.5 Change 5:
The students agree more what they learn in English class helps them to use English in daily life

6.3.6 Change 6:
The students agree less that they do their English assignments or homework.

6.3.7 Change 7:
The students agree more that they wanted to have more English classes than they are having now.

6.3.8 Change 8:
The students agree more that their English teacher tries to make tasks relevant for every student.

6.3.9 Change 9:
The students agree less that they are not as good in English as their other classmates

6.3.10 Change 10:
 The students agree less that they get nervous when they speak English with the waiting staff at the multinational restaurants based in Pakistan such as Pizza Hut or McDonalds.

6.3.11 Change 11:
The students agree less that they feel shy when they speak English in class

6.3.12 Change 12:
The students agree less that they fear that their fellow students will laugh at them if they made any mistake in English

6.3.13 Changes in Beliefs about English learning

The findings showed that at the beginning of the English language course at the university the students felt that they are ready to take university English course. After completion of English language course at university, they seem to feel that they had made progress.

The students in my sample were also aware of the problems or weaknesses they felt they had in English. They were aware of the problems involved in language learning and commented with confidence what exactly they needed to learn and how have they been progressing. A

majority of the students felt when they entered the university they had many problems in learning English. They lacked vocabulary and confidence in speaking and writing. After taking the English course at the university they have become confident in using correct grammar, vocabulary and writing letters and paragraphs. The students were aware if they acquire vocabulary through the tasks or classroom activities they are going to speak or write confidently. In addition, they needed to improve their presentation skills which will likely help them in job and they seemed to improve this skill during the English language course at university. In addition, the students appreciated the fact that English is as important as other engineering subjects. This awareness of the importance of learning English is based on the factor that without English learning the students cannot be good engineers or acquire engineering knowledge. This awareness in their English learning is a motivating factor to acquire the skills they needed to, such as vocabulary, speaking with confidence and writing letters.

When the students entered the university they thought that English was difficult language to learn. This is in line with Lau's (2009) study on Macau tertiary students who felt that English was a difficult language to learn. However, after attending the English language course at university, the students felt that English learning has become easier for them and it is no more difficult. This change in students' views was the result of the appropriateness of tasks and the way the teacher presented it in the class. The students learned English in groups and pairs and not through traditional lecture methods. The teacher always encouraged students to learn English and she always rewarded them when the students made good progress in English. It can also be argued that the students found learning English more comfortable because they found the English teacher supportive and not dictatorial, whm they got along well with throughout the English course.

The interesting point regarding change in students after taking English language course is that almost all the students wished to take further English language courses. This is due to the fact that students felt that they have improved in speaking, listening and reading. This achievement was a likely factor that enhanced students' motivation to learn English and take further courses. However, they still felt that they have to work on their writing skills. This is the reason most of the students wished to take future courses on writing.

6.4 (RQ3) What are students' perceptions about this motivational change?

As explained in the RQ2, the students' motivation towards learning English in specific aspects changed after taking the English course at the university and this change is positive. Further, the data indicates that the factors that can be associated with this motivational change are (1) English Course Specific Motivation Component ($p < 0.035$) and (2) English Classroom and use anxiety ($p < 0.05$) . The English language course helped the students to achieve their target, that was improving speaking, listening, reading and writing skills through activities and useful tasks offered by the English language course. The English language course enhanced students' motivation to learn English and students felt that their overall English learning experience was pleasant and the tasks were useful and relevant. It is likely that because of a good English learning experience, the students seem to have overcome their English classroom and use anxiety. They tended to agree less that they are shy in speaking English with confidence in front of their peers or they are not as good in English as their other classmates are or if they made mistakes in English their classmates would laugh at them.

6.4.1 English Language Course Specific Motivational Component

Chambers (2001: 08) is of the view that the course specific motivational components impact on the whole English teaching learning process such as syllabus, teaching material, teaching method and learning activities. The important motivational component for students is whether the course helps to develop students' sense of participation in the tasks through group and pair work and whether the activities are matched with difficulty of tasksto students' abilities and whether or not the course increase students' expectancy of task fulfillment and celebrations of success (ibid, 2001: 09).

The students in this study seem to be quite confident about the English language course and the opportunity to participate in the tasks. These tasks according to students are from real life situations which help them to learn English effectively. The tasks facilitate students' satisfaction and students feel that they are learning something. Because of students' involvement and interest, they do their homework and think that they should have more English classes than they are having now. Interestingly, the students think that they would have taken this course even if the course was not compulsory.

6.4.2 English Class and Use Anxiety

According to Gardner (1994: 288) English use anxiety examines feelings of concern when faced with speaking English outside the class. On the other hand English class anxiety assesses one's level of apprehension when called upon to use English during the English activities. As reported in various L2 motivation studies that anxiety affects students' motivation to learn English, I wanted to investigate whether students have anxiety to use English in classroom and outsideand whether English class and use anxiety affects students' motivation to learn English.

At the beginning of the English language course the students felt that they are not as good in English as their other classmates are. Moreover, the students felt shy in speaking English in class with a fear that other classmates would laugh at them. This shyness would likely because of lack of confidence, low level of proficiency in English. Students also felt nervous to speak in English with the waiting staff when they go out in some multinational restaurant such as Pizza Hut/McDonalds. Although the waiting staff does not know them personally, students feel nervous to use English.

The students had anxiety about using English because the political comrades made fun of them when the students used English (Chapter 5). Further, the students had anxiety that if they used English they will likely disrespect parents' desire for their children to prefer their mother tongue over English at home. In contrast after taking English language course at university the students seem to have overcome their anxiety about using English language. The students tended to agree less to the statements that they are shy or not as good in English as other classmates are or their classmates would laugh at them if they made mistakes in English or speaking English with waiting staff in multinational restaurant.

Although after attending the English course at the university, the students felt that they have less anxiety about using English, however, the students' anxiety with regard to political comrades and parents' preference of mother tongue at home may still be factors that affect their motivation to learn English.

6.4 RQ4: Is there any difference in motivation for learning English in students from varied backgrounds?

An independent sample t test was carried out to investigate differences between students' background and motivation to learn English. The differences were found in the following independent and dependent variables.

6.5.1 Motivation and Gender

The participants of this study comprised 91 percent males and 09 percent females. Although this is not good sample difference to infer any results, in the current condition the discussion is presented considering limitations.

The significant differences were found in mean scores between males and femalesin instrumental motivation and identity and English learning. With regard to instrumental motivation the significant values Sig (2-tailed)=0.00 and Sig (2-tailed)=0.023 were recorded which is less than 0.05. The scores reveal that the mean score of males was higher than the mean scores for females. The previous studies on language motivation show that there is tendency for female students to score high in comparison to males (Dörnyei and Clément, 2001; Gardner, 1985; Gao, 2004; Ghait and Sheeban, 2000; and Williams, et al., 2002) This contradiction with the literature is probably due to the fact that the males in engineering field perceive English to be tool of more pragmatic gains based on incentive values. For this reason they travel quite frequently. In the case of females, the pragmatic reasons are limited to a good job, salary and social status in Pakistan. The frequent travelling aspect for females is culturally less preferred in Pakistan. The parents of the female students do not allow them to remain away from home for long periods of time alone. There is also a role of religious limitations. If travel is inevitable then the females normally have to be with 'Muharram' (males who are in blood relation like father, brother, husband or uncles).

The other factor in which responses of males and females differ significantly is identity and English learning. The scores Sig (2-tailed)=0.05 and Sig (2-tailed)=0.02 are less 0.05. It is interesting to see that the females tend to agree less that learning English affects national identity or religious identity. A couple of female students in my sample wore the veil (Burqa) during interview. They were of opinion that even though they speak English they observe

religious values which are not affected by English. The students also wore Pakistani dress (shalwar qameez) which is one of the ways to show Pakistani identity.

6.5.2 Motivation and Place of living

As seen in Chapter 5 the current study was composed of 28.7 percent participants from urban areas and 71 percent participants from rural areas. The significant difference was found in students' responses with regard to motivation to learn English and their urban and rural background. The mean score of the students reveal that the students from rural areas tend to agree more that parental encouragement is the motivating factor to learn English. The rural set up in Pakistan is based on family hierarchy. The elders and their words are considered of high importance. As discussed in chapter 2 and 5 in Pakistan the agriculture economy is converting into knowledge economy, therefore the parents encourage their children to receive higher education and they appreciate the fact that English is key to acquiring higher education in Pakistan.

The interesting point is that the students from rural areas agreed more that English learning affects their national and religious identity which is the opposite in the case of students from urban areas. However, after attending English language course there was no significant difference in students' responses both from urban and rural areas. Both the urban and rural tended to agree less that English learning compromises their national or religious identity. The significant difference was also found in students' responses in English class and use anxiety. The students from rural areas seem to have anxiety about using English even after attending English language course at the university Sig (2-tailed)=0.005 and Sig (2-tailed)=0.02.

6.5.3 Motivation and Public and Private Educational Background

The participants in the current study came from different public and private educational backgrounds. 44.9 percent participants studied in public sector educational institutions and 55.1 percent studied in the private sector. There is evidence of the dissimilarity in motivation in students from the public and private educational institutions. There is a variation in scores of integrative motivation before taking English language course Sig (2-tailed)=0.018. The students from public sector institutions seem to be more integratively motivated at the

beginning of the English course. However, after attending the English course there is no evidence of variation in scores. It is likely that the students from private sector institutions where the medium of instruction is English, already identify themselves with English speaking Pakistani community or Pakistani engineering community and that is why they did not score as high in the integrative motivation items as the students who are from public sector. The case in instrumental motivation is also similar to that of integrative motivation. There is variation in the scores between students from public and private institutions at the beginning of the English language course Sig (2-tailed)=0.07. After attending the course there appears to be no variation in scores.

A significant difference was also found between scores of students from public and private educational institutions on the parental encouragement factor, Sig (2-tailed)=0.023 and Sig (2-tailed)=0.010. The students from public sector institutions tend to agree more that they learn English because of their parents or parental encouragement or to make them happy. This is mainly because the students who are from public sector institutions either belong to rural areas or study in the remotest areas in urban city where parents influence considerably, right from students' academic affairs to life style. A similar story of variation in score can also be found in the motivational factor English language teacher Sig (2-tailed)=0.020 and Sig (2-tailed)=0.019. The students from public sector institutions seem to agree more that the English language teacher is the motivating factor for learning English. This can be viewed on two fronts. First, the students respect the teachers like their parents and they put effort in learning English as they would normally do for their parents. Second, the student from public sector institutions did not seem to be satisfied with their English teacher in the past and the democratic and friendly style of English teachers at the university motivated them more to learn English in comparison to the students who are from private sector.

Likewise there is evidence of variation in scores Sig (2-tailed)=0.07 of students from public and private in identity and English learning Sig (2-tailed)=0.021 and Sig (2-tailed)=0.05. The students from rural areas who studied in public sector institutions tended to agree more that learning English affects religious and national identity.

6.5.4 Motivation and English/Local medium

61 percent of the participants in the current study came from the English medium school background and 37.7 percent from local medium. There is evidence of the dissimilarity in motivation in students who studied in English medium schools or local medium schools. The students from local medium schools tended to agree more that they learn English because of the parental encouragement or they learn it to make them happy Sig (2-tailed)=0.070 and Sig (2-tailed)=0.010 (as in the case of students who were from rural areas and private educational Institutions). Similarly, the students from local medium schools are motivated to learn English because of their teachers, in comparison to the students from English medium Sig (2-tailed)=0.036. However, there is statistically no significant difference in students' scores on teacher specific motivational component after the English language course at the university.

As the students from public sector educational institutions who studied in public schools tended to agree more that learning English affects their religious and national identity, the students from local medium school also think likewise Sig (2-tailed)=0.05. It is not surprising however, that the students who are from local medium schooling are more in touch with religious and patriotic topics in comparison to the students who are from English medium schooling.

As for as anxiety about using English and anxiety about class is concerned, there appears to be significant difference in responses of students from both local and English medium schools Sig (2-tailed)=0.016 and Sig (2-tailed)=0.00. The students who came from local medium schools seem to have more anxiety about using English in comparison to students who come from English medium. This is due to the fact that in English medium schools the students experience good learning opportunities and an environment which boosts their confidence. In addition, in private schools the teachers try to speak in English with students and the administration specially instructs the teachers to use English in the class. Although the students from local medium schools felt that they are progressing well and improving, even after attending the course they still seem to have anxiety of using English. There could be multiple reasons for this. As explained earlier in chapter 5 that political comrades discourage students from using English and therefore students normally use their local language when they are not in the class.

6.6 Summary

In this chapter I have attempted to discuss and evaluate the results of the study in the light of the research questions and the data. The chapter started with the RQ1 and attempted to answer what factors motivate the engineering university students in Pakistan to learn English? With regard to L2 motivational factors, the chapter first of all focused on the traditional and new concept of the integrative motivation of Gardner and Dörnyei. Based on the data/findings in Chapter 5, this chapter attempts to redefine the concept of integrative motivation in Pakistani context and reports the 'convergent development' between Gardner's and Dörnyei's approach to integrative motivation.

Further, this chapter discussed the instrumental motivation in wider aspects as Csizer and Dörnyei (2005: 21) redefine ' instrumentality concerned the pragmatic incentives that are usually associated with the concept, as well as importance of the particular L2 in the world and the contribution its proficiency makes to becoming an educated person'. As integrative motivation researched in this study focused on Gardner and Dörnyei, likewise the instrumental motivation in engineering university students also indicates the presence of both Gardner's (1985) practical reasons and Dörnyei's (2005) extended 'incentive values'.

This chapter then discussed Gardner's (1985) research on the role of parental encouragement in students learning English and offers a new dimension to what has been already researched 'Significant others' 'important others' and 'valued others' in motivation for learning English, including parents, teachers and peers. The new dimension in this study, adds 'grandparents' and discusses the role of grandparents in students' motivation to learn English in the Pakistani context.

Discussing further the teacher specific motivational components, the chapter elaborated that the teachers, who are called spiritual parents in Pakistani society, play vital role in motivating students to learn English in the form of praise and encouragement. The chapter discussed that the English teachers who have democratic characteristics, not dictatorial, (Dörnyei) influence students to learn English. The chapter then expands onto the Course Specific Motivational Components and discusses in the light of Dörnyei and Ushioda that the English course that offers opportunity to learn in a group or pairs and is relevant to practical needs with relevant and interesting tasks motivates students to learn English.

The last section of RQ1 discussed identity and English learning. This factor focuses on Dörnyei's L2 self system and the concept of identity in L2 motivation research. In order to be focused, I have tried to be precise in discussing English language learning and national and religious identity. The discussion takes an interesting point and expands that for building the image of a national identity, the learning of English is important in Pakistan. Moreover, the chapter discussed that learning English does not make people in Pakistan liberal; rather, learning English would help to spread the message of Islam in the world. Thus, building a better Pakistani image worldwide and spreading the message of religion are also the factors that motivate students to learn English in Pakistan.

The chapter then presented discussion on RQ2, RQ3 and RQ4. It started with the discussion on the changes that take place in students' motivation to learn English over the period of the English language course in university. The change in students' motivation is likely caused by English class and use anxiety. The students feel intimidated to use English because of peer pressure or local political pressures from the local political parties based in the universities. The positive change in students is provided by the English language course. They first thought that English language is difficult to learn and they were not confident. After completion of the English language course the students not only felt they have improved in English but they have also got some confidence. Because of this they wished to take future English courses as well.

The next chapter concludes the thesis, presents some of the main findings, suggests limitations and implications of the research and recommends some future directions of research.

Chapter 7

Conclusion

7.1 Introduction

This chapter summarises some of the main findings of the study under the headings motivation for learning English and changes in motivation. It then discusses the limitations of the study, gives recommendations for future research and presents the contributions this study has made to the exciting literature of L2 motivation. Finally, this chapter draws certain implications for English language teaching in Pakistan.

7.2 Summary of the Major Findings

7.2.1 Motivation for learning English in Pakistan

As discussed in Chapter 5, the Pakistani government is taking an interest in helping to transform the existing agriculture economy to a knowledge economy. The major areas of knowledge that can help to achieve this goal are science and engineering. The province Sindh of Pakistan contributes as much as 70 percent revenue to the country's economy through various means such as export and import of various items, with major contributions from engineering sector. Since the engineering sector has professional contacts with various international countries, they form an engineering community. The language of this community is English because they have professional commitments globally and they trade through the medium of English language. In addition, the engineers opt for employment in western countries for a better future and with passage of time they apply for dual nationality such as British or American Pakistanis.

Due to the financial contribution the Province Sindh makes to whole country, the urban districts like Karachi, Hyderabad, Mirpurkhas and Jamshoro are particularly well established. The people in these cities send their children to English medium private schools such as Beacon House and City School or encourage them to do O and A levels (Cambridge system). In addition, many families from these cities either are or aspire to be dual nationals like British or American Pakistanis. They travel frequently and live in both Pakistan and a western country like American or Britain. As a result of this dual nationality and travel orientation, they speak English. Since they live in western countries, they know about English speaking people better,

however, they do not become part of the L1 community in America or Britain. They have their own communities such as the Scottish Pakistani Society in Glasgow or the World Sindhi Congress in UK and USA. These communities based in western countries practice their religion with freedom and keep their original Pakistani identity intact which is Pakistani.

The results of this study reveal that engineering university students in province Sindh learn English so that they could become part of the Pakistani Engineering community and have a dual national community like British or American Pakistanis who speak English. Interestingly, they wish to know about English speaking people better, however, they do not wish to be part of their community.

The results lead the researcher to partially agree with Gardner's concept of integrative motivation as presented in Chapter 5 and 6, because students wish to know about English speaking people better, however, the students by no means would like to be identified or like to be like L2 speakers. The students want to be part of indigenous Pakistani community whose members speak English. Professionally, the students think that English is the language of the Pakistani engineering community and to be part of the Pakistani engineering community, they learn English. The students discredit the thought that they learn English so that they become or like British/Americans, they learn English in a hope that they would become dual nationals like British or American Pakistanis.. Although the students wish to travel abroad, they would like to be part of L2 setting in UK/USA where British or American Pakistanis have their own community such as Scottish Pakistani or World Sindhi Congress or Association of North American Sindhi.

The results of this study reveal that the engineering students of the universities in province Sindh, are also instrumentally motivated to learn English. The students felt that they learn English for instrumental purposes, more specifically to be a successful engineer or to get a good job or acquiring engineering knowledge which is in English. The students felt that they are well aware that the existing engineering knowledge is in English and without learning English they cannot learn about science and engineering. The social and professional status is dependent on proficiency of the English language in my sample. One of the new areas which came from the interview data is that the students think that learning English will likely eradicate poverty from the country and will increase the literacy rate. Despite the fact that

Pakistan is very rich in terms of local languages, none of the local languages is used for acquiring scientific knowledge. The students are well aware that the existing engineering knowledge is in English; unfortunately, there are no translations available to date and without learning English they cannot learn about science and engineering. English is also the language of the internet.

In Pakistani society, specifically in province Sindh, parents' role in students' views is pivotal in all spheres of life. English is no exception. It is interesting to note that parents highly encourage their children to learn English because they themselves are aware that English is sign of reputation and respect in the community. Since the majority of the parents of engineering students are financially sound, they know about the practical benefits the learning of English can give to the students. The results reveal that they learn English because their parents encourage them to learn English. The students also believe if they spoke good English it would elevate their parents' status in society and make them feel proud. The students also think that the parents support their children to learn English because they themselves did not get many opportunities in their lives so they want the children to gain what the parents could not. The grandparents' role in students' learning English is diverse for different students in my sample. However, regardless of the views held by the grandparents for English learning, they do not seem to discourage their grandchildren from learning English.

Teachers' are considered as spiritual parents in Pakistan. They influence students' learning positively and negatively. The students in my sample think that English teachers facilitate tasks and make them relevant for every student and help to make students autonomous learners. The English teachers are not like dictators and their behavior is empathetic and accepting so that the students can get along well with them. This behavior reassures the students that the teacher really wants them to succeed.

Pakistan got independence from British in the name of religion Islam and the official name of the country is the Islamic Republic of Pakistan. At the time of independence, the religious scholars issued *fatwas* against learning of English with the thought that learning English will make people liberal and they will act against the community values of 'Islamists'. On the other hand, there were other Muslim liberal freedom fighters such as Sir Syed Ahmed Khan, who

thought that Muslims should learn English and get education so that they could progress. Following this proposition, this study discovered that the students felt that learning English does not damage Islamic principles and Pakistani national identity. Therefore, some students felt that for spreading the message of Islam and building the Pakistani image, learning English is a motivating factor.

