

Personality, Educational, and Social Contexts: Determinants of L2 Learning Attitudes in Pakistani Higher Education

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Abstract

Attitudes towards learning and motivation are interconnected: students' attitudes determine the level of motivation they have to learn a second language. There are Certain factors that influence students' attitudes towards learning. This study examined the factors influencing Pakistani university students' attitudes toward learning a second language. This research examined the effects of factors such as "learner's personality context," "educational context," and "social context" on the attitudes of second language learners. The motivational theory of Gardner and Lambert (1972) was selected as the theoretical foundation, and the questionnaire was adopted from Getie's (2020) study and adapted for the current study. Data were collected from one hundred university students. The information was then subjected to both quantitative and qualitative analysis. The study's findings confirm that Pakistani university students' attitudes towards English are influenced by a combination of instrumental and integrative motivation, with the educational context being the most determining factor. The interrelationships among personality, educational, and social contexts reinforce the idea that attitudes toward L2 learning are shaped by individual, institutional, and interactional social influences. Findings suggest that improving the quality of teaching, classroom dynamics, and curriculum alignment can significantly impact students' motivation and attitudes towards English. Meanwhile, more support and tolerance for English outside the classroom could also reinforce a positive attitude.

Keywords: Personality, Education, Society, Attitude.

Introduction

Second language acquisition, or SLA, is defined in two ways. It's a term used to describe learning a second language, both formally and informally. Additionally, it is a hypothesis that explains the intricate and difficult process by which people pick up a second language. Second language acquisition is the academic term for the process of learning languages other than one's mother tongue, such as when a child whose native language is Punjabi begins attending school and learning English as a second language (Hoque, 2017). In the contemporary globalized landscape, where individuals, communities, societies, and nations can no longer afford to exist in splendid isolation, they must engage and communicate with one another for their own advantages as well as for the greater good of humanity. Consequently, researchers in this domain primarily focus on the need to explore and foster bilingualism.

English is now regarded as the world's universal language. Despite being a foreign language, it has global significance. The majority of the world's population speaks, reads, and understands English. Because of this language, people around the world interact and are part of the global community. It is well acknowledged that many worldwide intellectual journals now prefer to

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publish in English. When learning English as a second language (ESL), students encounter linguistic, social, and psychological obstacles. Additionally, learners fear criticism for their blunders and poor oral performance (Zhang, 2009). As a result, teaching and developing English-speaking abilities has grown more challenging.

Similarly, communication between people who speak various native languages is facilitated by English. (Canagarajah, 2007; Kadwa & Alshenqeeti, 2020; Zeng & Yang, 2024). So, higher education institutions have placed a special emphasis on teaching and learning the language (Seraj & Hadina, 2021; Younas et al., 2022; Fatima et al., 2025).

There are many challenges Pakistan faces in improving English language proficiency in its schools (Ayesha, 2022; Younas et al., 2025b). The learners' linguistic environment, i.e., the social stimulation that supports their mother tongue, constitutes the first hurdle. The fact is that learners' L1 prior habits are not a supportive factor in preventing English acquisition (Ali & Pathan, 2017). Second, the teaching practices in Pakistan have been traditional, promoting reading and writing based on the principles of the grammar-translation method. As a result, Pakistani students improve their English reading and writing skills but remain bashful and hesitant when speaking the language. Third, the Pakistani testing and assessment system mistakenly emphasizes students' writing skills over their speaking ability (Alam & Bashiruddin, 2013). Since speaking is less valued than writing in the point system, this preference for writing scales leads learners to favour training their writing skills at the expense of developing their speaking skills. In Pakistani educational institutions, enhancing students' oral skills poses additional problems beyond the above. Lack of vocabulary, weak grammar, and delayed comprehension are significant hindrances to speaking skills among learners in Pakistan (Al Nakhalah, 2016; Amoah & Yeboah, 2021). Pakistani learners experience considerable difficulty with English language learning. Factors such as the use of the first language (L1), limited comprehension skills, the lack of English language specialists in schools and other rural areas, limited technology resources, poor teaching materials, and weak assessment tools have all contributed to this problem. All this results in a negative attitude of students towards learning a language.