7.2.2 Change in Students' Motivation for Learning English

At the start of the English language course at the university the majority of the students felt that they did not have a good experience of learning English in schools and colleges (as in chapter 5 and 6). After completion of the English language course at university, they seem to feel they have made progress. This change in students is due to the interactive nature of English language course at university. The English language course at university has an equalizing effect because almost all the students felt that they have made progress in English. When the students entered the university they thought that English was a difficult language to learn. However, after attending the English language course at university, the students felt that English learning has become easier for them and it is no longer difficult. This change in students' views was result of the appropriateness of tasks and the way the teacher presented it in the class. The students learned English in groups and pairs and not through traditional lecture methods. The teacher always encouraged students to learn English and she always rewarded them when the students made good progress in English. It can also be argued that the students found learning English easy because they found the English teacher not dictatorial but a democratic type with whom they got along well throughout the English course.

The students in my sample were also aware of the problems or weaknesses they felt they had in English. They were aware of the problems involved in language learning and commented with confidence what exactly they needed to learn and how they have been progressing. A majority of the students felt when they entered the university they had many problems in learning English. They lacked vocabulary and confidence in speaking and writing. After taking the English course at the university they have become confident in using correct grammar, vocabulary and writing letters and paragraphs. The students were aware if they acquire vocabulary through the tasks or classroom activities they are going to speak or write

confidently. In addition, they needed to improve their presentation skills which will likely help them in a job and they seem to improve this skill during the English language course at university. In addition, the students appreciated the fact that English is as important as other engineering subjects. This awareness of the possibility of learning English in a different way is based on the factor that without English learning the students cannot be good engineers or acquire engineering knowledge. This awareness in their English learning is a motivating factor to acquire the skills they needed, such as vocabulary, speaking with confidence and writing letters.

The interesting point regarding a change in students after taking English language course is that almost all the students wished to take further English language courses. This is due to the fact that students felt that they have improved in speaking, listening and reading. This achievement was a likely factor that enhanced students' motivation to learn English and take further courses. However, they still felt that they have to work on their writing skills. This is the reason most of the students wished to take future courses on writing.

The English language course seems to have brought positive changes in students' motivation to learn English. However, the students felt that they still have anxiety about using English. Students feel nervous to speak in English with the waiting staff when they go out in some multinational restaurant such as Pizza Hut/McDonalds. Although the waiting staff do not know them personally, students feel nervous to use English. In addition, the students have anxiety about using English because of the political comrades in the university who are nationalists and influence students to use their local language instead of English. Though parents highly encourage students to learn English the anxiety about disrespecting elders' notions about local language is probably one of the considerations the students would likely have when using English.

7.3 Limitations of the study and Suggestions for Future Research

There are a number of limitations of this study. Firstly, due to serious floods in the province Sindh during time of my data collection, this study had to be restricted to one university based in an area which was less affected, safer and accessible. This university is based in urban Sindh which caters for students from advantaged groups. The parents of these students are

financially sound. Therefore the results of this study cannot be generalised to other universities in rural Sindh or Pakistan where the universities are named as 'weaker universities' and the students belong to poor families from remote villages. Therefore it is recommended that future studies be replicated in professional universities compared with general universities in weaker universities (newly established with limited resources) based in province Sindh.

Secondly, the study explored change in students' motivation through a longitudinal and mixed method approach with only questionnaires and interview tools. For future research the individual portraits or life stories, field notes or students' diaries would likely produce richer data to study change. In addition, interviews with teachers, parents and university administration would give further illustrative insights. It would also be beneficial to interview some of the political comrades based in the university to find out their views about English in relation to local languages, as the political comrades discourage the students to use English and the students have anxiety about using English in their presence.

Thirdly, the questionnaire tool was carefully constructed, but students found it was very lengthy and tiresome to fill it on two different occasions. This would likely have fatigued the students. The data entry of a large number of variables was also very challenging task. It is therefore recommended to reduce the number of items in the questionnaires to a manageable size for future research.

Fourthly, the research tools were not translated into local languages. Though the students were good in English, a Sindhi/Urdu version of the questionnaire and interview tools would likely have produced more reliable results. For future research studies a translated version of tools would likely help participants to feel confident in giving their responses in their first language.

To the best of my knowledge, this study is first attempt to study motivation and motivational change with a longitudinal approach in Pakistan. This will likely provide initial data for future researchers to explore the motivational factors in Pakistani context. This study has discussed the shifting role of integrative motivation and role of grandparents in students' learning English (Chapter 5 and 6). This requires further investigations. It is recommended that more qualitative studies may be conducted to study motivation for learning English in Pakistan, in

particular and rest of the world, in general. It was a good experience in statistical analysis even though there was little significant change.

7.4 Contribution to Knowledge

7.4.1 Redefining Integrative Motivation

This study contributes significantly to the existing literature on second language motivation. Firstly, this study helps to redefine the role of integrative motivation in my local context and context of this study. The integrative motivation was explored on two fronts, traditional concepts and new concepts. This study contributes to the literature in terms that in my sample both old and new concepts of integrative motivation are present. Although the students would like to know about English people better, the students discredit the thought that they learn English so that they become or like British/Americans. They learn English in the hope that they would become dual national like British or even if the students wish to travel or emigrate abroad, they would like to be part of L2 setting in UK/USA where British or American Pakistanis have their own community.

7.4.2 Significant Others

The L2 motivation researchers have discussed 'Significant others', 'important others' and 'valued others' in motivation for learning L2 (Dörnyei, 2005; Gardner, 1985; Zhu, 2007). These include parents, teachers and peers. The literature however does not cover 'grandparental role' which the data shows is an important dimension to investigate in Pakistani context.

As has been discussed before that the role of 'significant others' with special reference to grandparents of students is important to take into consideration in Province Sindh. The family hierarchy holds grandparents in high esteem in Sindh. Most often the grandparents chair the family gatherings and their words are accounted to wisdom earned through experience from past and all years lived. What they advise or what they think, is normally executed without further debate or question. This is because, questioning parents in general and grandparents in particular, is not a norm. Following these assumption in my local context, I extended the research to include the role of grandparents in their grandchildren's' learning English language, asking whether grandparents motivate students to learn English or stop them from

learning English on the assumption that English learning is a sign of following British colonial pre -1947 values and therefore grandparents ask students' parents to discourage them from learning English.

7.4.3 Anxiety

English class and use anxiety have been widely discussed as factors that affect students' motivation to learn English. Through its qualitative data, this study adds that the political comrades, who are nationalists (belonging to linguistic groups), are likely to be factors that affect students' motivation to learn English. Therefore, this study adds 'political influence' to be one of the affective factors in the field of second language motivation.

7.5 Implications

There are certain implications of this research on ELT policy, pedagogy and practice which will likely provide some direction towards improving ELT scenario in professional engineering universities in Pakistan in specific and all other universities in general.

7.5.1 Ownership of English

As discussed in Chapter 2, English is no more the property of native English speaking countries. It is acknowledged fact that today there are more non-native speakers of English than native speakers (Kachru, 1992; Mansoor, 2005). This is why the students in my sample wished to learn English and identified themselves with English speaking community based in Pakistan and not with native British or Americans. In this regard, this is important to acknowledge that English is in process of indigenization in Pakistan and a new variety 'Pakistani English' is evolving as discussed by (Baumgardner, 2000; Mansoor, 2004 ; Mahboob & Talat, 2008 ; Pathan, 2009). Though the researchers have discussed Pakistani English morphology, phonology and syntax, no study has explored whether a focus on the shifting role of integrative motivation in Pakistan and a focus that English in Pakistan is used for integrative reasons and this integration is with the indigenous English speaking Pakistani community which speaks Pakistani English.

Secondly, this study has not explored the features or attitudes of Pakistanis towards Pakistani English. However, the presence of an indigenous English speaking Pakistani community in

my sample would likely be benefited if Pakistani English is acknowledged as a South Asian variety of English, and accommodated as one of the indigenous languages in line with Sindhi, Balochi, Punjabi, Pushto, Seraiki, and Urdu. Mansoor (2005: 347) is of view that English teaching materials in Pakistan are foreign, expensive and context-reduced, therefore it is important for policy makers to address the issue of 'identifying a local variety of English rather than British Standard English'. It is important then to recognise Pakistani English as one of the South Asian variety which according to Manoor (2005) is linguistically and culturally more relevant to teach in Pakistani English classroom than British English.

Thirdly, the study shows that the students who come to the university for higher education belong to various multilingual communities. This includes Sindhi (61.5%), Urdu (25%), Seraiki (6%), Balochi (4.5%) and Punjabi (2.3%). In the current context of the study, the students use mother tongue for informal conversation and use English or Urdu for formal conversation with their peers and teachers. 61.5% students report Sindhi as their mother tongue and 25% report Urdu as their mother tongue. In such circumstances, it is important for policy makers to keep the multilingual background of students in mind when making any policy for education in general and English language, in specific (Mansoor, 2005). Rahman (2002) Mansoor (2004) and Shamim (2008) and Coleman (2010) recommend that local and regional languages may be promoted in schools and colleges in Pakistan.

Fourthly, this study indicated that the students who come to the university are not confident about the opportunities to learn English with their English learning experience in the past in schools and colleges (Chapter 5 and 6). This lack of confidence with English learning is prominent in students who come from public sector and local medium schools. On the contrary, the students who come from elitist private schools such as Beacon House are confident with their English learning. This divide is based on socio-economic conditions which need to be addressed by the language policy makers so that the students both from public and private sector could learn English under a uniform educational system with equal provision of learning opportunities and facilities. The students in this study felt that they started off their English learning at university from different points based on socio-economic variables, but completed the course sharing the view that they were joining the community of engineers.

Fifthly, there is no fixed policy specifically for teaching English in professional engineering universities. There are four public sector engineering universities in Province Sindh of Pakistan and all the universities have a different English teaching syllabus. The English language teaching reforms project of the Higher Education Commission of Pakistan (Chapter 2) is already working to improve standards of English language teaching across the country. It would be of further benefit to constitute a body proposed as 'Pakistan ELT council (PELTC)' that could further be decentralised into English language committees for General and Professional universities. These decentralised committees comprising ELT faculty from the respective universities may be funded to undertake case studies on the teaching of English and based on findings propose some policy guidelines regarding teaching of English with a uniform syllabus and teaching materials. In addition, the PELTC may be empowered to work as a quality assurance and maintenance body of the teaching of English and all the ELT faculty may be encouraged to register with PELTC as the 'Practising ELT Faculty'.

The data of registered ELT faculty may then be given to each university so that the appointment of ELT faculty can be made with the recommendation of the PELTC. Normally, in Pakistani universities and colleges the English teachers are appointed by a committee comprising members from non ELT background. The registered ELT status of teachers will likely help the administrators to appoint the teachers based on the recommendations of the PELTC.

The study also showed that the students have anxiety about using English. The students felt that they are discouraged by political comrades based in universities to use English. There is no evidence in this study whether Pakistani English is to be declared as one of indigenous languages of Pakistan, however, if the language policy of the country makes provision for English (Pakistani English) to be considered as one of indigenous languages of Pakistan, it is likely that these political comrades may adopt a more positive and sophisticated approach towards the use of English on campus.

The engineering university students were highly motivated to learn English even after completion of this course. They felt that they did not make much progress in writing skills and needed more courses on writing skills especially on report writing and academic writing. It is recommended that academic and report writing courses may be offered to these students. For

this the ELT faculty of engineering university would need thorough training with the help of ELT experts trained from the technologically advanced countries such as UK and USA.

7.6 Conclusion

Based on the findings of this study, it is important for engineering universities to further improve the ELT situation in their context so that the students who are already motivated to learn English could continue getting support from administration and ELT faculty. L2 motivation fluctuates because of various internal and external factors including the language learning environment, therefore it is important for students to learn English, put effort into it and sustain this activity for a longer period of time. The longer they will remain in touch with the English learning environment, the more motivated they would be in using English. As the study suggests that the students learn English to be better engineers and acquire more scientific knowledge, it is important to provide them with all the facilities to learn English. If the syndicate and senate of the university allocated appropriate funds and administrative support, it would likely help to set up the motivating English learning environment in the university. The slogan therefore should be 'The confident and motivated English speakers make successful engineers'.

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Appendix-1   Questionnaire-1

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Questionnaire-1

Dear Participants,

I would like to thank you for agreeing to participate in my research project on the influences on why people learn English in Pakistan. This project is part of my PhD studies at the University of Glasgow, United Kingdom.

It is assured that your right of confidentiality and anonymity will be honoured. Please give your answers honestly without consulting others. You may choose to leave any statement unmarked or leave the questionnaire blank. If you wish, you may exercise your right to withdraw from part of this study any time before, during or after the research process.

You are requested to choose one suitable option in response to the each of the following statements. The questionnaire should take you about 45 minutes.

1=strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree,   5= strongly agree.

#	Please tick the best option for the following statements	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
1.	I wish to learn English to watch movies and read novels					
2.	I want to learn English so that I can know English speaking people better					
3.	I learn English to please my parents					
4.	I am not as good in English as my other classmates					
5.	I wish to put effort into learning English					
6.	I will continue learning English even if it is hard					
7.	I get along well with my English teacher					
8.	What I learn in English class helps me to use English in daily life					
9.	In English class I feel that I am learning something					
10	My English teacher wants me to succeed					
11	My English teacher tries to make tasks relevant for every student					
12	I don't do my English assignments or homework					
13	I prefer to use my mother tongue in English class even when my teacher encourages me to speak in English					
14	I learn English so that I can pass the English exam					
15	I want to learn English to visit abroad					

1=strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree,   5= strongly agree

		1	2	3	4	5
16	I want to learn English so that I can mix comfortably with British or American Pakistanis based in Pakistan					
17	I want to learn English so that I can become a successful Engineer					
18	I learn English so that I can access more advanced knowledge in the field of engineering sciences					
19	I want to learn English because I will emigrate to UK/USA for a better future					
20	Without English I can not get high social status in Pakistan					
21	I want to learn English so that I become part of the English speaking Pakistanis community					
22	I am learning English because it is the language of the Pakistani Engineering community					
23	I get nervous when I speak English with waiting staff at the multinational restaurants based in Pakistan such as Pizza Hut or McDonalds					
24	My grandparents think that English learning is a sign of following British colonial pre-1947 values					

25	I am learning English because I want to be like British/Americans					
26	My parents will highly reward me If I get good marks in English					
27	My parents encourage me to learn English					
28	I feel shy when I speak English in class					
29	My grandparents ask my parents to discourage me from learning English					
30	My parents buy me English story books and DVDs so that I remain in touch with English in leisure time					
31	I want to learn English so that in future I become dual national like British Pakistani/American Pakistani					
32	I fear that my fellow students would laugh at me If I made mistakes in English					
33	I can easily pass the English exam					
34	English learning is against the principles of Islam					
35	I think learning English will change my local Pakistani outlook					
36	English learning will make me more liberal in religious affairs					
37	I don't like when I see local Pakistanis speaking in English with one another					

No.	Statement					
38	I would like to have more English language classes than I am having now					
39	If I speak English people will think that I am not a true Pakistani					
40	It is easier for me to learn English when tasks are useful					
41	My English teacher gives me the opportunity to participate in the class					
42	I would prefer to spend time with English speaking Pakistani people rather than those who speak only Urdu/Sindhi					
43	If English was not a compulsory subject at university I would not have chosen this course					
44	I don't go to the self access centre to borrow English books					
45	I give extra time to learning English at home					
46	My parents will feel proud in Pakistani society If they talk about my English proficiency with their friends and relatives					
47	My parents think that English learning is not important					

Please complete the following information

48. What is your name _____?

49. What is your gender?   (a) Male   (b) Female
    (Circle your option)

50. What is your mother tongue?
(1) Sindhi   (2) Urdu   (3) Seraiki   (4) Balochi   (5) Punjabi   (6) Pushto

51. Where are you from?   (Circle your option)
 (a) Sindh (urban)   (b) Sindh (rural)

52. What do your parents do? (Circle your option)
 (a) Landlord   (b) Civil officer   (c) Engineer   (d) Businessman   (e) Government Officer

53. What is name of your department?
 (1) AR   (2) CRP   (3) ME   (4) CH   (5) IN   (6) MN   (7) MT   (8) TE

54. Where did you receive your previous education?   (Circle your option)
   (1) English medium Institutions   (2) local language medium Institutions   (3) Madrassah

55. **Were your educational Institutions**   (circle your option)
      (a) Public sector   (b) Private sector

56. Did you ever study English before coming to university, in: (Circle your option)
    (a) School   Yes   No
    (b) College   Yes   No
    (c) Private Tuition   Yes   No

57. How satisfied are you with the level of English you have achieved as result of attending English course in previous years of your education?
 (a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much

58. Did you enjoy your English learning experience in previous years of education?
 (a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much

59. How prepared do you feel for the university English language course?
a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much

60. In comparison with engineering subjects how important is English for you?
a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much
61. Would you like to be contacted in future for my research?
(a) Yes   (b) No

Thanks ☺

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Questionnaire-2

Dear Participants,

I would like to thank you for agreeing to participate in my research project once again. I hope you remember that I came to you at the beginning of your English course and asked you to complete a questionnaire for my research project on the influences on why people learn English in Pakistan. This project is part of my PhD studies at the University of Glasgow, United Kingdom.

It is assured that your right of confidentiality and anonymity will be honoured. Please give your answers honestly without consulting others. You may choose to leave any statement unmarked or leave the questionnaire blank. If you wish, you may exercise your right to withdraw from part of this study any time before, during or after the research process.

You are requested to choose one suitable option in response to the each of the following statements. The questionnaire will take no more than 45 minutes to complete.

1=strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree.

#	Please tick the best option for the following statements	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
1.	I wish to learn English to watch movies and read novels					
2.	I want to learn English so that I can know English speaking people better					
3.	I learn English to please my parents					
4.	I am not as good in English as my other classmates					
5.	I wish to put effort into learning English					
6.	I will continue learning English even if it is hard					
7.	I get along well with my English teacher					
8.	What I learn in English class helps me to use English in daily life					
9.	In English class I feel that I am learning something					
10	My English teacher wants me to succeed					
11	My English teacher tries to make tasks relevant for every student					
12	I don't do my English assignments or homework					

13	I prefer to use my mother tongue in English class even when my teacher encourages me to speak in English					
14	I learn English so that I can pass the English exam					
15	I want to learn English to visit abroad					
16	I want to learn English so that I can mix comfortably with British or American Pakistanis based in Pakistan					
17	I with to learn English so that I can become a successful Engineer					
18	I learn English so that I can access more advanced knowledge in the field of engineering sciences					
19	I want to learn English because I will emigrate to UK/USA for a better future					
20	Without English I can not get high social status in Pakistan					
21	I want to learn English so that I become part of the English speaking Pakistanis community					
22	I am learning English because it is the language of the Pakistani Engineering community					
23	I get nervous when I speak English with waiting staff at the multinational restaurants based in Pakistan such as Pizza Hut or McDonalds					
24	My grandparents think that English learning is sign of following British colonial pre-1947 values					

25	I am learning English because I want to be like British/Americans					
26	My parents will highly reward me If I get good marks in English					
27	My parents encourage me to learn English					
28	I feel shy when I speak English in class					
29	My grandparents ask my parents to discourage me from learning English					
30	My parents buy me English story books and DvDs so that I remain in touch with English in leisure time					
31	I want to learn English so that in future I become dual national like British Pakistani/American Pakistani					
32	I fear that my fellow students would laugh at me If I made mistakes in English					
33	I can easily pass the English exam					
34	English learning is against the principles of Islam					
35	I think learning English will change my local Pakistani outlook					
36	English learning will make me more liberal in religious affairs					

37	I don't like when I see local Pakistanis speaking in English with one another					
38	I would like to have more English language classes than I am having now					
39	If I speak English people will think that I am not a true Pakistani					
40	It is easier for me to learn English when tasks are useful					
41	My English teacher gives me the opportunity to participate in the class					
42	I would prefer to spend time with English speaking Pakistani people than those who speak only Urdu/Sindhi					
43	If English was not a compulsory subject at university I would not have chosen this course					
44	I don't go to the self access centre to borrow English books					
45	I give extra time to learning English at home					
46	My parents will feel proud in Pakistani society If they talk about my English proficiency with their friends and relatives					
47	My parents think that English learning is not important					

Please complete the following information

48 . What is your name _____?

49. What is name of your department?
 (1) AR   (2) CRP   (3) ME   (4) CH   (5) IN   (6) MN   (7) MT   (8) TE

50. Do you think that the English course at university has helped you learn English effectively?
   (Tick appropriate option)
 (a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much

51. How satisfied do you feel with progress you have made in each of the following language skills after taking English course at university?   (Tick appropriate options)
      Reading   (a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much
      Writing   (a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much
       Speaking   (a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much

Listening   (a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much

52. How satisfied do you feel with your over all progress in English? (Tick appropriate option)
 (a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much

53. In comparison with engineering subjects how important is English for you?
(Tick appropriate option)
a) not at all   (b) not really   (c) so-so   (d) quite a lot   (e) very much

54. Do you think you are going to take any English language courses in future too?
(a) Yes   (b) No
55. If yes, which courses?
_____

56. If no, can you explain reason? _____

Thanks ☺

Interview-1 Transcriptions *(62 credit hours were completed in From July 2010 Nov/December 2010) 15th Week of Course. Interview-1 was conducted in second week of course and completed in first week of August. There are 04 classes per week. Minimum requirement is 52 credit hours. However, teachers normally take extra classes until the semester is over. The credit exceeds 60 per semester.*

(A) Tell me about your English learning Experience so far?