The present study aims to examine the factors that influence students' attitudes toward studying English as a second language. The specific purpose of the present study is to identify the factors affecting the attitudes of University students towards studying English as a foreign language. The researcher believes in analysing the elements that can assist our students to avail themselves of a range of situations while learning English. This eventually helps students achieve higher proficiency across various fields of study. But to do this, English language learners must embrace the promise of their education. It is often acknowledged that students' attitudes about learning a foreign language are a significant indicator of success. Students who view studying English as a joyful and fulfilling experience are less likely to experience anxiety when learning a foreign language. Stern (1987), contend that attitudes toward second language acquisition (SLA) and learning results are positively correlated. However, if students act as though they don't think it's important to study a second or foreign language, it indicates that they don't respect language acquisition and have a negative attitude about it. The purpose of this study is to examine the impact of students' attitudes and external factors on studying English as a second language in the University students of Pakistan and to find out how *integrated* and *instrumental* motivation (Gardner & Lambert, 1972) intersects with the positive or negative attitude of students and influences the learning process.

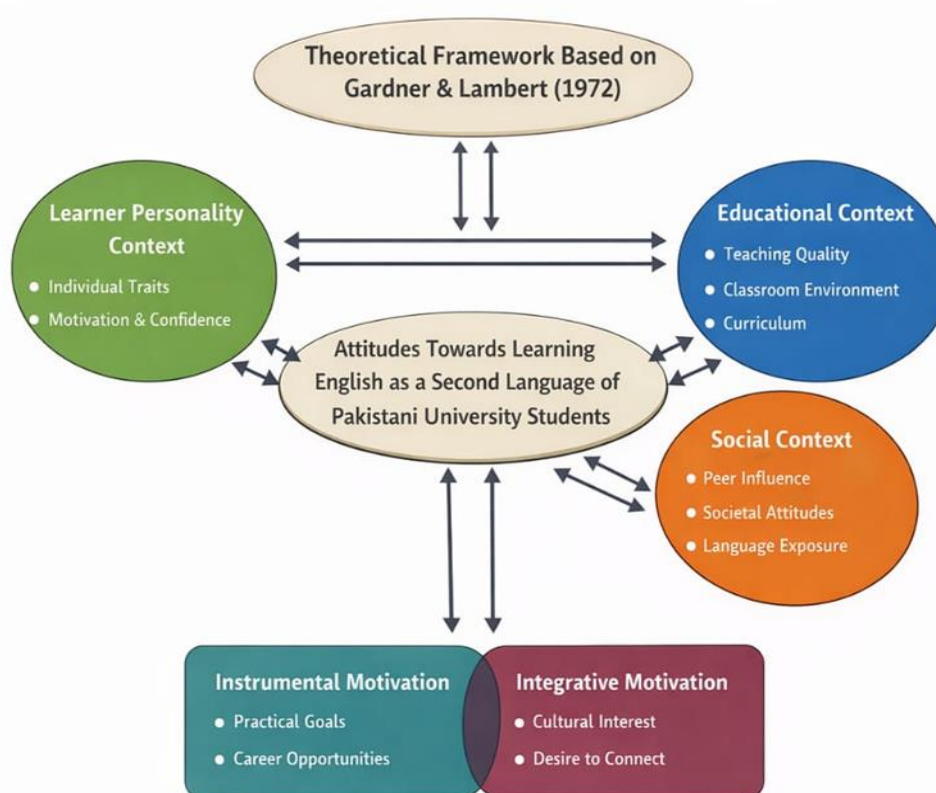
Research Questions

1. How do learners' personality context, educational context, and social context influence Pakistani university students' attitudes towards learning English as a second language?
2. How much does each factor exert an influence on attitude towards language learning?