1S1: sir ee It was not so good because sometimes we were interested and we didn't get chance to learn anything but then… we got the chance we were not interested. Sir.. I think It is based on the base umm. Your base should be good my base was not so strong when I changed the school I got some opportunities but I was not confident that much that I could go ahead.

1S2: Sir it's nice because I was in English medium school so teachers used to talk in English… teachers talked in English but then I just kept learning when I came in level up teachers left and level was down of English language…. it was about environment… I didn't get good environment in college there was nothing like English. Sir umm may be the environment… it's about teachers who can't speak in English.

1S3 when I was in school in primary classes it wasn't so good because It is like I belong to small town and there was no school but then I had good teachers lecturers there I had confidence to speak and write English to go to the dice. I had very good teacher he used to guide. He used to say whether it is correct or wrong just speak. So by that I got the confidence now today I can speak I can give presentations. In college syllabus was ok but.. Because my based was good I took part in debate competitions.

1S4 umm well my background is from private institution schools so therefore my English when I compare with students my English is better than them at university. I have been to various English institutions like Berlitz and got tuition classes. umm they have been wonderful as for their grammar and accent was concerned in school and college but at university I dun see that kind of standard. Ye due to the private sector and government divide there is a huge difference.

1S5 enmm English language.. my basis is sindhii and I will English learn . English is important life step for every student hmm..I learned in sindhi medium school and colleges so it is first time I am learning.

1S6 umm aa when I was in school the teachers taught grammar but not on language speaking power so I didn't hav e great experience in schools and colleges of learning English.

1S8 English language or any language is learned through practice but bad luck is we have different systems in Pakistan and standard and educational standards we have different courses so everybody has no uniform standard..i was from private from primary but situation was different in private sector and atmosphere was very good..during initial period I never understood my class fellows laughed at me but then I did not stop speaking right or wrong

and then I improved..learning experience was from 6 to matric..but then bad luck in college was there was no concerntation on English teachers used to give lecture in local languages not English..in college I didn't learn anything in English

1S9 I have attended English classes in my school and they were very good but in college and it was government college and they didn't concentrate on English than other subjects so I don't have good experience of learning English at college level.

1S10 sir my English language learning experience was very well I did my matriculation from beaconhouse and they used D syllabus and oxford syllabus used it was cool and awesome experience but when I came to college level I didn't have good experience because teachers are not well qualified and now I am taking English course at the university and it is gona be very useful for my studies..for now it is awesome and the teacher is very much hard working to help us improve vocabulary pronunciation grammar and everything related to English.

1S11 my English learning experience has been good I got education in English medium schools but I am not satisfied with teachers because they are teaching us on subject level on teaching plan sir I want to learn English more and more to broaden my mind and communicate English people.. I am not concerned what they do or what they are I am concerned with what they have done in different fields..I am deeply thought that English people are doing something every new inventions coming from tat people and I want to learn English…English language environment was good at college we had two English labs in college but teachers were not enough from 5 th class to inter level and we were bored we wanted faces and new thoughts..they put their thoughts in our minds.

1S12 first of all thank u sir for making me part of your study..my English learning experience so far has been good. I enjoyed my learning English the main reason is that I can communicate I can deal with people..school college was bit low level but it is good for educational standards in Pakistan..my own experience in school and college has been good… I got good teachers faculty what we can say that environment of English learning classroom was good so that we could communicate and share our ideas with each other.

1S 13 well sir emm all experience I had from school life was good but it has not been helpful because I was from small town so teachers weren't good..at school there was only focus on grammar and nothing on spoken..so it wasn't so good..and I didn't attend college I was in government school..I got as much from teacher as I could I also took tuition he encouraged me to read newspapers to watch movies..at for my university experience I have just started but it is very good teacher is teaching us proper way and he is helping.

1S 14 emm I had the English learning experience from my teachers and from the learning centres they give me opportunities with persons from British who talk English that was good for me…yeah it was good I had more from school and college they gave me learning and helped to talk English and they helped me in reading of books and they gave me good opportunity.

1S15 language learning experience was struggling and hard because I m from middle class family and my parents are illiterate ..I didn't learn anything from parents side but then I realized that without English I can't move..I started my learning and with that dedication I

had a craze that I had to learn it and now I have learned it..my previous school and I was from private school and college teachers were amazing and had good environment of English learning and I improved..

Based on your English learning what will you say about your expectations with English learning at Universtiy?

1S1 : sir actually our teacher is very polite. She gives everyone a chance to speak in the class we have that environment and chance to improve English. I will say 50 percent it depends on teacher. The teachers are more capable they influence us to learn more. I am interested in the course but I am not sure If I am prepared.

1S2 Sir learning English at university is important. it helps us to build confidence in future.. we need it for job. it is important now a days to speak in English. With this course I think that we might know more.. we might have more confidence better than now. No it is just confidence for nothing, I want confidence and it is symbol of confidence to learn English.

1S3 In university in the beginning there was no scope for English no subject of English was there. Other subjects were in English so I had no problems. But now we have English as a subject and I want to learn a lot. I am learning now

1S4 since I have done a lot in school in university m not expecting that much to gain but let's be positive teachers in face are nice.

1S5 I think eemm English learning program and centre is important for every university. it is for students help.. and important of students to learn. For important future for a student is is important to learn English. It is important that course should help us in future career and help us in studies.

1S6 umm it was our teachers in university help us in learning English and encourage us they give us time to communicate in English and they ask us to give presentations and projects in English so there is good expectations. And there is a difference in learning English at school college and university of course.

1S8 My expectations are too high but I don't think it will be met..in university I think whenever anybody speaks in English others specially (political comarades) will say I am showing off. Even in English class they force to speak English but students prefer to remain quiet than to speak English..it is bad luck

1S9 English in university is great in engineering points of view and all subjects are in English so it is necessary. it will help in way that if we go for interview and communicate with directors officials in English. So I expect it will prepare me to communicate effectively with my future employers

1S10 the course is totally great and we are getting books from library and getting information..and teacher is great and he is delivering everything in English because English is important language of 21st century..the environment in beaconhouse was awesome but college not good at all..the syllabus of college was from local board and it was not useful

1S11 at university it is pretty good well I will say..our teachers are good at university..I am in first and you are taking my interview and sir it is my honour to talk to you…this course will help me in future it will help means I want job they will talk in English and English is best and we want to communicate so that's why

S12 emm as compared wth school and college learning English at university I s higher level in m opinion English learning at university is very important for me..past was the based but now we need pillar of englihs..and university helps us and identify our needs..my expectations are v high but throughout in initial classes I think my level is up in comparison to other students..

1S13 expectations are good because teacher is good..he is emphasising on reading he is emphasising on writing listening and speaking so he is doing everything to help us..and I am very much prepared to take this course and I am willing too.

1S14 I am expecting from the higher teachers in the university coz they are giving more information about uni environment and they give more information from English..now I want to do learn more and to speak English very strongly and it is my expectation

1S15 my expectations are v broad and high because before coming I thought everybody would be speaking in English and there would be v good English speaking environment.. but then I found v different situation at my department level….but then whenever I saw ELDC department then I found that environment is good and power to improve our English..
   (B) What do you think are reasons of learning English?

1S1 Generally in Pakistan we learn English because we have to get jobs even so many people are willing to go abroad so that have to learn it. Sir Its different rations are there. There are different thinking's some say it is for job for passing examinations some for going abroad. I am doing it because I am interested. We also learn it because it is language of Pakistani Engineering community.

1S2 In Pakistan it is important to learn English …be people think low about u when u don't know English or u don't speak English people think that you are not educated. For job and ..Going abroad like for just talking anywhere like even for net English is used. I watch movies and I am interested in English. I listen to English songs but I don't read much.

1S3 Generally I think it is way to communicate to everybody whether u r in high or low society if u know English u r comfortable and confident and respected. Umm being an architect it is important to know that. I don't know how to speak Punjabi or other languages but it is important to know English to communicate to my client. I do listen songs watch movies it helps me lot to learn and I have learnt already so I can get what they saying. It is also important for job and career.

1S4 generally the reasons I guess like when I see seniors star learning English that started like that but it is need of generation in current time but when you speak fluently it shows your status what I think.. as for as at university all papers are English u can't do well in papers as for as engineering is concerned all engineering is in English we need to grasp of it. In Pakistan it is not language of Engineering community but yes if someone goes for higher studies like

PhD abroad then they would need English. I mean I don't like reading novels I watch movies and listen songs I just I guess student should know how to speak and write English just for passing the papers

1S5 because every subject is in English and when u know well English so u r successful in future and and subject and u understand subjects lecture easily.. you listen well u will try to learn English

1S6 I think ee English is an international language and it s good for us its purpose is to communicate something to others there are too many foreigner s in Pakistan and clients ask us for projects so we have to communicate like Sudanese etc. yes it is language of engineering community..ti job we have to earn English and after 5 yrs I will go in professional life I have to speak in English and I should have power of English to deal my clients. I am not interested in movies and songs I focus on newspaper and English newspaper I read it and understand it.

1S8 Every language has own charm and English is international language if we are in Pakistan or anywhere there are educated..we can survive in every environment regardless of profession if one knows English so it is important to learn English..Our all subjects are in English and what our notes or books are saying we must know English it is important for student..Being engineer it is basic thing.. the strange thing is that even if we are good engineers, know about our field but we don't have good English we cannot survive in that environment..If we speak local languages the employers will think that we have just learned technical word in workshop or low graded shops but have not acquired degree or our degree is fake.. I have option to emigrate abroad but this is not my aim..but if I want to be part of multinational I need to learn English because every bylaw, every tender notice everything is in English. Yea I am not interested in movies or music..the sole purpose of mine is to be recognized in society so I need to learn English and I simply don't wanted to be regarded as uneducated and illiterate just because I don't know English and I don't have sufficient knowledge of English

1S9 It is necessary in Pakistan and in whole world the people learn English to communicate with friends teacher friends and employers.. English is common language and it is sign of unity among people in Pakistan as well as in the world…sir from engineering point of view engineer must know it..if he gets selected there he is gona need it..it is language of engineering community.. Based on mood I read novels on internet.

1S10 The reasons of learning English as this time world is going fast and inventions are being done so it is because of necessity to learn English..it is necessity for every human being..it is language of community of engineers..it is for every job interviews tests lectures everything is done in English…I watch tv and movies and read English books infarct all books are in English so it is become integral to learn English

1S11 the basic reason is to learn English for job and career little.. but then learning only English does not guarantee job..our subjects are in English so we learn English through them..of course it is part of Pakistani engineering subjects this is era of engineering and all engineering subjects are in Pakistan if we are weak in English we won't be able to communicate with high profile people..I want to learn English only to communicate to English

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people and my basic thought is if I learn English I go there and I feel I want to know what thy are thinking about us not for job or anything else I will come back to home but I want to know what English people think about us...

1S12 actually Pakistan is country where poverty is increasing day by day and to decreasing poverty and increasing literacy rate learning of English is very important..learning English helps us to deal with international world...simply to communicate and deal with international community and the we are the engineers and the engineering community speaks in English...it is language of Pakistani engineering community because all the engineers and go through the research work which is in English..it is language of the engineering council in Pakistan and language of the engineering community..I mean Pakistani community in Pakistan speak English but professionals speak more..Common people speak local languages.

1S13 there can be many reasons how we use English whether we want to communicate or would like to be shown as respected person in society but as for me as I am going to be mechanical engineer so all the work in English so it is international language and we required to be good English..i learn English because I love to write read and listen English that's why I learn it....it is helpful for job for presentations and meeting all things will be in English..and for immigration English is important..i want to part of Pakistani engineering community. I think so it is langue of Pakistani engineering community.

1S14 reasons for English language for to talking to British people and reading newspapers dawn like young world and collect information from net and to understand English people and people form other countries for networking..emm when I will go to the interview for job they first see my expression my personality and my talking and if they are impressed by my English and they will give me benefits in salary and benefits..it is language of engineering community..I am also watching movies of the British and the television.

1S15 amm the general reason I learn English I want to improve my personality I believe that If I lean English I will improve personality.. my talking and walking style will change and I decided to go abroad and I want to speak like foreigners..i want to be part of engineering community..engineers don't have to only for one language community and he has to work for whole the world so it is v necessary to interact with people who speak in English and there must be great requirement for those engineers who can interact in English and can deal with people......ye it is also reason that I am very fond of watching English movies and songs and by learning English I enjoy bolloywood songs and pictures

Tell me what is the role of your parents and grandparents in your learning English?
1S1 Sir they are so much supportive because they didn't get too much opportunities in their lives so they want me to do it. They are encouraging. If I ask for any books newspapers even if I say for going for English language centre they help me give money. They also feel proud of me when they talk about me in English community.

1S2 My parents encourage me a lot especially my mother she always promotes me I am little afraid but my mother always helps me. They just make me understand I must not feel afraid.

Whatever I say for learning they provide me like books Cds. my grandparents promoted me a lot now they are no more but my grandfather used to encourage me a lot in English learning 1S3 the role of parents is v nice they help me and encourage me they sent me best school college and English language courses cd good dictionaries and cds for learning English. They feel very proud when I tell them I speak English and give presentation. It pleases them so I learn it too. When they were alive they were happy English is symbol of confidence so they were happy my being confident.

1S4 well my grandparents neither forced me no restriction if we spoke English they felt good. My parents really want me to speak in nice manner so they encourage and my parent sent me to private institutions for English. I won competitions. Yes I said bertilz I have been twice

1S5 yeah umm our home plays important role in helping us English coz my parents think of good future for us so they are v supportive.

S6 actually aa my focus me to learn English aa as I belong to small village though my English is not good yet but our uni teachers encourage us give us time and they help us gain good experience of learning English. Yes encouraged us they give us topic to present in English and give reward. I do learn it to please my teacher. When I was in matric they bought me English guru and asked me susi u learn it and gain know and..they fund my studies and sent me to centres

1S8 my parents have great impact on my life they always encourage and provide me money wherever I want to go and study.. They paid above than their capacity to help me learn English..In Pakistan there are language centres in every street but they don't have any good teachers and standards..they could be improved by atmosphere..we cn improve our English by creating atmosphere...my grandfather died but he always encouraged.. Anything I ask my parents they [provide..Specifically about English language if I say they always provided..if I needed any books of English they always provide and encourage.

1S9 My parents suggest me to learn English because they think it will help me on every stage of life but my grandparents don't suggest me...no they don't suggest and encourage me..all others cousins, brothers etc encourage me..our whole family is from Pakistan and we are sindhiz so they think that we should speak sindhi...my parents give me net facility so that I can talk to people in English and I read novels and newspaper or watch BBC..my parents feel proud when I speak in English and they feel I am successful in studies .

1S10 my parents and grandparents both encourage me and my father encourages me to learn English as he is doctor so he understands that English is everything in this century..he convinces me to go abroad for higher studies and I am going to do masters from London. I am going to need English for my future studies and interacting with people there in foreign countries too..they give me money to learn English they arranged tutor for me to learn English..Overall they re very supportive of English..my grandparents are so old but they always encourage me for learning English.

1S11 my parents are keen that I learn English..my father said once my son listen my advice read English newspaper to improve ur English from that day I have been reading ..in 2007 my article was also published in dawn news..they help me in everything in life..if I want admission in institutions or any kind of learning and they gave me fee and asked me learn it...my

grandparents also want me to be educated..they were very keen to see me learn English for future…this is little bit on our side that our past with britishers they they were our masters but that is thought of our elders not ours our era is different and we understand importance of English that without this we cannot move. But slowly and gradually they will understand too.

1S12 my father and my mother are very interested in my learning English..aww my grandparents my parents told me that they were appreciative of learning English they helped me guide me care for me look after me and guide me throughout my career specially English because they know that because of English I am going to make it..they think that I will be good engineer if I am good in English..English is beneficial not only for me but my professional community me and internationally…they look after me for my own English guidance they bought me cds books and they helped me improving my communication skills.

1S13 my father has been very helpful to me in speaking and related whenever we wanted to learn English he provided books videos and reading materials and gave us support in reading and talking..he himself is good speaker of English ..i haven't seen any negative type of attitude..my grandfather encouraged me also..last time I had an interview with DDO officer who is friend of my grandfather he very much appreciated when I spoke to him in English..my grandfather was very happy and he said that my grandson is very intelligent because he can speak such a good and fluent English

1S14 emm exactly I am telling u that my parents are and my grandfather are living in village and they are not interested because they don't understand English I am in city so I need to learn English it is important tof me not for them..I dun have any encouragement from my parents…yeah it is ..in our country the persons who talk in English they will be in high level and they will have more respect

1S15 my parents are illiterate and my grandparent died..then there is a v nice behaviour but my parents always encourage me and they feel glad when even I speak one sentence in English..they are v encouraging parents when my grandparents were alive they would always encourage me…when I need anything like books cds..i told them these days internet and computer are v important for learning English so they even arranged anyhow thought they didn't have money..i always feel proud

What is the learning atmosphere in your English class like?
1S1 Sir it is very frank all time matlab (meaning) everyone has chance to speak. Sir according to me colleagues are interested and serious about learning English it will help a lot.

1S2 its so frank eeh everyone has chance to speak we always wait for English class so that we can open our ideas.

1S3 very superb and v interesting. Madam gives us time and she encourages us a lot. Give us time.

1S4 in university well sorry to say all English students are not encouraged they speak sindhji or urdu.

1S5 umm every students speak in their mother tongue sindhi urdu but some people talk in English to each other in English

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1S6 umm some of teachers in English speak in urdu but our mam she always speak in English and asks us to give answer to speak in English.. she gives chance to all students to not one or two students but almost all the students.

1S8 English class the teachers are good but students are not of that calibre of understand..All the students sit in English class like dummies and like deaf and dumb..They refuse to speak they prefer to keep quiet in class then speak in English

1S9 sir English class Is totally great atmosphere but when students aren't in mood then they make noise so teacher adjusts in that atmosphere. We are like brothers and we don't have any problems

1S10 the English class environment is good not better though because the back seaters are always noisy and professor we got is great personality and he makes us understand and helps us improve our grammar and vocab

1S11 if w have proper atmosphere of English we learn English..in our classroom classmates are not doing or talk in English..they always say if we speak English we will look like 'angrez' so that's why we are not progressing fast.

1S12 English class is very good class because teacher entertains us with different things he gives us topics and gives us time to communicate..and he helps in presenting our group ideas.

1S13 here it is quite good but need more polish creating an English environment..that.emm students have less confidence in English they are shy and they haven't spoken in English in previous years that's why there are shy..i have been using English and I am confident..

1S14 emm in English class our teacher take us in group or talk in group..and we exchange feelings and environment to each other and it is good environment..

1S15 English class there is v good environment best..most students are away from activities and they don't participate in activities that's wrong thing..

Tell me what kind of tasks you do in your English class?
1S1 there are tasks related to articles vocabulary. Right now we are writing articles.

1S2 They are many tasks like articles vocabulary making portfolios they are different act ivies

1S3 till now I have participated in newspaper articles presentations I try to participate in everything group discussion.

1S4 yea presentation discussion there are assignments etc. well I speak English as I speak Urdu or sindhi so I dun find any difference I feel as if English is my language.

1S5 umm yeah class presentation group discussions. Any topic discussions, current affairs on Pakistan and I take part in every presentation and question

1S6 yes case studies and group discussion..we take an interview from other person and we collect the questionnaire and they give answer to that and we present case studies in the class in English

1S8 we have group discussions and presentations..we were five group members but only two were discussing others were quiet.

1S9 presentations. Grammar and vocabulary I purchased book to improve in pair and group work.

1S10 fulfil assignment presentations on multimedia and debate competitions

1S11 in our class our teacher is v good he always go for assignments group discussions.

1S12 group discussions, presentations learning emm going through literature and functional and many more things

1S13 we are doing on vocabulary and enhancing techniques..like mam gave us articles and take out difficult words working on homophones..we did it individually..Discussions haven't taken place at the moment.

1S14 ok I am talking emm titles of the Dawn news and I collect and make assignment of that umm I take lecture frm them and I give information to my friends..in pairs and groups we do it.

1S15 our teachers give very good tasks like words, articles and vocabulary and structure of sentences..she says this way u can u can improve

What do you think about balance of English and Engineering classes?
1S1 I don't think there is question of balancing you have to learn it. There should be more subjects. At the moment this is fine. This is base we are getting. Next level we might need something.

1S2 I think English must be in each term it is not language to leave.