Theoretical Framework

This study draws on Gardner and Lambert's (1972) theoretical model to understand attitudes towards learning English as a second language among Pakistani university learners. Gardner and Lambert's model highlights the multidimensional nature of language-learning motivation and the social-psychological variables related to learners' motivation to learn a language. At the core of this framework is the field of attitudes towards learning English that can be described as a function of multiple, related contexts and motivational dimensions. Motivation is treated as a mediating construct through which personality traits, educational conditions, and social context factors influence second language learning.

Figure 1: Theoretical framework guiding this study is grounded in Gardner and Lambert's (1972) socio-educational model of second language motivation



Second Language Acquisition and Learners' Personality Context

Studies in second language acquisition (SLA) have consistently shown that individual differences are fundamental to second language learning outcomes. Among individual differences, personality characteristics are particularly significant, as they are directly linked to a learner's attitudes/behavior towards the learning process associated with second language acquisition. Second language learners exhibit these personality traits during the learning process, which, in turn, indirectly affects second language acquisition.

Gardner and Lambert's (1972) socio-educational model of SLA provides the theoretical basis for how personality factors interact with L2 motivation to influence L2 learning achievement. Attitudes towards the learning situation (that is, teachers, peers, and educational setting) and

attitudes towards the target language community are also mediated by learners' individual differences, such as personality variables (Gardner & Lambert, 1972). Personality traits in this model do not directly affect SLA success, but they do shape learners' motivational orientations and attitudes toward the language and its speakers.

Extroversion vs. Introversion

Extroverts may produce more oral output in the target language, which is sociolinguistically productive, while introverts have developed reading and writing skills based on reflection (Csizér & Dörnyei, 2005). According to Gardner and Lambert's model, these differences affect both instrumental and integrative motivation; extroverts tend to have greater integrative motivation because they are interested in social interaction with L2 members.

Self-confidence

Learners with high self-esteem and emotional stability are more likely to retain positive attitudes toward the L2 community and motivation to learn the language (MacIntyre & Gardner, 1994). They can better cope with communicative encounters and act in a sustained way, all of which confirms Gardner's plea for the interaction between attitudes and motivation. Socio-affective factors influence language aptitude. Alternatively, highly anxious or neurotic learners use low motivation methods of communicating, avoid communicative situations, and have negative language attitudes (MacIntyre & Gardner, 1994). According to Gardner and Lambert's model, these learners must possess weaker integrative motivation and less involvement with the L2 community. Conscientious students have drive, organization, and goal orientation, which lead them to use effective learning behaviours and stay motivated (Dewaele, 2012). Likewise, openness to experience encourages curiosity and tolerance for ambiguity, which, in turn, allows the L2 learner to approach new L2 stimuli with a "sharpness" that prevents receptivity from turning into passivity by promoting complex integration, effort, and integrated motivation.

These individual differences also overlap with Dörnyei's L2 Motivational Self System (2009). Participants' active and positive dispositions help them develop a clear Ideal L2 Self that serves as a motivational compass for attaining fluency. Anxious and avoidant individuals might have difficulty imagining themselves as successful L2 users, which aligns with Gardner and Lambert's postulation that personality mediates SLA indirectly through motivational and attitudinal channels. In other words, in the Gardner-Lambert socio-educational model of SLA, personality dimensions are considered important individual differences that influence attitudes and motivation (along with social factors) and that indirectly affect the outcome of SLA. Extroversion, self-confidence, conscientiousness, and openness positively contribute to motivation and engagement, whereas introversion, anxiety, and neurotic tendencies can limit motivational orientation. When these characteristics are known, educators can adjust teaching methods and interventions to increase both instrumental and integrative motivation, thereby leading to more successful second-language learning.

Educational Context

According to Gardner and Lambert's (1972) model of SLA, the educational environment is conceptualized as a critical situational factor that influences learners' attitudes and motivation. The model posits that learners' perceptions of the learning situation (including the teacher, classroom environment, instructional procedures and content, curriculum, and available resources) directly affect their motivation to learn the L2. Unlike individual-level personality traits, educational context factors operate at the situational or institutional level and affect what learners can do in SLA.

Classroom Environment

Current SLA studies of motivation highlight that it is not an individual psychological quality but is imbricated in the educational circumstances in which learning takes place (Wu, 2022). The amount of time is an important factor that greatly influences students' involvement and retention, since the classroom context is part of the educational context. Interactive, communicative classroom (recognizing) task-based activities, peer interaction, and learner-centered instruction raise the perceived value of using the target language, and develop both instrumental and integrative motivation (Lightbown & Spada, 2019). According to Gardner and Lambert (1972), however, how students feel about the learning situation will be fully influenced by their experience in educational institutions, and this will determine whether they develop a positive or negative attitude towards the target language.

Teaching Quality

The teacher's influence is another key factor noted by Gardner and Lambert (1972). It is teachers who act as facilitators of the curriculum and of learners' dispositions by offering support, demonstrating how to use the target language, and affording contexts for authentic (or 'real') communication. Indeed, studies have revealed that teacher practices, for instance, related to autonomy support, goal framing, providing constructive feedback, and positive classroom interaction may promote motivation and persistence (Dörnyei 2009). While the socio-educational model highlights that positive perceptions of the teacher and teaching favor learners' motivational intensity, which, in turn, supports the better development of second-language competencies.

Curriculum

The curriculum and teaching materials are also focal points in Gardner and Lambert's construction of the learning situation. Relevant, culturally responsive curricular content that parallels learners' interests further promotes instrumental motivation (learning the language for academic or professional use) and can also help to provide support with integrative motivation by stimulating curiosity about the target-language community. Sufficient resources (e.g., textbooks, multimedia materials, and opportunities for authentic communication) could also enhance learner engagement, thereby reducing barriers to SLA by reinforcing the relationship between the educational context and motivation.

In brief, Gardner and Lambert's model underscores the importance of educational context factors—classroom environment, teacher practices, curriculum, and learning materials—in shaping learners' attitudes toward the learning situation, which, in turn, mediate their motivational dispositions and SLA outcomes. Recent second language acquisition (SLA) research has further corroborated the idea that these situational dimensions not only facilitate learning but also directly moderate participants' involvement, perseverance, and ultimate success in L2 development. Having some knowledge of these can help ESL teachers create motivationally enriched instructional environments that support learners' positive attitudes and effective engagement in L2 learning.

Social Context

The social context in Gardner and Lambert's (1972 & 1985) socio-educational model for SLA clearly influences learners' attitudes toward the learning situation and the target language community. Learner attitudes toward the language and its speakers, for example, which are influenced in part by societal images of the language and respect for it (or lack thereof), as well as peer inputs, feed into the model directly in terms of what motivates them to acquire Lx skills (integrative vs instrumental). In Gardner and Lambert's model, Social Context serves as a contextual variable that influences motivation orientations and indirectly affects SLA

achievement. Stern (2003) describes social context as the totality of social and environmental factors that impact L2 learning, whereas Ellis (1994) stresses that it encompasses a wide variety of contexts, from native-speaker naturalistic interactions to classroom instruction, that can influence learners' judgments of success or failure. Gardner and Lambert (1972) also suggested that learner attitudes toward the L2 community and the learning context are influenced by social contact and community involvement, as reflected in whether integrative or instrumental motivation is salient. Social factors influencing motivation include:

Peer Influence and Social Interaction

Interaction with classmates in and out of the classroom serves as linguistic models and offers opportunities to communicate orally. Positive attitudes of peers toward L2 learning can strengthen learners' motivation and integrative goals, while negative peer influences or a lack of involvement may have the opposite effect. Gardner and Lambert (1985) note that social reinforcement from peers leads to favorable attitudes toward the L2 culture, thereby promoting motivation.