1S3 because of English I am able to study other subjects if English is weak so I can't learn other subjects. Personally I think English is subject we keep learning in all your life there must be more subjects.

1S4 uhmm well I guess it is enough.. Students show their interest during semester so I therefore it is ok. I think we are focusing on grammar and not on speaking or writing in that case English is ok for a semester but If courses are introduced for accent and writing then there should be more ssujects.

1S5 yes there should be more subject. No balance is not okay. Every subject is in English so it is difficult to understand English. There should be more

1S6 English is important as other subjects.. English is our mother tongue and we can speak in English in our whole life we can't say it is for one semester it is or whole life..There should be more ELT subjects and credit hours for us.

1S8 Our all engineering subjects are in English and they both are equally important. since nursery to Intermediate (grade 12) we have English in every class so I don't think but I think there should be good atmosphere our teachers should give lectures in English and I think there could be more interaction with English language teachers during our 4 years bachelors degree in Engineering.

1S9 it is ok that English should be in one semester and I don't like English.

1S10 no no it should be in all eight semesters because it is being used worldwide..Pakistanis do not know how to correctly pronounce or use correct vocabulary so English should be present in all eight semesters during our studies

1S11 yes sir it is enough because from kg to intermediate we learn English and we also take classes this is enough.. Balance is ok.

1S12   there is no comparison..English is international subject and actually engineering is based on English...balance is good..Every engineering subject in English..

1S13 well I think that there should be more English classes in semester but we have to learn mechanical subjects too but it is important to take out all minor subjects which are not important and emphasis on English. I think there should be more subjects till third and final year.

1S14 yes it is..but it is very low for engineering..if you struggle more you will get more..yeah I want to hve more subjects..in engineering all subjects are in English..

1S15 all subjects are in English..even the lecture delivered in English so we keep listening it....no balance is not ok it should be all over BE..it is only first term and it is not enough

Tell me what is the role of your teacher in your learning English?
1S1 she has one thing everyone has to participate. This is the thing that encourages us to participate in the class. She gives us homework, encourages. Ok you are making mistakes go ahead you l learn it. She says v good (praises).

1S2 she promotes a lot and she encourage a lot first we thought we won't talk but now our ideas are changed. She just praises us and tell us to speak wrong or right we have to speak.

1S3 the role of teacher in university is great. She praises gives rewards and I learn it sometimes to please her I take part in act ivies we get courage.

1S4 um in university we just started but they are trying their best ..if we see students status they are from government sector and rural villages so teachers have to take everybody along so they are trying their level best. They should reward though they are not giving teaches should be doing this they should encourage students but basically students are not showing interest. In future if they did I would let you know

1S5 umm role of our English teacher is v good he motivates every students and every students takes part in every activities umm he helps us. Yea he encourages every students and gives reward.

1S6 please teachers and they help us reward us aot..reward, award help support.

S8 teachers always have great impact on students lives even when kid goes in nursery class teachers always do things to help..Teachers encourage a lot..even in Christian school there was good English class...our teachers try to create atmosphere but students don't understand..she sometimes gets angry and says that how will you improve English if you don't speak now..they prefer to be silent in the class.

1S9 teacher guides us in great way and he guides us and supports us.. Teacher is like mother or father who helps us speak our mother language so teacher is our parent who helps us speak English same way. They bless us like our parents. And pray for our better future.

1S10 he is great he assigns us to purchase books to improve our English and pronunciation increasing our vocab and he makes us understand everything whenever he is in class he always goes for presentations and discussions and gives presentation on multimedia..he has a craze to help us improve our English on any cost..he gives us good reward he never discourages us he always encourages us and when we make mistakes he says 'better luck next time' and it is not a great problem.

1S11 they encourage us in different ways sometimes they reward us they ask us to take tea with us on good performance on writing or presentations.

1S12 actually our teacher is.. he has great rules for learning class and he modified our English and tells us to communicate as much as we can..With great confidence he tells us not to be overconfident in the class and share ideas with us..our teacher says that everyone is equal I don't think that I m superior or other is inferior we are equal and we are learning together and credit goes to our teacher.

S13 teacher is v hard working and emphasising and she is doing everything to help us.. Really emphasises on and strict behaviour to those who are not doing any assignments. She praises a lot and encourages...yes sir because ever teacher thinks that if I am working hard on students he should learn something so I do my best to make my teacher happy to learn English.

1S14 emm he is always talking in English and says to others in my lecture never talk in other language and it is not good for you...emm she always makes us work in class and we do it..ye there is a family environment in the class..she praises and encourages us in learning English..

1S15 my teacher is very good and she is playing very crucial role in developing my language skills. He not only improves our language but mostly students are not interested she tries her best to improve our language..she encourage us a lot..she told us the trick to improve our basic and then go forward...she also praises alot

What do you think about learning English in relation to Islamic principles?
1S1 Islamic principles don't impact anything. I don't think it changes anything

1S2 It don't affect Islam Islam is a religion and English is a language it doesn't affect. No they don't intermingle and they can't intermingle.#

1S3 I don't think it affects Islam by learning English or going to foreign countries it doesn't affect these are separate things. Even I can convey my religion to foreign people through English and If I know English I am doing service to my religion. I can convey and learn more books in English for Islamic religion.

1S4 a well this is kind of foolish question see there are number of Muslim residing abroad what I think they are more Islamic than us or English doesn't matter as for as religion is concerned religion has no boundary but it does not affect.

1S5 I think no.. Thoughts don't change.

1S6 I think English doesn't affect islam if we are serious in our religion it won't affect our Islam.. I think just my thinking is that....

1S8 Islam emphasis on learning of many languages. Prophet (BPHU) the sahabia karam (followers of Prophet) were sent to different places and countries to learn different languages so that Islam could spread in those countries too. If they didn't learn other languages how could Islam have spread in other countries. I think same is the case with English, I think English is the most powerful instrument through which Islam can be preached and It won't affect our religious principles.

1S9 actually Islamic principles Islam in Arabic and English is other thing..if you r taught English it is not necessary that you forgot Islam or If you learn Islam it is not necessary that you have to leave English they both are different things..it is not necessary to go liberal. Many Islamic books are in English like sahi bukhri tranlstion (Hadiyth of Prophet Mohammad SAW)

1S10 no no religion is another and language is another thing there is nothing to do with any change..

1S11 Islam can't stop to learn English or any language basically language is to communicate only if we are if we go abroad and speak and look like them it is not Islam..Islam permits for studying for communication only only for knowledge..not for being like them..but English doesnot affect Islam at all

1S12 Islam haven't said that English learning is bad our Prophet (PBUH) said that learn as many languages as you can so that you can communicate with other people so Islam does not ignore other languages.

1S13 well you know that English is international language and take Islam in other societies it is important to learn English to present our Islam in international countries..it doesn't affect It is way of communication what to say..I think it is not taken in negative sense in our religion

1S14 emm in Islam principles it is for the umm if you go abroad and you talk to people about Islam how can you tell if you don't understand English..you can tell about Islam and peace and knowledge if you understand English you can satisfy other persons about Islamic things…umm I am always obey prophet PBUP it is emm good for mankind to obey..HE says

that if you learn anything u should transfer to other persons by others but if you don't know English we can't do it.

1S15 there is a relation between English and Islam..Islam does not stop us from learning many languages there were many people who knew 7 to 8 languages and English was included in it..Islam is a v much forces on learning and English is not forbidden thing.

What do you think about English in relation to Pakistani Identity?
1S1 but it does change Pakistani identity. There is misconception about Pakistani when they can speak English very good so other might think that they don't belong to Pakistan. I can't say much about this.

1S2   no It doesn't change. Just for speaking it can't change outlook but It can change thinking. It brings positive change.. we feel confident that we know something.

1S3 I don't think so I am Pakistani and I am proud and I dun think it does not affect it creates standard but don't affect ur personality it builds image.

1S4 umm well people in Karachi or big cities people speak English in Hyderabad I don't find many people speaking their accent is not good.. English speaking is not linked to Pakistani identity because people don't know how to speak English they speak local language. But when you speak English people think you are intelligent the image of the person who speaks English is always good though he is duffer in other things.

1S5 Pakistani identity changes we become westernized. When every thought is changed and language is international language..American or European you know well English we visit out of country..so my culture and identify changes.

1S6 yes aah it becomes ..If we learn speak frequently If we speak continuously our way of dressing way of speaking and our standard will change.

1S8 Pakistan we have English as official language and it won't hide our identity it is our official language.

1S9 it depends on human being..If our outlook is different it doesn't mean that we are looking like foreigner or if we are wearing shalwar kamez it doesn't necessarily mean that we are sindhiz or Punjabis..Language doesn't change ur culture or identity at all.

1S10 no it doesnot change it simply shows that we are educated and if we are able to write or speak English we are shown as we are educated and this doesn't depend whatever we wear..it doesn't change our identity.

1S11 yes..if we take English as for communication purpose it is ok but if we take it very much seriously and look like 'angrez' people that's not ok..if we learn English to communicate and what we have in our minds and inner body to show them..we have to show them we are this..some people change..Alhamdullilah I look like Pakistani and I am good in English I don't change my Pakistani outlook.

1S12 English language changes our thoughts and views and it gives us thought to how to improve our views and look after views around the world it changes our interior and exterior and it is positive.

1S13 no no national spirit always remains in heart we are Pakistanis we will b Pakistanis.. world is going ahead and we are still behind so we hv to do it..It doesn't affect Pakistani image but English builds Pakistani image rather..we will be known in Pakistani if we spoke good English.

1S14 umm it is emm relation with person with English and that..our dresses are changing because they want to encourage our mind and our activity and our personality because if we change our personality our thoughts change and this change id very positive and I will remain Pakistani I wil not change my Pakistani identity .

1S15 emm English language learning in relation to Pakistani identity is very important in Pakistani mostly from erra 1999 to 2009 people were encouraged…English learning improves my ideas my personality..i want to speak and I want to think in English and it will not change my Pakistani identity.

Tell me how you work on your English to make sure that you make progress?
1S1 Sir I read

1S2 umm I just listen songs and I watch movies just this and..

1S3 I do read books and read stories books novels watch movies. I also study vocabulary even on my cell phone to learn words.

1S4 umm well I don't do much but I speak as if I speak mother tongue but I feel my listening is not powerful but I don't think it is that important. I normally don't need to assess it.

1S5 umm progress in English sir..I try to watch movies to understand and read dawn and I go to ELDC and watch BBC and listen songs. I try to listen and understand

1S6 I think English language increasing our standard and that makes us prominent in all over including my class. If I speak good English my other fellows will think I am the prominent student in the class and they think that I am great student. It gives us confidence. Media helps us to speak us net and computer…If teachers convey their lectures in English it will help us improve our English

1S8 If I or find any hurdle or hardship I don't refuse to ask for help..I feel problem of accent which I don't get..I think I can read newspaper and understand my subjects..When I talk to person more educated than me I assess my language skills and think that whether I need to work on English or not

1S9 I work hard..I improve my grammar my grammar is weak my pronunciation…I check my English by talking to high level professors on internet and some other people who speak better and my colleagues who's English and pronunciation is better than me.

1S10 I just purchase books for grammar to improve my vocabulary and my speaking my power is low so I can't compete ...I talk to my professors and friends who are abroad and talk to them..but still they are little bit better than me..I feel confident and I don't feel anxiety or I feel shy..whatever I am sure God is going to help me out

1S11 sir see you are taking my interview..this is my progress that you are interviewing me..I read and buy books and in one or two weeks I will improve... I read English newspaper I frequently progress..

1S12 emm to make myself feel that I progress I watch cartoon and movies read novels and read dawn and that is big achievement of Pakistan tat it is being published in Pakistan

1S13 to me ..I have learned English and I have watched lot of English movies ..When I was young I used to watch action movies.. Now I watch all kind of movies or drama type of movies it gives me good pronunciation and vocab

1S14 I have umm shown in my environment I have little more confidence in my spoken English..yeah I am talking to few people through mobile and chat and use internet with frens in English and I assess like this

1S15 English language...I I from my 6 class I have improved English from internet and computer I had craze even I find paper of newspaper I always find meaning and I use it in speaking English..This way I progress

Is there anything else you want to say to me about reasons of learning English?
1S1 I think we will be on other level after this course. My English would be good after this course. It is lack of confidence which is problem in our generation. Our teacher encourages us this helps us building our confidence. (Thank you Marvi)

1S2 my grandparents promoted me a lot now they are no more but my grandfather used to encourage me a lot in English learning. I think it depends on environment u make it like illiterate people it will not be good. It depends on environment how you make it.

1S3 I think many reasons to communicate standardise myself to build my image to make me more prominent in the class and encourage me give me confidence among people, other students also learning if their base is not good then it is not prominent English makes prominence and it makes my future bright.

1S4 just because one should or has to study well. In environment where English is common or abroad or one need to make ones outlook better one has to learn English.

1S5 umm yeah it is also important for going abroad and visiting foreign countries.
1S6   I think reasons are we can improve our professional life not the student life only..that's the main reason to learn..to communicate our ideas our work that's the work to learn English.

1S8 learning English plays great role in life we can be successful and it is key to success ..in government sector people have good English and they are being honoured because of this language proficiency. So for high social status and career it is important to learn English.

1S9 emm learning of English main reason is it helps us in every stage of life from school to any level so we need to learn English.

1S10 English is necessity and everybody nationwide should learn English because it is worldwide language..it is most necessary to learn English

1S11 sir..Learning English is good my advice I think that only we are here to read English or study English..and English is only for communication and for nothing else

1S12 to communicate to deal with people international and English is language of engineering community so that we communicate with them we have to learn English

1S13 aww..I don't think so..

1S14 yeah there are more reasons if we study English books it is good for us..Two or more persons talking in English and we can't understand and it is shameful for us if we can't speak in English..

1S15 yeh English learning is v important and my learning is example for others and I have struggled in hard environment so everybody should lean English whether the environment is good or bad you have to struggle and learn it

End of Interview-1

Appendix 4
Interview -2 Transcription (62 credit hours were completed in Nov/December 2010) 15th Week *of Course. There are 04 classes per week. Minimum requirement is 52 credit hours. However, teachers normally take extra classes until the semester is over. The credit exceed 60 per semester.*

(A)
What will you say about how you feel about your overall English learning at University from when you entered the course to now when you have finished your course?
2S1: sir experience was very good I think because the tasks we were given out writing speaking in the class because of this we were encouraged to read a lot for me it was encouraging because I am much confident. Course was helpful.

2S2: for me it is the same experience as I was as I am. No change

2S3 umm before starting my course I had litttle know of english but now I have much more knowledge like how to speak write how to correct my grammar how to present myself. I was given many more tips given by teacher and this has helped me increase my confidence so I have improved a lot.

2S4 sir I can't find any progress in language I haven't made any progress I won't say it is good or bad.

2S5 umm I am very well with English now and I think it is important for every one if every person knows English his future progress will go. Umm I have improved in reading and writing skills and I try to read magazines and listen video programs and I am good now I wasn't before.

2S6 actually I feel that English learning is most important in life in Pakistan after coming to university I have improved myself by presenting in class by speaking and reading novels and reading Dawn etc..enmm actually there is no difference I think so..not at all..but the change is that I have improved myself I have better English speaker after taking this course.

2S8 there are two different experiences my past which was very boring and not useful and now at the university. Here at the university the teaches are v competent and they wish that students should cooperate with them but unfortunately we don't cooperate.. the students escape from hard work and they don't get good ideas. This course was very beneficial for us we have tried a lot..but we haven't got full benefit of it. Teacher was very cooperative and she was already very happy to help us and we were lazy.. there are very major improvement present in us though we were not punctual..in every class there was new thing for us to improve our English.

2S9 when I entered the university I thought my English was not good but now I feel I have improved I can write letter paragraph précis in proper way many more things about English before this..Before university I didn't have language power

2S10 In start I didn't think that English is important subject for our future but now after completing the course I think it is important course and English should be taught in all eight semester presently it is done for a semester only..we had great knowledge of English and our

guide our teacher sir shaukat helped us a lot who has good vocabulary and great talking power.

2S11 now I am I have improved because this course was helpful for us and for our improvement.

2S12 actually I had some views about learning English that it was very difficult language but now when I have finished my course I thought that it is not difficult it has become easier for me to understand and learn it and I have learned more in comparison when I entered

2S13 well when first time when I came to university I had many problems regarding English I lacked vocab and lack of confidence speaking and writing but I took my English course I got confidence and regarding grammar vocab, pronunciation, reading writing and everything was helpful.

2S14 I am very happy and I will appreciate my teachers to encourage me in class in previous classes I was not good in English now I am better in it.

2S15 when I came to university my English was not so good but now I feel confident.

(b) What were the most helpful aspects of English course at University?
2S1 It was again the tasks course topics different writing skills portfolios group discussion group presentations now individual presentation were very good. We were not confident at that time matlb (meaning) we can't speak at that time but now we can talk confidently.

2S2 the way of teaching was I think effective. Actually way of teaching was only effective. Activities we are having class discussions portfolios etc.

2S3 it was helpful on grammatical point of view I was weak in grammar so I have improved a lot.

2S4 It don't think there were any. I think I belong to private background and it is government background other students are from government that s why I think I don't think there is any progress.

2S5 She speaks urdu…speaking and writing were helpful aspects.

2S6 actually the course is not necessary after that we should go for professional life and after degree we need to go in field it is better that uni makes English course as per requirement... yes they provide even my English teacher encourages to learn English and that's an aspect and I come to uni attend the classes and speak.

2S8 the most helpful aspect in university is that all courses are in English and we are going to need English for good presentation in our future life..presentation is 75 of ur personality and now a days English is essential for ur personality and if you don't know English you don't have good personality..the boss is gonna be happy with you if you speak good English.. English language of course parts of grammar which we were not using properly..now after attending this course we have realized and learned and overcome our mistakes. The helpful aspect was it made us realize that we still need to work hard on language and with little effort

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we can improve our English…see in offices if the clerk speaks good English he enjoys good status and he gets promoted soon

2S9 Vocabulary reading and writing lectures were helpful aspects.

S10 the most helpful aspects were we had good teacher and he increased our vocabulary and ways of talking and reading and everything was helpful the most helpful thing was teacher who did everything

2S11 the most helpful aspects was our teacher he was very kind and good for us and this is main reason that I have improved and my views about English..Nothing more classmates really with us they are now talking to us and they realise that if we talk now it is going to help us..this is very good course because here we how to write letters..After completing degree we will give our cvs and letter to companies so we have improved.

2S12   it helped me understand engineering subjects and it is important to keep our relationship with foreign students and on internet to communicate with people of same field to share ideas

2S13 most helpful speaking was very much important we lacked English spoken we knew grammar but we didn't have confidence to speak English and it was useful spoken part was very useful.

2S14 I have done aaah all efforts in English and reading the newspapers and magazines and other activities given by madam it was good for me

2S15 the most helpful aspect was teachers' attention and his interest in our learning. He helped alot

(c) Do you find any change in your views about English language learning after taking this English language course at university?

2S1 umm no change not change. About course views are same but I am more confident more. Views were to speak with frequently and confidently. I have same tasks I have to work more. Sir views are same but It has helped to improve.

2S2 umm I think not.

2S3 yes I found some of changes I have improved myself I have built confidence now I am crazy after learning English before I used to think ok I have to learn English..I feel good to speak English.

2S4 umm I dun think so I don't find anything they are same. I expected something more than intermediate but I wasn't as per expectations

2S5 yes sir..Things are changing..it is most important..sir after this course I have come to realize that English is the most important.

2S6 actually I told you before my views will always be same about English but change is my English has improved.

2S8 my views about my past learning are the same but now the way mam Rosy has taken our classes I don't know about other teachers but my views are completely changed because of this course. Our speaking our writing and letters application have been improved and it has offered positive changed.

2S9 yes sir I have changed myself a lot first of all my vocabulary was not good so I improved! Sir my views changed because before taking this course I thought that English was not necessary and it is just a paper that we need to pass but now I think it is something beyond that something we are going to need in sphere of life.

2S10 Changes were that I thought the English should be in all 8 semesters and it is language of engineers and it is only present in one semester and it is vast subject and we whatever we do but still we need to learn

2S11 of course this is very much in my views..Because this course is wide course not compressed course.from this course we appreciate and this is good for our improvement and skills

2S12 yes I have change my views very much I thought it was difficult but now it is easier and I have been moderated and modified by English language I feel more confident

2S13 yes of course I thought that English looks like difficult language to learn but then teacher made it very comfortable for us and it became easy..yes it is not difficult at all..Regarding English when you come across people speaking looks difficult but by practicing with English folks or friends it becomes easy..this change has taken place and I speak confidently.

S14 ye I have emm I have done reading skills which gives me effects of how to read paragraph magazines and newspapers..emm yeah I want to include the audio visual skill and this has been used by teacher and English looks very much scientific and it attracts me more.