Social Evaluation and Status of the Language

Attitudes towards a second language, including the status it is granted, are some of the strongest motivators. If the native community sees value in their L2 (or, for that matter, more than one), learners are apt to use the language instrumentally. Positive societal attitudes towards the L2-speaking group can, in turn, enhance integrative motivation by fostering a desire for learners to affiliate with that community (Gardner & Lambert, 1972).

Language Exposure

Rich, formal communicative occasions provide sociolinguistic competence and an integrative motivation for learning naturally. Language classroom environments can provide structured grammar instruction but might inhibit spontaneous expression and facilitate rule-based, instrumentally motivated language acquisition (Steinberg, 2021). Gardner and Lambert (1972) also stress that learners' attitudes, as a result of their contact with members of the language community, can increase or decrease motivation.

Parental and Institutional Support

Family and schools have a significant impact on the social context in which SLA occurs. Parents' involvement, encouragement, and expectations, as well as institutional provisions such as curriculum implementation, teacher competence, and teaching resources, can positively or negatively affect language learning. According to Gardner and Lambert (1972), such external social influences are crucial for the formation of attitudes toward the learning situation, which then mediate motivation and language performance. Under Gardner and Lambert's socio-educational model, factors in the social context, such as peer pressure, societal attitudes towards the language, opportunities to hear the language, and support from family and institutions, influence learners' beliefs about their abilities, which subsequently affects their motivation. These variables do not determine SLA success but exert an indirect effect on it by influencing integrative and instrumental orientations, learners' perseverance, and participation in second-language learning. Acknowledging and enriching these social dimensions is thus a crucial part of successful SLA pedagogy and policy.

Role of motivation and attitude in second language acquisition

Motivation is referred to as Goal-directed behavior (Heckhausen & Baltes, 1991). Personality traits also play a significant role in motivating second language learners. It is observed that a

person who is motivated to learn a second language leaves no stone unturned to achieve the goal. Although negative and positive feedback have their impacts on the learner's motivation. Gardner (1985) deeply explored the aspect of motivation in second language acquisition. The Attitude/Motivation Test Battery (AMTB) is typically used to assess the main elements of Gardner's (1985) socio-educational model of second-language acquisition. Two groups of attitudes—integrativeness and attitudes toward the learning environment—and a third element—motivation—are distinguished in the socio-educational paradigm. Two factors are closely related to the motivation of learning L2, which are integrativeness and attitude towards the learning situation. This motivation is an instrumental factor in learners' success in learning a second language. Learning a new language thus changes the learner's social identity; it does not consist in mere skill acquisition, knowledge of rules or grammar to be internalized; rather, this would imply a change in the self-perception and taking on (adopting) new linguistic and cultural behaviors. Gardner (1985) proposed that language learners who have a positive attitude towards the target culture learn the language better than those with negative attitudes. Gardner and Lambert (1959) also found that aptitude and motivation were the best predictors of second-language success. According to Latchanna and Dagneu (2009), motivation and attitude towards learning a language affect the second-language acquisition process. Motivation-related concepts that affect a learner's success in SLA must not be veiled, as they are vital. Another important construct in this area is individual orientation, which describes learners' purposes for learning the target language (Siguan & Mackey, 1987).

Motivation can be described as behavior aimed at accomplishing a particular objective, in this case, learning a language. Initial studies on attitudes, motivation, and orientation explored integrative and instrumental orientations and their impact on second language acquisition (SLA). Mansoor (1993) characterized integrative orientation as the motivation to learn a second language in order to connect with, communicate within, understand, and ultimately assimilate into the community of the target language. In contrast, instrumental orientation is motivated by practical factors, such as seeking higher education or advancing one's career. Gardner and Lambert (1972) suggested that an integrative orientation leads to greater motivation and more successful language acquisition than an instrumental orientation. However, Lukmani (1972) and Mansoor (1993) challenged this perspective by demonstrating that an instrumental orientation can also lead to successful learning outcomes. The theoretical model categorizes instrumental and integrative motivation as influential forces in language-learning orientation. Instrumental motivation. Besides these idealized motivational orientations, there are several other social-psychological and instrumental reasons why learners learn English. Integral motivation represents learners' cultural interest in, and desire to integrate with, English-language communities, which serve as a basis for stronger involvement through personal and social identity.