How do you think English would be useful for you?
2S1 it is used almost everywhere right now even our books are in English even field work we have to learn English. To represent our country we have to communicate those people, job exams.

2S2 I think it will help me for future If I go abroad or job I need English for everything. Yes it is language of engineering community.

2S3 In every sense it is useful and every sense without English we can't talk we can't walk in Pakistan in every educated society we need to speak English. Yes of course many goals I will go in professional life so I have English on my mind.

2S4 because I see English is trademark if we have to enjoy status and survive we have to learn it. Aaa it is both sides basically exams job and it is important to learn English for survival in society we have to learn English. If we are moving in good circle let's suppose I can't name if we are in engineering community we have to learn English. It does help in bright future.

2S5 its very necessary for me because I emm in this university it is very important for every student for speaking and writing. When students go abroad they need English so to express and face people. Emm it is more useful in Pakistan and for people umm it changes views of person and it is helpful for Pakistani people. Umm yes it is language of Pakistani engineering community and I want to be part of them. Yes of course

2S6 it is useful not only for us but for all of people in Pakistan..English speakers are most talented students..actually the learners of English only learn it to communicate but the society has such an idea that English speakers are always thought be the most talented and valued people. for exams English is always necessary and for job as an architect we deal with foreigners and go to foreign country we deal with them we have to learn English for them..i want to be part of engineering community .

2S8 very useful for me for presentation when we go somewhere it is language of educated person they leave their mother tongue and start talking in English..if we go in any seminar on technical side I am in town planning we plan a town and if I am employed in company I go over there my planning is good but if my English is not good I can't do justice

2S9 sir actually we learn English to communicate to Pakistanis and others foreigners..We need it for interview for jobs so we need English..it is language of emm engineering community..if engineers are good at English they will not only perform their job well but also be successful

2S10 English woud be useful because in multinational company English is preferred and whoever dosnt know English he is not complete man and it is language of engineer and if we go abroad for job we won't have good chances for job if we didn't know English.

2S11 of course this is the engineering English and useful for us life time this is the main base of our life..because this is international language now a days that's why we learn English..if any other language would have been international language for sure we would have learned that language..More powerful language..for many reasons for job going abroad talking to English people knowing their views

2S12 actually English is international language it helps in many aspects it helps in study professional life and communication skills..it is good for me to communicate to others to share ideas..actually in present stage I am student I need English for study purpose, and I should be part of engineering community of Pakistan so I need to improve more

2S13 there are many uses different manners and different places.. I am doing engineering I need English for presentation and assignments and I need English and afterward I need it for my professional life to express my views and ideas..it is for better job..you know if you are good engineer but you don't know English you won't be welcomed but if you have good engineering and you are not good engineers u will still be welcomed by the multinational companies

2S14 because we want to go to abroad or make the jobs and very beneficial for us and it gives knowledge of subjects and to talk to people like British or American..and it is more reliable for all people and it is language of engineering community.

Tell me what has the role of your parents and grandparents been in your learning English?
2S1 Parents have encouraged a lot in every stage for books movies novels books they buy me.

2S2 they supported me a lot my grandparents my mother my father in English and everything. They gave me anything I want for support they provided. If I ask for teaching purpose they gave me.

2S3 role of my parents have been very nice they have helped me he has helped me for everything specially English he helps in every sense. He shows by encouraging me buying me books and stories books etc. Normally fathers stop from reading English story books my father always encourages me.

2S4 as for my parents concerned they helped a lot my grandparents enjoy when I speak English and they help me support English

2S5 basically every.parents played role in English but now it is important for children to be helped. My parents helped me and bought me books videos

2S6 actually my grandparents are expired but when they were alive they always encouraged me and the way they say my parents progressing because of English they always wanted me to learn English and achieve status in the society.. the role of my parents has been good. They bought me English guru (computer software) Dawn newspapers all books and games also..they think if I am better in English I will be highly valued in the society and they will be respected too.

2S8 On my life there has been great role of my parents. There has been financial support if you are made strong financially by parents for education then it totally depends on you what you do..there was great check and balance on me..they are not highly educated to speak to me in English but they never discouraged they are able to understand. I have observed that when children speak in English in homes in Pakistan parents try to stop them because they are not able to understand this language. They would think that my son has become proud.

2S9 my parents are proud of the fact that I am learning English and they are proud to see my improved English..they encouraged me to take part in speeches and talks at university and outside. They suggest me to use net in positive net… and chat with English speakers

2S10 they had a vital role they encourage me a lot they always say learn English..he has always encouraged and he has done his FCPS from abroad and he says me to learn English more and more..he used to purchase me books novels cd and he has provided me with internet and cell phone and I learn English through them...I am not that sincere to English and I can't devote time to English but I realize it is very important to learn English

2S11 when I came to university they know that all has the English subject and they appreciated me to laarn English..they encourage me to take out 3 4 hours to learn English..they appreciate very well. My parents encourage my grandparents don't

S12 My parents support me to learn English..they bought me dvds cartoons when I was child and now I have learned from them much..English is learned when you have environment so I have environment like visual effects or dvds or net..

2S13 well I will say my grandparent my parents my brothers they have always helped they provided me cd literature books and my father and grandfather always helped me learn English.

2S14 emm they are appreciative and they force that I should learn English..they help us enter the course when I was in intermediate I got admitted in centre like domino in Karachi so they encourage and help...my grandparents say I should continue learning English

If your grandparents held some views about learning English, how these views influenced your learning English?
2S1 no comments

2S2 actually they have always promoted me and they said just be confident and helped me. No they don't think it is language of British masters.

2S3 They are also happy with that. They don't have such views they have always helped.

2S4 they didn't have any views about English language they dun have good or bad about language they take it as language.

2S5 umm jee sir (Yes sir)..dada dadi (urdu Grandparents)..they encourage us a lot.

2S6 the first thing is I don't think my grandparents had any negative views about English but If they did have any views they never expressed it because they understood that English is something which will help me achieve something in Pakistan and in the world.

2S8 I have found views in different communities not only in older generation but also in young generation and some communities also..who think that we cannot be world power or super power until we leave English I personally know many people that no nation can raise up to the level of super power until they use their own language the most important and stop using English..the children admitted to school has to learn islamiyat and social studies but he should be taught by person who is not English and translation should be done to them..my grandparents don't stop or any views about English.

2S9 sir actually my grandparents now encouraged me..they don't have any views they are also very proud and they don't have any views about English language

2S10 my grandparents don't have any views about English they always encourage.

2S11 now their views changed. Islam says that we should learn many languages..it is not with English if any other language would have been international language we would have learned it too...English is powerful language that's why we learn it.

2S12 My father says that his father always encouraged him to learn English and he always thought that English can help him improve his status so I think if they were alive they would have encouraged me too regardless of the views they had regarding English because of colonial past

2S13 well I will say my grandparent my parents my brothers they have always helped they provided me cd literature books and my father and grandfather always helped me learn English.

2S14 Emm their views are that you should continue ur English learning or go to abroad or talk to English persons

How was the learning atmosphere in your English class like?
2S1 It has changed before when session was stated everyone was confused teacher has helped us encouraged us we are encouraged to discussions presentations we had daily tasks.

2S2 we enjoy a lot in English class there are no restrictions on our talking.

2S3 very nice very nice superb. Firstly it was very interesting secondly it was very useful and thirdly it was very energetic.

2S4 it was more Sindhi oriented teacher used to speak in Sindhi I used to tell him to speak in English so he used to reason that most of the students don't understand in English that's why we need to speak in Sindhi. That's worst part of it.

2S5 ann very good classes my class fellows interact with each other very good and learn English language.

2S6 actually atmosphere was better Mam actually gave us chance like to present in class to talk in the class and I think it is very entertaining..pre.

2S7 actually atmosphere was better \mam actually gave us chance like to present in class to talk in the class and I think it is very entertaining..

2S8 atmosphere very good during the session and she was very strict..Students came late in class this was v bad.

2S9 atmosphere in English class was great but the backbenchers are teasing us more and making noises and teacher needs to spend time on discipline..but now our class is doing good.

2S10 it was excellent and we used to study teachers use to give us lectures and presentations on multimedia we had lot of fun and we studies and learned a lot.

2S11 very good atmosphere our teacher gave lecture in English and students responded in English basically we are not English people but we classmates made it easy for us to learn English.

2S12 emm English class there is good environment our teacher helps us understands he gives us tasks like assignments presentations and group discussions.

2S13 well it was quite good some of the students lacked but majority had interest in English and this helped me a lot and I came i n competition with others to learn English

2S14 emm I don't appreciate my class fellows because they are not participating in the class with me..emm sometimes I don't like it but sometimes I liked it too..in English classes all the persons want to see what is the situation ..in English class they should speak in English

Tell me what kind of tasks you did in your English class?
2S1 Different tasks for speaking writing paragraph for feedback for the presentation individual comments went on.

2S2 grammar tasks presentations, group discussions and portfolios.

2S3 I did many task I improved paragraph writing grammar précis sentences I improved in everything. I did it individually.

2S4 we did eee usually ee paragraph essay application just very few presentations etc.

2S5 yes sir presentation and assignments and paragraph writing wagiara (urdu) and I did it alone..and with other students as well.

2S6 presentation and I improved my grammar..both individual and pair work was useful.

2S8 comprehension grammar part of speech we had to understand nature of words vocabulary these things were new for us..mam helped us to do group work but students didn't go but did individually there was no unity in the class.

2S9 Paragraph writing sentences and grammar…activities like presentations, debate and presentation on multimedia and much more

2S10 tasks in whole semester we had two projects and multimedia to find words .it was group work 4 people in each group so we did excellent job

2S11 we did presentations social issue, politics or personal issues..passage writing group discussions this type of things we do

2S12 presentations class activities and audio visual classes in English department of our university.

2S13 Every tasks whether grammar speaking writing speaking any kind of task…yeah we did many of the things in group..we made portfolio through which we improvised reading skills and we had to read those things..we also gave presentations and debate so it helped a lot we were doing a lot in class

2S14 like a presentation and works given by madam

What do you think about balance of English and Engineering classes?
2S1 It is not balanced it should be in every semester.

2S2 I think it is important to have balance. I think English must be in each semester there is no balance.

2S3 of course it should be balance without it we can't do anything. It is not balance it should be in every semester

2S4 umm I think they should be more English language classes during graduate courses but focus should be skills like writing and speaking.. here we learn story writing which is of no interest.. there should be resume writing, letter application these things will help us out

2S5 I think English should be for four years .

2S6 actually English is not for one semester it is for whole life..there should be more subjects. I suggest that there should be more subjects related to English

2S8 it is not enough for us but engineers have to learn lot of subject I have to study a lot and burden..but it is essential..classes should be increased but if it is not possible then great care must be taken to bind all students to use English in the classroom.

2S9 sir actually I have two views about English..first English must be necessary for all but for us it is enough for one semester..because I think my pronunciation is not good and I don't like English..actually this course gave great chance to improve English but there are many problems so the complete environment was sindh or urdu or it was difficult to expect great improvement in such environment

2S10 It should be in present in all 8 semesters..Balance is not good..as much we gain English it is good for us

2S11 it is very important for engineering subjects too..we need two more course it is not balanced

2S12 Actually English should be in every semester to understand that more modern aspects of English bec books are being revised so we need to get in touch..in every semester there should be English language course and that should be higher in comparison to previous ones

2S13 here I see that English is not taken as major subject because we have many engineering subjects but I think there should be more time given to English..it is little bit imbalanced and it should be given more time…I think they are giving only one semester and they should give one more course for last semester

2S14 yeah it is good all the English…emm no I think it should be in one semester

Tell me how has the role of your teacher been in your learning English?
2S1 teachers role was very good excellent she has been frank aah provided v good guide she proved to be good guide for us.

2S2 she has been very helpful to us she has supported us a lot..she promote us praises us.

2S3 my teacher has been very nice very helpful she provides us guidance she encourages and praises a lot.

2S4 aaa not such role he hasn't.. as for myself is concerned it has not been anything. I am good because I am from private sector education.

2S5 good role of teacher in learning English he encourages every students and tries to speak in English..he appreciates..haha..

2S6 the role of my teacher has been nice she supports us to great extent she gives us topic for presentation and she gives talks and she takes class takes..she encourages us and praises us too.

2S8 the teacher have impact of every student..she encourages a lot even if we spoke wrong..our atmosphere and we are from villagers we are not from city so they remained in villages..and teachers there didn't know anything about English now she encourages a lot.. I also learn English to please mam. But that's only in English class because If I spoke English in other class teachers mind and think that I am trying to be efficient and trying to argue with him and this is kind of conspiracy because his English is week and our English is good this creates difficulty.

2S9 teacher plays vital great role..he works hard on our class for our good English..sir gives us assignments and I fulfil all my assignment and he encourages and praises me.

2S10 teacher played vital role in learning English we were shy before teachers and students but then he encouraged us he said if wrong or right just speak during this u will learn he encourage and praised us so much..I also learn English to please him but it is my choice as well

2S11 role has been pleasing and kind because they know how English is important for us..that s why he gives response carefully

2S12 our teacher helps us in tasks and concentrates on each and everything and helps us and promotes learning English.

2S13 well teachers have always been helpful in English and other subjects but English teacher has always been encouraging and she encourage each and every students she praises a lot..Students give example in class and she praises a lot in the class and encourage us

2S14 emm it was good role and he gives me participation in class and he wants me to be successful person..she encourages me a lot to learn English and praises a lot..yes I learn English to please my teacher and for teacher too

What do you think about English learning in relation to Islamic principles?
2S1 they are different thing religion and language are different things they are different thing. I wear veil but it I didn't get affected

2S2   they don't affect each other Islam is religion and English is language they both are different things

2S3 I don't think so Islam on other side and English on other side we can do service to Islam through English those who are living abroad can't understand local language we have to communicate in English in Islamic point of view

2S4   Islam is religion and English is language we can't intermingle then..let me give u an example if there is a Muslim in china and muslim in Pakistan or mjslm in canda uk America they all spread islam language can't spread anything and it shouldn't

2S5 umm aan ..no it is not against Islam..Islam is a religion on one place and English is international language .

2S6 actually in Islamic point of view Islamic people try to learn and speak in English and they are also dealing with foreigners and no change

2S8   Islam is religion of peace and it does not stop from any kind of learning including languages. Prophet sent people to other countries to other countries to learn other language so that Islam could be spread. Like zakir naik made many people made people Muslim because he had good English and he could argue. Language can't change your belief it is medium to express ideas in anything

2S9   sir English doesn't depend or affect Islam..English is language and Islam is religion..If I offer prayer it does not mean I don't know English or do not want to learn English..Muslims are Britishers too so they speak English and are good Muslims. Though we change our dress according to place but Islam does not stop from learning language

2S10 no English is not related to Islamic point of view it is language and religion is other thing..it is simply language which is used nationwide and internationally..it changes our outlook but it improves not makes worst..it is better

2S11 yes sir I told already Islam prophet (PBUH) said you learn something or learn languages that's why if we learn English in future we learn French German so that we connect with people easily.

2S12 actually Islam says to learn as much as u can from cradle to grave and in this aspect we must say that we have to learn all language and everything..and English is associated with studies so Islam promotes learning and studies so we have to learn English..no language doesn't affect any religion.

2S13 I think that English is international language and it would be helpful to learn English to spread Islam to outer world and it doesn't affect..iif you learn extra language it is always useful and anything u learn is of use..if you learn English and don't think that it affects rather it is better for Islamic spread.

2S14 emm Islamic it is very good..English gives more knowledge..no my views never changed because of English

What do you think about English learning in relation to Pakistani Identity?

2S1 It gives good effect and impression that we can be part of world. No it does not change outlook and identity I am Pakistani and will remain Pakistani.

2S2 its important if..if we take it as a task then it is important it doesn't affect much. I don't think outlook changes with language it's the way you like

2S3 I dun think it changes due to speaking of English patriotism is different thing it does not get affected I am still Pakistani.

2S4 not at all because if ur heart is Pakistani you are gona remain Pakistani for your entire life. So English doesn't affect Pakistani identity English is our official language so we have to learn it it doesn't change outlook look at me

2S5 noo.. I think no identity does not change I remain Pakistani every after I speak English.

2S6 basically English learning increases our status In Pakistan Pakistani people think that English speaking students are most talented...no no it does not change but it makes out image better not anti Pakistani.

2S8 Pakistani identiy is not affected by English because we have made English as part of our identify because it is our official language. Had it affected our identity it would not have been our official language since 1947 and it has rather made our identity not let us down.

2S9 In Pakistan If we learn English it would be proud thing for us If we go anywhere and speak English and we can communicate with ministers and high personalities and we can get good opportunities because of English..we are Pakistanis we are proud to be Pakistani even after we speak English.. we don't change outlook..we don't look like British or other nations

2S10 no we don't compromise in Pakistani identity and English is spoken everywhere in Pakistan even I feel proud being Pakistan to be able to speak and write better English..and it makes our name country's name high..it is language of engineers and I feel proud of it..it doesn't affect any wrong thing or it doesn't lower image of our country

2S11 it is not important if we are our dil (heart) is with Pakistan we will look like Pakistani..it is not making us like English people

2S12 language cannot change identity but it can change the views personality of person if any one knows English ..Identity can not be changed but views change of course..I have learned English and I have changed my views about the world...before I thought and read in books that English changes the persons even before independence of Pakistan emm people thought that English can change Islamic values but now one who speaks and understands English they are slightly comfortable with them. Now since there is no change in my religion and identify after learning English my views about English are v positive and it doesn't change anything rather it gives u good image

2S13 no no it does not affect.. you know Pakistani is 6th largest English speaking country..identify can't be changed I was Pakistani and I will be Pakistani even after I speak English it didn't affected

2S14 my thoughts are changing..but Pakistani identity will remain same..Thoughts are changing positively more productively

Tell me how you worked on your English to make sure that you made progress?
2S1 I read a lot because we were given different task we practiced r presentation and practice our discussion they all helped. I assessed through reading and talking.
2S2 emm completed work on time preparing for presentations.

2S3 umm by participating more and more in class by; reading novels and other thing as well

2S4 I don't put much effort rather I put effort in engineering. Since my KG I have been reading so .

2S5 when books reading magazines and watch videos..Internet is good source of learning English so I see my progress.

2S6 emm my progress…yeah I watch English movies and read dawn newspaper and I think em progressing..it helps me in voca grammar

2S8 trying to do all my assignment reading watching movies etc.. I personally do to improve my English is to talk to people in English whenever possible..

2S9 sir InshaAllah I will work hard on my pronunciation and I also take extra classes from my teachers..I read newspapers and magazines for little time..I chat on internet and while chating I also felt that my English is improving

2S10 I did speaking tests..he gave tests of vocabulary and he also did some viva ..I watched movies and magazines and dawn. To assess my progress through this.

2S11 sir.. I think we give presentations 4/ 5 times.. I was not able to face the audience it is progressing stage of mine

2S12 I have learned to progress..I understand my engineering subjects it is progress I watch movies tv and I make my surrounding English..culture and surroundings change you mind I have done likewise so my English improves just because of environment..

2S13 well you know now that I have learned not whole English but some extent I read understand articles and listen news and music and it helps alot

2S14 umm I am I want to emm read more and more magazines and I borrow from eldc (language centre) and read and assess

Is there anything else you want to say to me about reasons of learning English?
2S1 We know English we are not confident to speak we need guideline to grow and improve our English

2S2 I don't know actually I can't say anything about this hehehe.

2S3 umm I think learning English in Pakistan is not as high as other subjects it is not given same importance it is like a subject we have to pass the exams. It must be given importance only after that student will take interest in learning English

2S4 basic reason is that we need to move in this society..and we need it for exam too. you should understand you lectures very much so we need to learn English and that is basic reason of learning English.

2S5 umm thanks sir..

2S6 actually the reasons of learning...to make our status and make our standard and to deal with forigners and other speakers too.

2S8 English is an international language if we want to make ourselves superior in the world so we have to learn English. And if we want to improve our local languages we have to learn English because all major world literature and discoveries are in English and our local languages can be improved If we translated them in our local languages.

2S9 no sir thanks

2S10 other thing is that national wide English is used so it is necessary for every body to use English and it is common language..it is language of connectivity with foreigners and even people in our country

2S11 English learning is important for us in all aspects with Islam with parents so ourselves we all must realize that we need English for engineering and other things and in future Inshallah we will learn English too

2S12 actually reasons for learning English in Pakistan are beneficial because if you learn English language you are learning something which is opposite in case of urdu which doesn't give access to anything..English is not just a language but it is generation it is everything u want..Communicate to that world not only your country and also helps in being part of engineering community.

2S13 well I think sir I can't think of it anyone now but English is important in many things it helps you in everything.

2S14 I want to say that every person should learn English and don't hesitate to talk in English and it is good for person.

The End.

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The University of Glasgow, charity number SC004401

Plain Language Statement

PROJECT TITLE: An Investigation of Pakistani university students' reasons for learning English
Investigator: Habibullah Pathan,
                  PhD Candidate.

Supervisors: Dr Esther Daborn   email: e.daborn@admin.gla.ac.uk
               Prof Vivienne Baumfield   email: v.baumfield@educ.gla.ac.uk

This study is being undertaken as a requirement for completion of the Doctor of Philosophy (PhD) from the Faculty of Education at the University of Glasgow, United Kingdom.

You are invited to take part in this study. Before you decide it is important for you to understand why this research is being done and what it will involve. Please take your time to read the following information carefully and discuss it with others if you wish so. Ask, if there is anything unclear or if you would like more information. Take your time to decide whether or not you wish to take part.

Thank you for reading this.

PURPOSE OF THE STUDY:

The aim of the study is to find out reasons why the engineering students in Pakistani universities learn English.

BENEFITS OF THE STUDY:
The current study is an interesting area in the field of English language teaching as there is little research done on this subject matter. I am carrying out research on this subject because Pakistan is a multilingual country and has a complex history that has affected many changes of language policy on languages of Pakistan and English.

WHY HAVE YOU BEEN CHOSEN?
You are the students of professional engineering universities and are part of a wider population in ENGINEERING UNIVERSITY Jamshoro with professional aspirations. You have been chosen because you are a group that is significant to the future economy of the country.

WHAT WOULD BE EXPECTED OF YOU?
You will participate in a questionnaire survey. You should record a response which best represents your opinion as there is no right or wrong answer. You will have 45 minutes to complete the

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questionnaire. If you agree, you will be invited to be part of further research in interview. The interview will last for 25 minutes. The interview questions will require you to expand more on your responses in the questionnaire.

CONFIDENTIALITY:
Full privacy of your participation will be kept by the researcher. The data will be destroyed once research results have been obtained.

RESULTS OF THE STUDY
The thesis will be available from the university library.

Who is organizing and funding the research?
This research project is fully funded under the faculty development program of Engineering University in Jamshoro sponsored by the Higher Education Commission of Pakistan and being supervised by the Faculty of Education University of Glasgow, United Kingdom.

Who has reviewed the study?
This project has been reviewed by my supervisors and the Ethics Committee of the Faculty of Education, University of Glasgow, United Kingdom.

PERSONS TO CONTACT
If you have any questions about the project, please contact the researcher, Habibullah Pathan on phone: 00447529447643 or e-mail: h.pathan.1@research.gla.ac.uk or pathanhabibullah@yahoo.com .

If there is an emergency or if you have any concerns regarding the conduct of the research project before commencing, during, or after the completion of the project, you are invited to contact the Faculty of Education Ethics Officer Dr Georgina Wardle, via email: g.wardle@educ.gla.ac.uk.

If you decide to participate, please fill in the consent form which is attached with this letter. Irrespective of your decision of being part of this study, thank you for devoting some time to reading the information provided, and considering its contents.

This information sheet is yours to keep.

Appendix 06

![University of Glasgow | Faculty of Education logo]

<u>Consent Form</u>

Title of Project: **An Investigation of Pakistani university students' reasons for learning English**

Name of Researcher: Habibullah Pathan

(1) I confirm that I have read and understood the Plain Language Statement for the above study and have had the opportunity to ask the questions.

(2) I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

(3) As a student, I understand that my participation in this study is not related to my university course and will not have any effect on my examination or grades.

(4) I understand that my name and other data will not be revealed to anybody other than the researcher. I consent to audio-taping of my interview. I also understand that research will use pseudonym in any of his publications arising from research I am involved in.

(5) I agree to take part in the above study.

_____   _____   _____

Name of Participant   **Date**   **Signature**

Researcher   Date   Signature   _____   _____

Appendix 07
Interview-1 (Interviewer Reference/Guide)
Introduction
Hello! Thanks for agreeing to be part of my research project on learning English in Pakistan. This interview will take about 25 minutes and seeks your opinion about your English learning experience so far. This interview will be recorded but I assure you that whatever you say will be dealt with confidentially. I am interested to hear your experience of learning English. So it is not a test and there is no right or wrong answer. You are allowed to say anything you wish to.

<u>August 2010</u>
   (A) Transition Change:

   Tell me about your English learning experience so far?

   Based on your English learning, what will you say about your expectations with English learning at University?

   (B) Reasons of learning English (Motivation)?

   What do think are reasons of learning English?

   (c) Parental encouragement?
   Tell me what is the role of your parents and grandparents in your learning English?

   (D) **English Class**
   What is the learning atmosphere in your English class like?
   Tell me what kind of tasks you do in your English class?
   What do you think about balance of English and Engineering classes?

   (**E) English Teacher**
   Tell me what is the role of your teacher in your learning English?

   (F) **Identity and religion**
   What do you think about English learning in relation to Islamic principles?
   What do you think about English learning in relation to Pakistani Identity?

   (**G) Self Confidence/ motivational intensity**
   Tell me how you work on your English to make sure that you make progress?

   (H) **Open option**
   Is there anything else you want to say to me about reasons of learning English?

Thanks

Appendix 08
Interview-2 (Interview Guide)
Introduction
Hello! Thanks for agreeing to be part of my research project on learning English in Pakistan. This interview will take about 25 minutes and seeks your opinion about your English learning experience so far. This interview will be recorded but I assure you that whatever you say will be dealt with confidentially. I am interested to hear your experience of learning English. So it is not a test and there is no right or wrong answer. You are allowed to say anything you wish to.

December 2010

(A) **Completion of English course at university**

What will you say about how you feel about your overall English learning at university from when you entered the course to now when you have finished your course?

What were the most helpful aspects of English course at university?

Do you find any change in your views about English language learning after taking this English language course at university?

(B) Reasons of learning English (Motivation)?

How do you think English would be useful for you?

 (c) Parental encouragement?
 Tell me what has the role of your parents and grandparents been in your learning English?

 If your grandparents held some views about learning English learning, how these views influenced your learning English?

(D) **English Class**
 How was the learning atmosphere in your English class?
 Tell me what kind of tasks you did in your English class?
 What do you think about balance of English and Engineering classes?

 (E) **English Teacher**
 Tell me how has the role of your teacher been in your learning English?

 (F) **Identity and religion**
 What do you think about English learning in relation to Islamic principles?
 What do you think about English learning in relation to Pakistani Identity?

 (G) **Self Confidence/ motivational intensity**

Tell me how you worked on your English to make sure that you made progress?

(H) **Open option**
 Is there anything else you want to say to me about reasons of learning English?

Thanks

Appendix 09

Independent Sample T-test (comparison of mean scores of two different groups of people or condition like males and females)

Table 9.1 Pre Integrative mean score difference male and female

Gender of the student		N	Mean	Std. Deviation	Std. Error Mean
PreIntegrative	male	486	3.4665	.68946	.03127
	female	44	3.3929	.65002	.09799

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreIntegrative	Equal variances assumed	1.596	.207	.681	528	.496	.07363	.10805	-.13863	.28589
	Equal variances not assumed			.716	52.158	.477	.07363	.10286	-.13276	.28003

Table 9.2 Post Integrative mean score difference male and female

Gender of the student		N	Mean	Std. Deviation	Std. Error Mean
PostIntegrative	male	486	3.4306	.71139	.03227
	female	44	3.2435	.73980	.11153

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
PostIntegrative	Equal variances assumed	.041	.839	1.665	528	.096	.18712	.11237	-.03362	.40786
	Equal variances not assumed			1.612	50.470	.113	.18712	.11610	-.04602	.42027

Table 9.3 Pre Instrumental mean score difference male and female

Gender of the student		N	Mean	Std. Deviation	Std. Error Mean
PreInstrumental	male	486	3.8179	.63880	.02898
	female	44	3.4167	.55743	.08404

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
PreInstrumental	Equal variances assumed	.999	.318	4.029	528	.000	.40123	.09959	.20560	.59687
	Equal variances not assumed			4.514	53.766	.000	.40123	.08889	.22300	.57947

Table 9.4 Post Instrumental mean score difference male and female

	Gender of the student	N	Mean	Std. Deviation	Std. Error Mean
PostInstrumental	male	486	3.7682	.67290	.03052
	female	44	3.5303	.56293	.08486

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
PostInstrumental	Equal variances assumed	3.269	.071	2.273	528	.023	.23787	.10463	.03232	.44342
	Equal variances not assumed			2.638	54.763	.011	.23787	.09019	.05712	.41863

Table 9.5 Pre Parental Encouragement mean score difference male and female

	Gender of the student	N	Mean	Std. Deviation	Std. Error Mean
PreParentalEncouragement	male	486	3.0201	.49966	.02267
	female	44	3.0739	.38722	.05838

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
									95% Confidence Interval of the Difference	
PreParentalEncourageme nt	Equal variances assumed	5.24 7	.02 2	-.69 5	528	.487	-.05380	.07737	-.2058 0	.0981 9
	Equal variances not assumed			-.85 9	56.82 7	.394	-.05380	.06262	-.1792 1	.0716 0

. **Table 9.6 Post Parental Encouragement mean score difference male and female**

Gender of the student		N	Mean	Std. Deviation	Std. Error Mean
PostParentalEncouragemen t	male	486	3.0093	.53013	.02405
	female	44	3.0000	.44705	.06740

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
									95% Confidence Interval of the Difference	
PostParentalEncourageme nt	Equal variances assume d	1.45 1	.22 9	.11 2	528	.911	.00926	.08247	-.1527 5	.1712 7

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PostParentalEncouragement	Equal variances assumed	1.451	.229	.112	528	.911	.00926	.08247	-.15275	.17127
	Equal variances not assumed			.129	54.567	.898	.00926	.07156	-.13417	.15269

Table 9.7 Pre English Course mean score difference male and female

Gender of the student		N	Mean	Std. Deviation	Std. Error Mean
PreEnglishCourse	male	486	3.4036	.48082	.02181
	female	44	3.3523	.35803	.05398

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper

PreEnglishCourse		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreEnglishCourse	Equal variances assumed	2.791	.095	.691	528	.490	.05136	.07431	-.09462	.19734
	Equal variances not assumed			.882	58.052	.381	.05136	.05822	-.06517	.16789

Table 9.8 Post English COurse mean score difference male and female

	Gender of the student	N	Mean	Std. Deviation	Std. Error Mean
PostEnglishCourse	male	486	3.4290	.49132	.02229
	female	44	3.3371	.35852	.05405

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostEnglishCourse	Equal variances assumed	3.765	.053	1.211	528	.226	.09189	.07586	-.05714	.24092
	Equal variances not assumed			1.572	58.715	.121	.09189	.05846	-.02511	.20889

Table 9.9 Pre English Teacher mean score difference male and female

Gender of the student		N	Mean	Std. Deviation	Std. Error Mean
PostEnglishTeacher	male	486	4.1991	.66103	.02999
	female	44	4.1989	.59937	.09036

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostEnglishTeacher	Equal variances assumed	.001	.971	.002	528	.998	.00021	.10331	-.20274	.20316
	Equal variances not assumed			.002	52.935	.998	.00021	.09520	-.19075	.19117

Table 9.10 Post English Teacher mean score difference male and female

	Gender of the student	N	Mean	Std. Deviation	Std. Error Mean
PreEnglishTeacher	male	486	4.2052	.58409	.02649
	female	44	4.2273	.47562	.07170

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreEnglishTeacher	Equal variances assumed	2.204	.138	-.243	528	.808	-.02203	.09068	-.20017	.15612
	Equal variances not assumed			-.288	55.452	.774	-.02203	.07644	-.17519	.13114

Table 9.11 Pre identity mean score difference male and female

	Gender of the student	N	Mean	Std. Deviation	Std. Error Mean
	male	486	2.3811	.78793	.03574
	female	44	2.0409	.56828	.08567

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Equal variances assumed	5.131	.024	2.797	528	.005	.34016	.12160	.10129	.57904
Equal variances not assumed			3.664	59.112	.001	.34016	.09283	.15442	.52590

Table 9.12 Post identity mean score difference male and female

Gender of the student	N	Mean	Std. Deviation	Std. Error Mean
male	486	2.4461	.76599	.03475
female	44	2.0864	.56798	.08563

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	4.621	.032	3.039	528	.002	.35973	.11836	.12721	.59224
Equal variances not assumed			3.893	58.187	.000	.35973	.09241	.17477	.54469

Table 9.13 Pre anxiety mean score difference male and female

Gender of the student		N	Mean	Std. Deviation	Std. Error Mean
PreAnxiety	male	486	2.9573	1.07087	.04858
	female	44	3.1648	.91012	.13721

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreAnxiety	Equal variances assumed	.232	.630	-1.245	528	.214	-.20747	.16667	-.53489	.11995
	Equal variances not assumed			-1.425	54.379	.160	-.20747	.14555	-.49923	.08430

Table 9.14 Pre anxiety mean score difference male and female

Gender of the student		N	Mean	Std. Deviation	Std. Error Mean
PostAnxiety	male	486	2.9084	.98904	.04486
	female	44	2.7500	.92132	.13889

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

PostAnxiety	Equal variances assumed	.114	.736	1.023	528	.307	.15844	.15487	-.14579	.46266
	Equal variances not assumed			1.085	52.390	.283	.15844	.14596	-.13440	.45128

9.14 Pre Integrative mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PreIntegrative	Urban	152	3.3637	.77270	.06267
	Rural	378	3.4992	.64488	.03317

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreIntegrative	Equal variances assumed	7.567	.006	-2.063	528	.040	-.13552	.06568	-.26455	-.00649
	Equal variances not assumed			-1.911	239.895	.057	-.13552	.07091	-.27521	.00416

9.15 Post Integrative mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PostIntegrative	Urban	152	3.3280	.73523	.05964
	Rural	378	3.4501	.70457	.03624

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostIntegrative	Equal variances assumed	1.343	.247	-1.782	528	.075	-.12211	.06853	-.25672	.01251
	Equal variances not assumed			-1.750	268.450	.081	-.12211	.06978	-.25950	.01529

9.16 Pre Intrumental mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PreInstrumental	Urban	152	3.7061	.68698	.05572
	Rural	378	3.8161	.62059	.03192

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreInstrumental Equal variances assumed	4.382	.037	-1.789	528	.074	-.11000	.06149	-.23080	.01081
Equal variances not assumed			-1.713	255.348	.088	-.11000	.06422	-.23646	.01646

9.17 Post Intrumental mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PostInstrumental	Urban	152	3.7116	.70214	.05695
	Rural	378	3.7632	.65305	.03359

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostInstrumental	Equal variances assumed	2.577	.109	-.805	528	.421	-.05160	.06411	-.17754	.07433
	Equal variances not assumed			-.780	261.643	.436	-.05160	.06612	-.18180	.07859

9.18 Pre Parental Encouragement mean score difference between urban and rural students

Place of living		N	Mean	Std. Deviation	Std. Error Mean
PreParentalEncouragement	Urban	152	2.9441	.51665	.04191
	Rural	378	3.0569	.47752	.02456

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreParentalEncourageme nt	Equal variances assumed	.752	.386	-2.402	528	.017	-.11280	.04697	-.20507	-.02053
	Equal variances not assumed			-2.322	260.257	.021	-.11280	.04857	-.20845	-.01715

9.19 Post Parental mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PostParentalEncouragement	Urban	152	2.9334	.50636	.04107
	Rural	378	3.0387	.52770	.02714

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostParentalEncouragement	Equal variances assumed	.227	.634	-2.102	528	.036	-.10530	.05010	-.20373	-.00687
	Equal variances not assumed			-2.139	289.569	.033	-.10530	.04923	-.20219	-.00841

9.20 Pre English Course mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PreEnglishCourse	Urban	152	3.4112	.46903	.03804
	Rural	378	3.3946	.47342	.02435

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreEnglishCourse	Equal variances assumed	.174	.677	.365	528	.715	.01656	.04535	-.07252	.10565
	Equal variances not assumed			.367	281.170	.714	.01656	.04517	-.07235	.10547

9.21 Post English Course mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PostEnglishCourse	Urban	152	3.4189	.50676	.04110
	Rural	378	3.4224	.47250	.02430

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostEnglishCourse	Equal variances assumed	.375	.541	-.076	528	.939	-.00354	.04635	-.09458	.08751
	Equal variances not assumed			-.074	262.196	.941	-.00354	.04775	-.09756	.09048

9.22 Pre English Teacher mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PreEnglishTeacher	Urban	152	4.1678	.63283	.05133
	Rural	378	4.2229	.55088	.02833

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreEnglishTeacher	Equal variances assumed	2.796	.095	-.997	528	.319	-.05512	.05527	-.16371	.05346
	Equal variances not assumed			-.940	247.828	.348	-.05512	.05863	-.17060	.06036

9.23 Post English Teacher mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PostEnglishTeacher	Urban	152	4.1842	.65150	.05284
‾	Rural	378	4.2050	.65802	.03384

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostEnglishTeacher	Equal variances assumed	.043	.835	-.330	528	.741	-.02082	.06302	-.14462	.10299
	Equal variances not assumed			-.332	281.329	.740	-.02082	.06275	-.14434	.10271

9.24 Pre Identity mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
	Urban	152	2.2197	.77639	.06297
‾	Rural	378	2.4063	.77231	.03972

	Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.158	.691	-2.512	528	.012	-.18661	.07429	-.33255	-.04068
Equal variances not assumed			-2.506	277.475	.013	-.18661	.07446	-.33318	-.04004

9.25 Post Identity mean score difference between urban and rural students

Place of living	N	Mean	Std. Deviation	Std. Error Mean
Urban	152	2.3724	.79337	.06435
Rural	378	2.4339	.74315	.03822

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.115	.735	-.845	528	.399	-.06149	.07279	-.20448	.08149
Equal variances not assumed			-.822	263.225	.412	-.06149	.07485	-.20887	.08588

9.26 Pre anxiety mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PreAnxiety	Urban	152	2.7730	1.39783	.11338
	Rural	378	3.0556	.87681	.04510

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreAnxiety	Equal variances assumed	3.384	.066	-2.795	528	.005	-.28253	.10108	-.48111	-.08395
	Equal variances not assumed			-2.315	200.550	.022	-.28253	.12202	-.52313	-.04192

9.27 Post Anxiety mean score difference between urban and rural students

	Place of living	N	Mean	Std. Deviation	Std. Error Mean
PostAnxiety	Urban	152	2.6826	.96759	.07848
	Rural	378	2.9808	.97845	.05033

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Difference

									Lower	Upper
PostAnxiety	Equal variances assumed	.404	.525	-3.184	528	.002	-.29825	.09368	-.48228	-.11423
	Equal variances not assumed			-3.199	281.637	.002	-.29825	.09323	-.48177	-.11474

9.28 Pre Integrative mean score difference between public and private schooling students

Nature of Education institutions		N	Mean	Std. Deviation	Std. Error Mean
PreIntegrative	Public Sector	238	3.5384	.64813	.04201
	Private Sector	292	3.3968	.71013	.04156

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
PreIntegrative	Equal variances assumed	1.176	.279	2.375	528	.018	.14164	.05965	.02447	.25882
	Equal variances not assumed			2.397	521.255	.017	.14164	.05909	.02555	.25773

9.29 Post Integrative mean score difference between public and private schooling students

	Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
PostIntegrative	Public Sector	238	3.4520	.69693	.04518
	Private Sector	292	3.3850	.72910	.04267

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostIntegrative	Equal variances assumed	.330	.566	1.072	528	.284	.06695	.06243	-.05568	.18959
	Equal variances not assumed			1.077	514.793	.282	.06695	.06214	-.05513	.18903

9.30 Pre Instrumental mean score difference between public and private schooling students

	Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
PreInstrumental	Public Sector	238	3.8683	.60467	.03919
	Private Sector	292	3.7163	.66344	.03883

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreInstrumental	Equal variances assumed	1.573	.210	2.730	528	.007	.15202	.05569	.04262	.26143
	Equal variances not assumed			2.756	521.420	.006	.15202	.05517	.04364	.26040

9.31 Post Instrumental mean score difference between public and private schooling students

Nature of Education institutions		N	Mean	Std. Deviation	Std. Error Mean
PostInstrumental	Public Sector	238	3.7927	.66613	.04318
	Private Sector	292	3.7123	.66710	.03904

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostInstrumental	Equal variances assumed	.028	.868	1.381	528	.168	.08039	.05822	-.03398	.19476
	Equal variances not assumed			1.381	506.948	.168	.08039	.05821	-.03398	.19475

9.32 Pre parental encouragement mean score difference between public and private schooling students

Nature of Education institutions		N	Mean	Std. Deviation	Std. Error Mean
PreParentalEncouragement	Public Sector	238	3.0783	.48959	.03174
	Private Sector	292	2.9807	.48904	.02862

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreParentalEncourageme nt	Equal variances assumed	.007	.934	2.282	528	.023	.09752	.04273	.01358	.18146
	Equal variances not assumed			2.282	506.435	.023	.09752	.04273	.01356	.18148

9.33 Post parental encouragement means score difference between public and private schooling students

	Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
PostParentalEncouragement	Public Sector	238	3.0730	.54078	.03505
	Private Sector	292	2.9559	.50357	.02947

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostParentalEncouragement	Equal variances assumed	.725	.395	2.576	528	.010	.11710	.04546	.02779	.20641
	Equal variances not assumed			2.557	490.742	.011	.11710	.04580	.02712	.20708

9.34 Pre English course means score difference between public and private schooling students

	Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
PreEnglishCourse	Public Sector	238	3.4062	.46948	.03043
	Private Sector	292	3.3938	.47438	.02776

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreEnglishCourse	Equal variances assumed	.114	.736	.299	528	.765	.01233	.04124	-.06868	.09333
	Equal variances not assumed			.299	508.680	.765	.01233	.04119	-.06860	.09325

9.35 Post English course means score difference between public and private schooling students

	Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
PostEnglishCourse	Public Sector	238	3.4405	.50602	.03280
	Private Sector	292	3.4058	.46197	.02703

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostEnglishCourse Equal variances assumed	1.965	.162	.823	528	.411	.03465	.04211	-.04808	.11738
Equal variances not assumed			.815	485.794	.415	.03465	.04251	-.04886	.11817

9.36 Pre English Teacher means score difference between public and private schooling students

	Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
PreEnglishTeacher	Public Sector	238	4.1429	.61630	.03995
	Private Sector	292	4.2594	.53539	.03133

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreEnglishTeacher Equal variances assumed	2.829	.093	-2.329	528	.020	-.11656	.05005	-.21488	-.01824

					Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances not assumed			-2.296	472.600	.022	-.11656	.05077	-.21632	-.01680

9.37 Post English Teacher means score difference between public and private schooling students

	Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
PostEnglishTeacher	Public Sector	238	4.1250	.73732	.04779
	Private Sector	292	4.2594	.57485	.03364

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostEnglishTeacher	Equal variances assumed	6.659	.010	-2.358	528	.019	-.13442	.05701	-.24641	-.02243
	Equal variances not assumed			-2.300	441.709	.022	-.13442	.05845	-.24928	-.01955

9.38 Pre Identity means score difference between public and private schooling students

Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
Public Sector	238	2.4403	.83391	.05405
Private Sector	292	2.2815	.72163	.04223

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
t Equal variances assumed	10.343	.001	2.350	528	.019	.15883	.06760	.02604	.29162
Equal variances not assumed			2.315	471.535	.021	.15883	.06860	.02404	.29362

9.39 Post Identity means score difference between public and private schooling students

Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
Public Sector	238	2.5193	.81601	.05289
Private Sector	292	2.3322	.69672	.04077

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	7.048	.008	2.847	528	.005	.18714	.06572	.05802	.31625
Equal variances not assumed			2.802	467.806	.005	.18714	.06678	.05590	.31837

9.40 Pre Anxiety means score difference between public and private schooling students

Nature of Education institutions		N	Mean	Std. Deviation	Std. Error Mean
PreAnxiety	Public Sector	238	3.0305	.85491	.05542
	Private Sector	292	2.9289	1.19989	.07022

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PreAnxiety	Equal variances assumed	5.961	.015	1.098	528	.273	.10152	.09248	-.08016	.28321
	Equal variances not assumed			1.135	519.114	.257	.10152	.08945	-.07421	.27725

9.41 Post Anxiety means score difference between public and private schooling students

	Nature of Education institutions	N	Mean	Std. Deviation	Std. Error Mean
PostAnxiety	Public Sector	238	2.9779	.90753	.05883
	Private Sector	292	2.8279	1.03842	.06077

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PostAnxiety	Equal variances assumed	2.889	.090	1.750	528	.081	.15003	.08574	-.01841	.31847
	Equal variances not assumed			1.774	525.413	.077	.15003	.08458	-.01612	.31618

9.42 Pre Integrative Motivation mean score difference between English and local medium

Group Statistics

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PreIntegrative	English medium	328	3.4395	.71595	.03953
	local language medium	200	3.5000	.63194	.04468

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreIntegrative	Equal variances assumed	2.269	.133	-.985	526	.325	-.06054	.06149	-.18133	.06025
	Equal variances not assumed			-1.015	460.669	.311	-.06054	.05966	-.17778	.05670

9.43 PostIntegrative Motivation mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PostIntegrative	English medium	328	3.3837	.73060	.04034
	local language medium	200	3.4793	.67735	.04790

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
PostIntegrative	Equal variances assumed	2.041	.154	-1.498	526	.135	-.09557	.06378	-.22087	.02972
	Equal variances not assumed			-1.526	445.153	.128	-.09557	.06262	-.21864	.02749

9.44 Pre Instrumental Motivation mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PreInstrumental	English medium	328	3.7591	.65724	.03629
	local language medium	200	3.8300	.61504	.04349

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
PreInstrumental	Equal variances assumed	4.502	.034	-1.231	526	.219	-.07085	.05756	-.18393	.04222
	Equal variances not assumed			-1.251	442.152	.212	-.07085	.05664	-.18217	.04047

9.45 PostInstrumental Motivation mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PostInstrumental	English medium	328	3.7165	.67708	.03739
	local language medium	200	3.8117	.64155	.04536

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostInstrumental	Equal variances assumed	1.405	.236	-1.598	526	.111	-.09520	.05956	-.21220	.02180
	Equal variances not assumed			-1.620	438.115	.106	-.09520	.05878	-.21074	.02033

9.46 Pre Parental Encouragement mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PreParentalEncouragement	English medium	328	2.9943	.49762	.02748
	local language medium	200	3.0744	.47999	.03394

		Levene's Test for Equality of Variances		t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
									95% Confidence Interval of the Difference	
PreParentalEncourageme nt	Equal variances assumed	.022	.882	-1.818	526	.070	-.08009	.04405	-.16663	.00645
	Equal variances not assumed			-1.834	432.314	.067	-.08009	.04367	-.16592	.00574

9.47 Post Parental Encouragement mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PostParentalEncouragemen t	English medium	328	2.9668	.49837	.02752
	local language medium	200	3.0869	.54827	.03877

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostParentalEncouragem ent	Equal variances assumed	1.972	.161	-2.584	526	.010	-.12003	.04646	-.21129	-.02877

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PostParentalEncouragement	Equal variances assumed	1.972	.161	-2.584	526	.010	-.12003	.04646	-.21129	-.02877
	Equal variances not assumed			-2.525	389.817	.012	-.12003	.04754	-.21350	-.02656

9.48 Pre English Course mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PreEnglishCourse	English medium	328	3.3908	.45266	.02499
	local language medium	200	3.4150	.50375	.03562

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper

PreEnglishCourse	Equal variances assumed	1.075	.300	-.572	526	.568	-.02425	.04240	-.10755	.05905
	Equal variances not assumed			-.557	386.215	.578	-.02425	.04351	-.10980	.06131

9.49 Post English Course mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PostEnglishCourse	English medium	328	3.4360	.44102	.02435
	local language medium	200	3.4042	.54127	.03827

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostEnglishCourse	Equal variances assumed	4.655	.031	.736	526	.462	.03181	.04319	-.05304	.11665
	Equal variances not assumed			.701	357.106	.484	.03181	.04536	-.05740	.12102

9.50 Pre English teacher mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PreEnglishTeacher	English medium	328	4.2470	.56496	.03119
	local language medium	200	4.1388	.58921	.04166

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreEnglishTeacher	Equal variances assumed	.161	.688	2.100	526	.036	.10820	.05152	.00699	.20941
	Equal variances not assumed			2.079	406.846	.038	.10820	.05205	.00589	.21052

9.51 Post English teacher mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PostEnglishTeacher	English medium	328	4.2188	.63201	.03490
	local language medium	200	4.1813	.67387	.04765

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostEnglishTeacher	Equal variances assumed	.644	.422	.645	526	.519	.03750	.05815	-.07674	.15174
	Equal variances not assumed			.635	399.735	.526	.03750	.05906	-.07861	.15361

9.52 Pre Identity mean score difference between English and local medium

Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
English medium	328	2.3146	.75438	.04165
local language medium	200	2.4180	.80730	.05708

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
t Equal variances assumed	2.329	.128	-1.487	526	.138	-.10337	.06951	-.23992	.03319
Equal variances not assumed			-1.463	398.561	.144	-.10337	.07067	-.24229	.03556

9.53 Post Identity mean score difference between English and local medium

Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
English medium	328	2.3433	.68077	.03759
local language medium	200	2.5430	.85687	.06059

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	15.399	.000	-2.959	526	.003	-.19971	.06749	-.33229	-.06713
Equal variances not assumed			-2.801	350.099	.005	-.19971	.07130	-.33994	-.05947

9.54 Pre Anxiety mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PreAnxiety	English medium	328	2.8834	1.15665	.06387
	local language medium	200	3.1125	.85902	.06074

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PreAnxiety	Equal variances assumed	3.399	.066	-2.423	526	.016	-.22912	.09456	-.41487	-.04336
	Equal variances not assumed			-2.600	505.920	.010	-.22912	.08814	-.40228	-.05595

9.55 Post Anxiety mean score difference between English and local medium

	Previous education institutions of the students	N	Mean	Std. Deviation	Std. Error Mean
PostAnxiety	English medium	328	2.7759	1.01145	.05585
	local language medium	200	3.0963	.90735	.06416

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
PostAnxiety	Equal variances assumed	.981	.322	-3.668	526	.000	-.32034	.08733	-.49189	-.14878
	Equal variances not assumed			-3.766	455.623	.000	-.32034	.08506	-.48750	-.15317

Appendix-10

Table 10.1 Gender of the student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	486	91.7	91.7	91.7
	female	44	8.3	8.3	100.0
	Total	530	100.0	100.0	
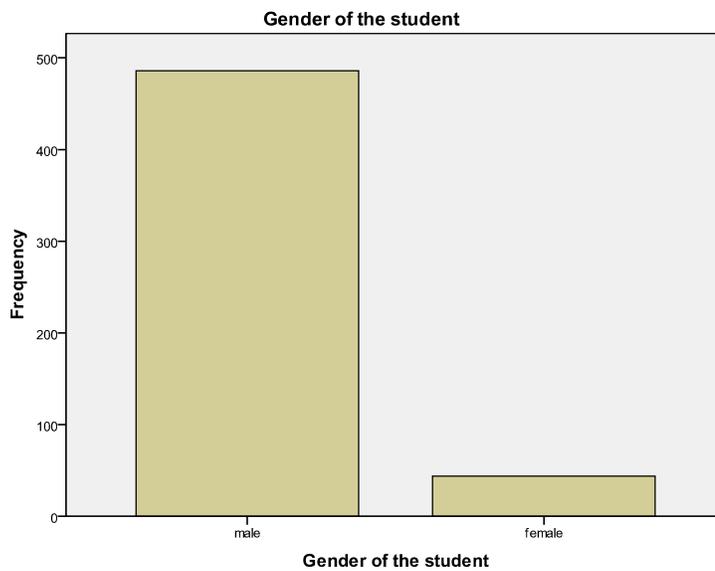
Figure 10.2 Gender of Students

Table 10.3 Place of living

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	152	28.7	28.7	28.7
	Rural	378	71.3	71.3	100.0
	Total	530	100.0	100.0	
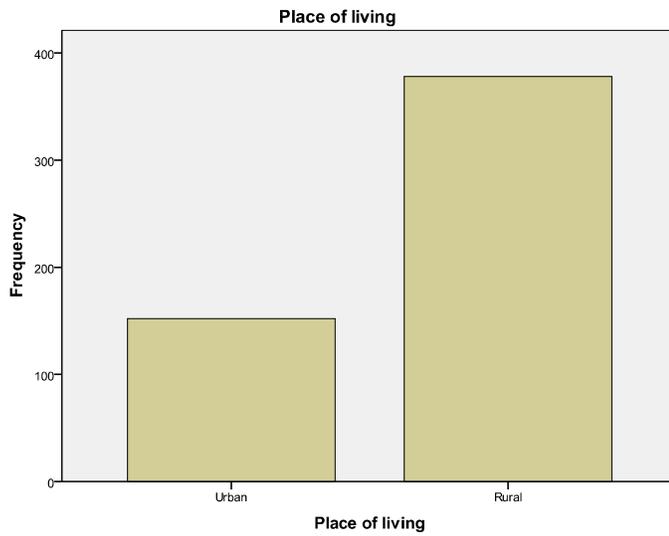
Figure 10.4 Place of living

Table 10.5 Local language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sindhi	326	61.5	61.5	61.5
	Urdu	136	25.7	25.7	87.2
	Seriki	32	6.0	6.0	93.2
	Balochi	24	4.5	4.5	97.7
	Punjabi	12	2.3	2.3	100.0
	Total	530	100.0	100.0	
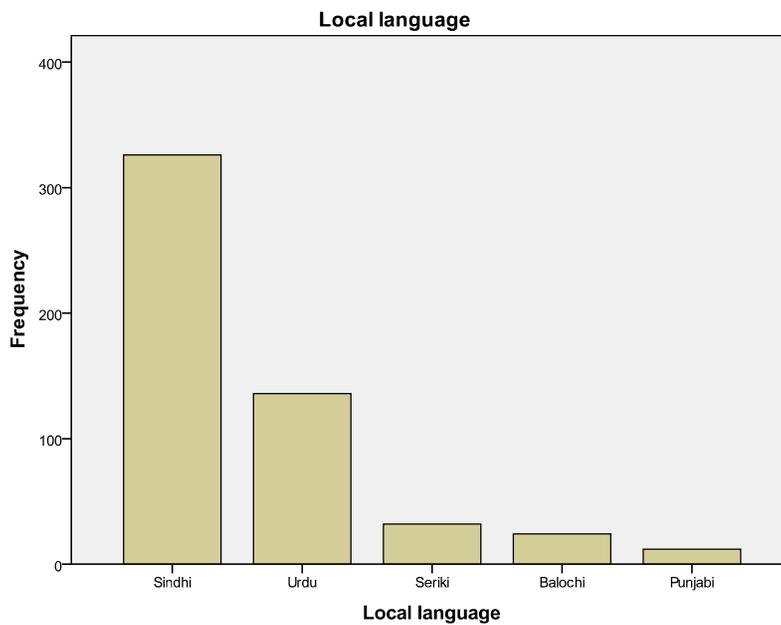
Figure 10.6 Local language

Table 10.7 Profession of the parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Landlord	101	19.1	19.1	19.1
	Civil Officer	29	5.5	5.5	24.5
	Engineer	66	12.5	12.5	37.0
	Private Bussiness	108	20.4	20.4	57.4
	Govt. Officer	226	42.6	42.6	100.0
	Total	530	100.0	100.0	
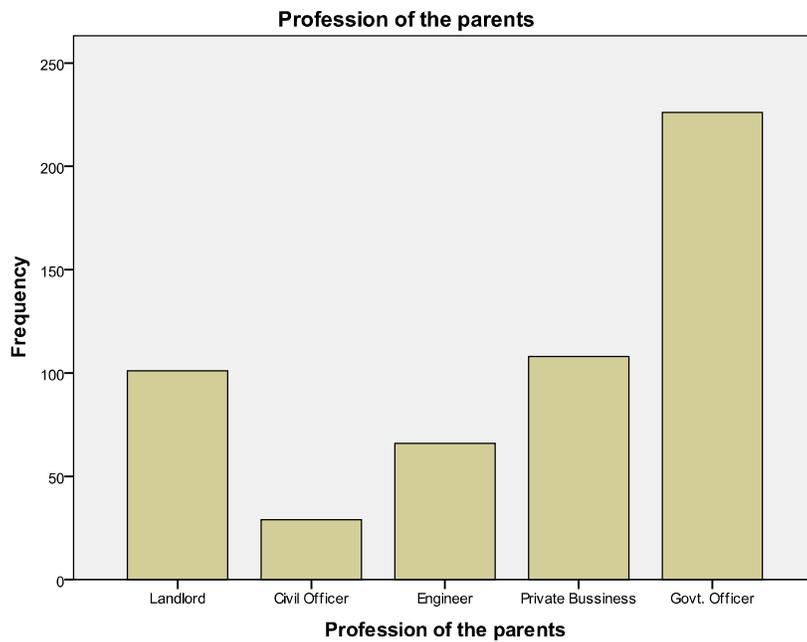
Figure 10.8 Profession of parents

Table 10.9 Previous education institutions of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English medium	328	61.9	61.9	61.9
	local language medium	200	37.7	37.7	99.6
	Madrasssah	2	.4	.4	100.0
	Total	530	100.0	100.0	

Previous education institutions of the students
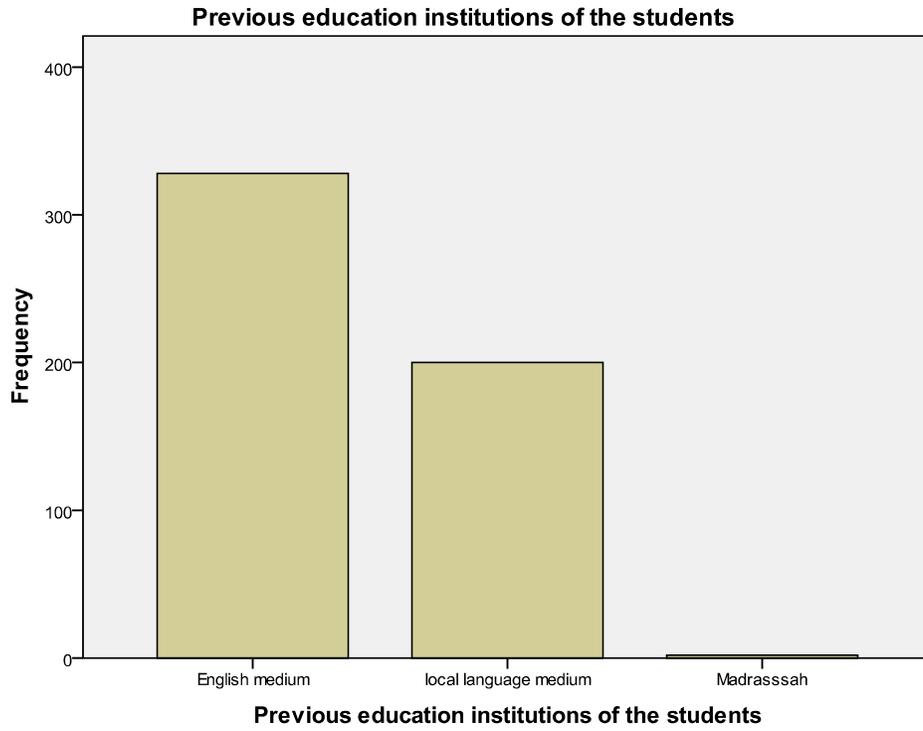
Figure 10.10 Previous Education Institution

Table 10.11 Nature of Education institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public Sector	238	44.9	44.9	44.9
	Private Sector	292	55.1	55.1	100.0
	Total	530	100.0	100.0	

Nature of Education institutions
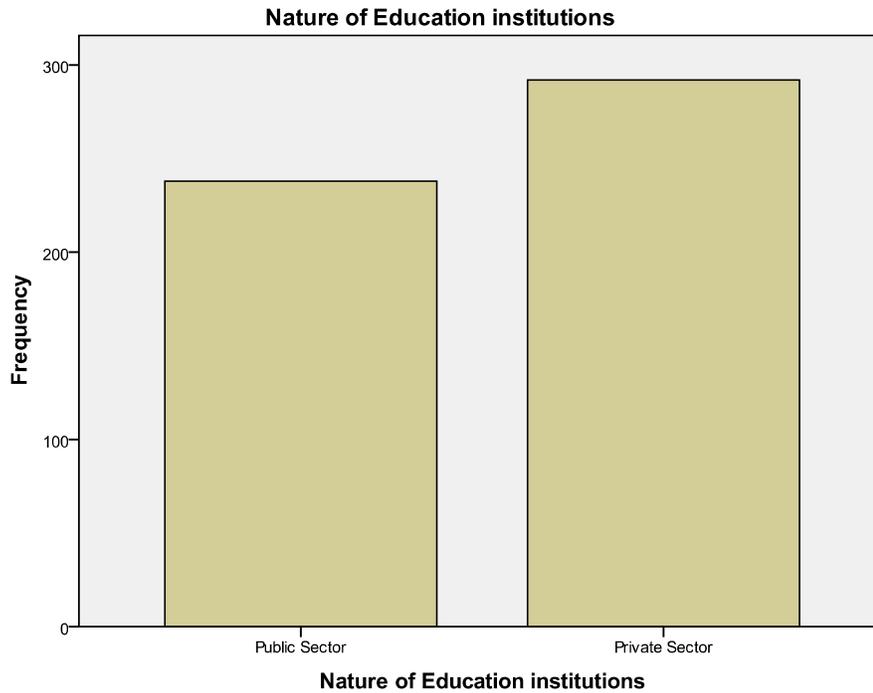
Figure 10.12 nature of Education Institution

Table 10.13 English learning in school education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	493	93.0	93.0	93.0
	No	36	6.8	6.8	99.8
	5.00	1	.2	.2	100.0
	Total	530	100.0	100.0	

Table 10.14 English learning in college education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	497	93.8	93.8	93.8
	No	33	6.2	6.2	100.0
	Total	530	100.0	100.0	

Table 10.15 English learning in private tuition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	199	37.5	37.5	37.5
	No	331	62.5	62.5	100.0
	Total	530	100.0	100.0	

Table 10.16 English learning experience in previous years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not al all	81	15.3	15.3	15.3
	not really	196	37.0	37.0	52.3
	So_so	127	24.0	24.0	76.2
	Quite a lot	84	15.8	15.8	92.1
	very much	42	7.9	7.9	100.0
	Total	530	100.0	100.0	

Table 10.17 Readiness for university English course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	8	1.5	1.5	1.5
	Not really	39	7.4	7.4	8.9
	So_so	149	28.1	28.1	37.0
	Quite a lot	176	33.2	33.2	70.2
	Very much	158	29.8	29.8	100.0
	Total	530	100.0	100.0	

Table 10.18 Comparative Importance of English with Engineering course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not al all	4	.8	.8	.8
	Not really	12	2.3	2.3	3.0
	So_so	42	7.9	7.9	10.9
	Quite a lot	125	23.6	23.6	34.5
	Very much	347	65.5	65.5	100.0
	Total	530	100.0	100.0	
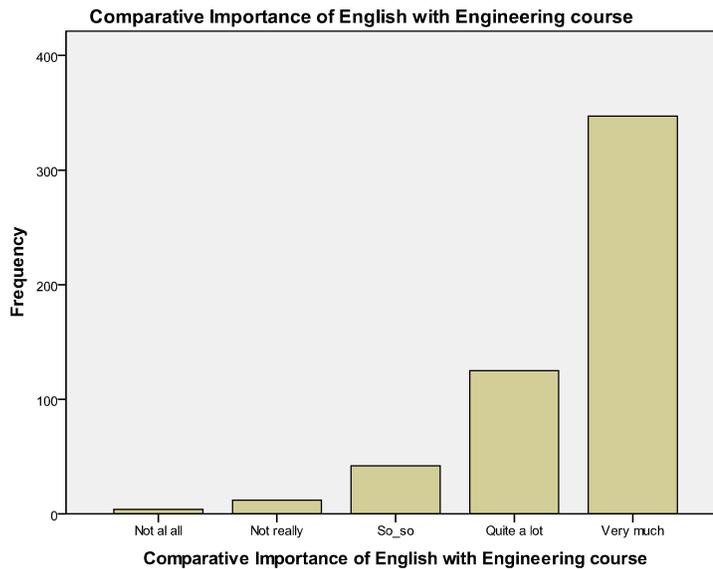
Figure 10.19 English and Engineering Subjects

Table 10.20 Post Test_Progress made in reading skill after English course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not al all	10	1.9	1.9	1.9
	not really	21	4.0	4.0	5.8
	So_so	131	24.7	24.7	30.6
	quite a lot	220	41.5	41.5	72.1
	very much	148	27.9	27.9	100.0
	Total	530	100.0	100.0	

Table 10.21 Post Test_Progress made in speaking skill after English course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not al all	12	2.3	2.3	2.3
	Not really	22	4.2	4.2	6.4
	So_so	170	32.1	32.1	38.5
	Quite a lot	180	34.0	34.0	72.5
	Very much	146	27.5	27.5	100.0
	Total	530	100.0	100.0	

Table 10.22 Post Test_Progress made in listening skill after English course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not al all	10	1.9	1.9	1.9
	Not really	19	3.6	3.6	5.5
	So_so	114	21.5	21.5	27.0
	Quite a lot	215	40.6	40.6	67.5
	Very much	172	32.5	32.5	100.0
	Total	530	100.0	100.0	

Table 10.23 Post Test_Progress made in writing skill after English course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not al all	37	7.0	7.0	7.0
	Not really	223	42.1	42.1	49.1
	SO_so	165	31.1	31.1	80.2
	Quite a lot	66	12.5	12.5	92.6
	Very much	39	7.4	7.4	100.0
	Total	530	100.0	100.0	

Table 10.24 Post Test_Interest in taking English language courses in future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	471	88.9	88.9	88.9
	No	59	11.1	11.1	100.0
	Total	530	100.0	100.0	

Post Test_Interest in taking English language courses in future
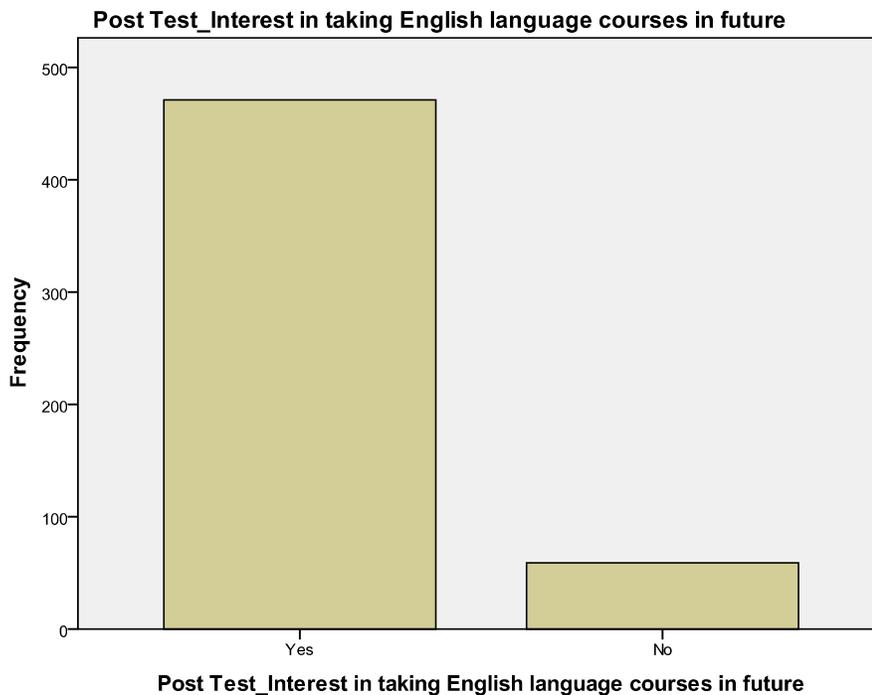
Figure 10.25 Interest in taking future English course

Table 10.26 want to learn English so that I can know English speaking people better

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	12	2.3	2.3	2.3
	disagree	33	6.2	6.2	8.5
	neither agree nor disagree	73	13.8	13.8	22.3
	agree	207	39.1	39.1	61.3
	strongly agree	205	38.7	38.7	100.0
	Total	530	100.0	100.0	

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Table 10.27 want to learn English so that I can mix comfortably with British or American Pakistanis based in Pakistan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strong disagree	28	5.3	5.3	5.3
	disagree	39	7.4	7.4	12.6
	neither agree nor disagree	91	17.2	17.2	29.8
	agree	234	44.2	44.2	74.0
	strongly agree	138	26.0	26.0	100.0
	Total	530	100.0	100.0	

Table 10.28 I want to learn English so that I become part of the English speaking Pakistanis community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	26	4.9	4.9	4.9
	disagree	68	12.8	12.8	17.7
	neither agree nor disagree	106	20.0	20.0	37.7
	agree	213	40.2	40.2	77.9
	strongly agree	117	22.1	22.1	100.0
	Total	530	100.0	100.0	

Table 10.29 I am learning English because it is the language of the Pakistani Engineering community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	33	6.2	6.2	6.2
	disagree	80	15.1	15.1	21.3
	neither agree nor disagree	123	23.2	23.2	44.5
	agree	199	37.5	37.5	82.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly agree	95	17.9	17.9	100.0
	Total	530	100.0	100.0	

Table 10.30 I am learning English because I want to be like British/Americans

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	185	34.9	34.9	34.9
	disagree	146	27.5	27.5	62.5
	neither agree nor disagree	89	16.8	16.8	79.2
	agree	60	11.3	11.3	90.6
	strongly agree	50	9.4	9.4	100.0
	Total	530	100.0	100.0	

Table 10.31 I want to learn English so that in future I become dual national like British Pakistani/American Pakistani

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	70	13.2	13.2	13.2
	disagree	83	15.7	15.7	28.9
	neither agree nor disagree	110	20.8	20.8	49.6
	agree	173	32.6	32.6	82.3
	strongly agree	94	17.7	17.7	100.0
	Total	530	100.0	100.0	

Table 10.32 I wish to learn english to watch movies and read novels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	4.9	4.9	4.9
	Disagree	56	10.6	10.6	15.5
	Neither agree nor disagree	95	17.9	17.9	33.4
	Agree	231	43.6	43.6	77.0
	Strongly Agree	122	23.0	23.0	100.0
	Total	530	100.0	100.0	

Table 10.33 I learn English so that I can pass the English exam

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	92	17.4	17.4	17.4
	disagree	95	17.9	17.9	35.3
	neither agree nor disagree	92	17.4	17.4	52.6
	agree	146	27.5	27.5	80.2
	strongly agree	105	19.8	19.8	100.0
	Total	530	100.0	100.0	

Table 10.34 I want to learn English so that I can become a successful Engineer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	1.7	1.7	1.7
	disagree	15	2.8	2.8	4.5
	neither agree nor disagree	27	5.1	5.1	9.6
	agree	155	29.2	29.2	38.9
	strongly agree	324	61.1	61.1	100.0
	Total	530	100.0	100.0	

Table 10.35 I learn English so that I can access more advanced knowledge in the field of engineering sciences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	1.3	1.3	1.3
	disagree	10	1.9	1.9	3.2
	neither agree nor disagree	28	5.3	5.3	8.5
	agree	184	34.7	34.7	43.2
	strongly agree	301	56.8	56.8	100.0
	Total	530	100.0	100.0	

10.36 I want to learn English because I will emigrate to UK/USA for a better future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	46	8.7	8.7	8.7
	disagree	62	11.7	11.7	20.4
	neither agree nor disagree	108	20.4	20.4	40.8
	agree	147	27.7	27.7	68.5
	strongly agree	167	31.5	31.5	100.0
	Total	530	100.0	100.0	

Table 10.37 Without English I can not get high social status in Pakistan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	64	12.1	12.1	12.1
	disagree	88	16.6	16.6	28.7
	neither agree nor disagree	90	17.0	17.0	45.7
	agree	168	31.7	31.7	77.4
	strongly agree	120	22.6	22.6	100.0
	Total	530	100.0	100.0	

Table 10.38 I want to learn English to visit abroad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	27	5.1	5.1	5.1
	disagree	62	11.7	11.7	16.8
	neither agree nor disagree	113	21.3	21.3	38.1
	agree	159	30.0	30.0	68.1
	strongly agree	169	31.9	31.9	100.0
	Total	530	100.0	100.0	

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Table 10.39 I learn English to please my parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	50	9.4	9.4	9.4
	disagree	116	21.9	21.9	31.3
	neither agree nor disagree	122	23.0	23.0	54.3
	agree	158	29.8	29.8	84.2
	strongly agree	84	15.8	15.8	100.0
	Total	530	100.0	100.0	

Table 10.40 My parents will highly reward me If I get good marks in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	25	4.7	4.7	4.7
	disagree	42	7.9	7.9	12.6
	neither agree nor disagree	115	21.7	21.7	34.3
	agree	210	39.6	39.6	74.0
	strongly agree	138	26.0	26.0	100.0
	Total	530	100.0	100.0	

Table 10.41 My parents encourage me to learn English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	21	4.0	4.0	4.0
	disagree	24	4.5	4.5	8.5
	neither agree nor disagree	67	12.6	12.6	21.1
	agree	224	42.3	42.3	63.4
	strongly agree	194	36.6	36.6	100.0
	Total	530	100.0	100.0	

Table 10.42 My grandparents ask my parents to discourage me from learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	251	47.4	47.4	47.4
	disagree	126	23.8	23.8	71.1
	neither agree nor disagree	82	15.5	15.5	86.6
	agree	43	8.1	8.1	94.7
	strongly agree	28	5.3	5.3	100.0
	Total	530	100.0	100.0	

Table 10.43 My parents buy me English story books and DVDs so that I remain in touch with English in leisure time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	52	9.8	9.8	9.8
	disagree	94	17.7	17.7	27.5
	neither agree nor disagree	136	25.7	25.7	53.2
	agree	167	31.5	31.5	84.7
	strongly agree	81	15.3	15.3	100.0
	Total	530	100.0	100.0	

Table 10.44 My grandparents think that English learning is a sign of following British colonial
pre-1947 values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	153	28.9	28.9	28.9
	disagree	147	27.7	27.7	56.6
	neither agree nor disagree	127	24.0	24.0	80.6
	agree	73	13.8	13.8	94.3
	strongly agree	30	5.7	5.7	100.0
	Total	530	100.0	100.0	

Table 10.45 My parents will feel proud in Pakistani society If they talk about my English
proficiency with their friends and relatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	12	2.3	2.3	2.3
	disagree	20	3.8	3.8	6.0
	neither agree nor disagree	84	15.8	15.8	21.9
	agree	222	41.9	41.9	63.8
	strongly agree	192	36.2	36.2	100.0
	Total	530	100.0	100.0	

Table 10.46 My parents think that English learning is not important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	332	62.6	62.6	62.6
	disagree	155	29.2	29.2	91.9
	neither agree nor disagree	26	4.9	4.9	96.8
	agree	5	.9	.9	97.7
	strongly agree	12	2.3	2.3	100.0
	Total	530	100.0	100.0	

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Table 10.47

What I learn in English class helps me to use English in daily life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	2.8	2.8	2.8
	disagree	24	4.5	4.5	7.4
	neither agree nor disagree	75	14.2	14.2	21.5
	agree	217	40.9	40.9	62.5
	strongly agree	199	37.5	37.5	100.0
	Total	530	100.0	100.0	

Table 10.48 In English class I feel that I am learning something

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	1.1	1.1	1.1
	disagree	13	2.5	2.5	3.6
	neither agree nor disagree	36	6.8	6.8	10.4
	agree	238	44.9	44.9	55.3
	strongly agree	237	44.7	44.7	100.0
	Total	530	100.0	100.0	

Table 10.49 I do my English assignments or homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	201	37.9	37.9	37.9
	disagree	176	33.2	33.2	71.1
	neither agree nor disagree	60	11.3	11.3	82.5
	agree	56	10.6	10.6	93.0
	strongly agree	37	7.0	7.0	100.0
	Total	530	100.0	100.0	

Table 10.50 I would like to have more English language classes than I am having now

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	29	5.5	5.5	5.5
	disagree	52	9.8	9.8	15.3
	neither agree nor disagree	114	21.5	21.5	36.8
	agree	195	36.8	36.8	73.6
	strongly agree	140	26.4	26.4	100.0
	Total	530	100.0	100.0	

Table 10.51 The tasks in the lessons are from real life situation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	1.9	1.9	1.9
	disagree	24	4.5	4.5	6.4
	neither agree nor disagree	75	14.2	14.2	20.6
	agree	282	53.2	53.2	73.8
	strongly agree	139	26.2	26.2	100.0
	Total	530	100.0	100.0	

Table 10.52 If English was not a compulsory subject at University I would not have chosen this course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	171	32.3	32.3	32.3
	disagree	191	36.0	36.0	68.3
	neither agree nor disagree	83	15.7	15.7	84.0
	agree	48	9.1	9.1	93.0
	strongly agree	37	7.0	7.0	100.0
	Total	530	100.0	100.0	

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Table 10.53 I get along well with my English teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	1.7	1.7	1.7
	disagree	17	3.2	3.2	4.9
	neither agree nor disagree	83	15.7	15.7	20.6
	agree	241	45.5	45.5	66.0
	strongly agree	180	34.0	34.0	100.0
	Total	530	100.0	100.0	

Table 10.54 My English teacher wants me to succeed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	12	2.3	2.3	2.3
	disagree	1	.2	.2	2.5
	neither agree nor disagree	47	8.9	8.9	11.3
	agree	203	38.3	38.3	49.6
	strongly agree	267	50.4	50.4	100.0
	Total	530	100.0	100.0	

Table 10.55 My English teacher tries to make tasks relevant for every student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	20	3.8	3.8	3.8
	disagree	13	2.5	2.5	6.2
	neither agree nor disagree	63	11.9	11.9	18.1
	agree	247	46.6	46.6	64.7
	strongly agree	187	35.3	35.3	100.0
	Total	530	100.0	100.0	

Table 10.55 My English language teacher gives me the opportunity to participate in the class and gives useful feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	.9	.9	.9
	disagree	6	1.1	1.1	2.1
	neither agree nor disagree	57	10.8	10.8	12.8
	agree	195	36.8	36.8	49.6
	strongly agree	267	50.4	50.4	100.0
	Total	530	100.0	100.0	

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Table 10.56 English learning is against the principles of Islam

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	306	57.7	57.7	57.7
	disagree	116	21.9	21.9	79.6
	neither agree nor disagree	50	9.4	9.4	89.1
	agree	44	8.3	8.3	97.4
	strongly agree	14	2.6	2.6	100.0
	Total	530	100.0	100.0	

Table 10.57 I think learning English will change my local Pakistani outlook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	122	23.0	23.0	23.0
	disagree	120	22.6	22.6	45.7
	neither agree nor disagree	95	17.9	17.9	63.6
	agree	118	22.3	22.3	85.8
	strongly agree	75	14.2	14.2	100.0
	Total	530	100.0	100.0	

Table 10.58 English learning will make me more liberal in religious affairs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	77	14.5	14.5	14.5
	disagree	87	16.4	16.4	30.9
	neither agree nor disagree	140	26.4	26.4	57.4
	agree	154	29.1	29.1	86.4
	strongly agree	72	13.6	13.6	100.0
	Total	530	100.0	100.0	

Table 10.59 I don't like when I see local Pakistanis speaking in English with one another

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	236	44.5	44.5	44.5
	disagree	144	27.2	27.2	71.7
	neither agree nor disagree	69	13.0	13.0	84.7
	agree	47	8.9	8.9	93.6
	strongly agree	34	6.4	6.4	100.0
	Total	530	100.0	100.0	

Table 10.60 If I speak English people will think that I am not a true Pakistani

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	226	42.6	42.6	42.6
	disagree	164	30.9	30.9	73.6
	neither agree nor disagree	69	13.0	13.0	86.6
	agree	45	8.5	8.5	95.1
	strongly agree	26	4.9	4.9	100.0

Table 10.60 If I speak English people will think that I am not a true Pakistani

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	226	42.6	42.6	42.6
	disagree	164	30.9	30.9	73.6
	neither agree nor disagree	69	13.0	13.0	86.6
	agree	45	8.5	8.5	95.1
	strongly agree	26	4.9	4.9	100.0
	Total	530	100.0	100.0	

Table 10.61I am not as good in English as my other classmates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	55	10.4	10.4	10.4
	disagree	119	22.5	22.5	32.8
	neither agree nor disagree	134	25.3	25.3	58.1
	agree	168	31.7	31.7	89.8
	strongly agree	54	10.2	10.2	100.0
	Total	530	100.0	100.0	

Table 10.62 I get nervous when I speak English with waiting staff at the multinational restaurants based in Pakistan such as Pizza Hut or McDonalds

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	84	15.8	15.8	15.8
	disagree	128	24.2	24.2	40.0
	neither agree nor disagree	118	22.3	22.3	62.3
	agree	144	27.2	27.2	89.4
	strongly agree	56	10.6	10.6	100.0

Table 10.62 I get nervous when I speak English with waiting staff at the multinational restaurants based in Pakistan such as Pizza Hut or McDonalds

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	84	15.8	15.8	15.8
	disagree	128	24.2	24.2	40.0
	neither agree nor disagree	118	22.3	22.3	62.3
	agree	144	27.2	27.2	89.4
	strongly agree	56	10.6	10.6	100.0
	Total	530	100.0	100.0	

Table 10.63 I feel shy when I speak English in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	123	23.2	23.2	23.2
	disagree	104	19.6	19.6	42.8
	neither agree nor disagree	87	16.4	16.4	59.2
	agree	145	27.4	27.4	86.6
	strongly agree	71	13.4	13.4	100.0
	Total	530	100.0	100.0	

Table 10.64 I fear that my fellow students would laugh at me If I made mistakes in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	110	20.8	20.8	20.8
	disagree	113	21.3	21.3	42.1
	neither agree nor disagree	90	17.0	17.0	59.1
	agree	148	27.9	27.9	87.0
	strongly agree	69	13.0	13.0	100.0
	Total	530	100.0	100.0	