Interrelationship of Contexts

The model emphasizes reciprocal relationships among the elements. For instance, learner personality traits are factors that affect and are affected by educational and social contexts; motivational orientations, in the meantime, serve as mediators through which these contexts operate, driving attitudes towards learning English. This interrelatedness underscores the complexity of language-learning beliefs and the importance of considering multiple constructs in research and instruction. Gardner and Lambert's (1972) model is an appropriate lens for investigating Pakistani university students' attitudes toward learning English as a second language. By incorporating learners' personalities, educational, and social contexts, the framework emphasizes bidirectional influences among these factors. For instance, ELL personality traits shape and are shaped by educational and social contexts, whereas motivational orientations, as proxies, moderate the influence of these contexts on attitudes

toward learning English. This relatedness highlights the complexity of attitudes towards language learning and the hitherto under-examined importance of examining variables in both research and pedagogy.

In conclusion, the theoretical framework proposed by Gardner and Lambert (1972) offers a strong perspective for interpreting Pakistani university students' attitudes towards learning English as a second language. By incorporating learner personality, educational and social environments, and motivational dimensions, the framework enables a multilevel understanding of the factors that influence language-learning attitudes and provides insights into how to design effective educational interventions.

The Rationale for Integrating Gardner and Lambert's Attitude Framework with Personality, Educational, and Social Contexts

Gardner and Lambert's (1972) socio-educational model posits that attitudes toward the target language and its community are central affective variables that serve as intermediaries between learners' characteristics, the learning environment, and achievement in second-language acquisition. In such a framework, attitudes are no longer considered static personal qualities; as dispositional tendencies, they are socially and educationally constructed elements that determine the intensity and direction of learners' motivation, especially integrative and instrumental motivation. Drawing on this rationale, the current study incorporates three related contextual subvalues – personality context, educational environment, and social environment – to account for the development of learners' attitudes towards English among Pakistani university students.

The 'Personality context' refers to the internal affective and dispositional roots of attitude development. In line with Gardner's claim that differing learners' characteristics influence motivational orientations, individual differences in personality traits such as self-esteem, emotional stability, openness to experience, and anxiety affect how people rate the target language and their capacity to learn it. Learners with high self-esteem and emotional strength are more likely to develop positive attitudes toward English, which, in turn, enhances both integrative motivation (interest in the language and its speakers) and pragmatic motivation (the need for academic purposes). By contrast, anxiety and negative self-beliefs could impede attitude formation and dilute motivational involvement.

'Educational context', according to Gardner and Lambert (1972), is defined as the *learning situation* that includes the classroom atmosphere, teaching methods, teacher encouragement, and the importance of the curriculum. This is a significant factor in whether learners maintain positive or negative attitudes towards the English language. The positive evaluations augment motivational intensity and sustain long-term involvement, thereby consolidating the attitudinal aspect at the heart of Gardner's framework.

The social environment aligns most closely with Gardner and Lambert's focus on the *social milieu* of L2 learning. Related to this, the social value of English, peer influence, and out-of-class exposure opportunities are determinants that jointly determine learners' attitudes towards the utility and prestige of English. In situations where English has social, cultural, or pragmatic value, learners are more likely to form favorable attitudes towards the language and thus experience higher levels of instrumental motivation and an integrative orientation. Peers' practices and exposure to English through the media and socialization also contribute to the naturalization of language use, thereby promoting positive attitudes towards learning English. The three contexts, when combined, interact to create a dynamic set of factors that shape learners' attitudes, which serve as the key mediating construct in Gardner and Lambert's (1972) framework. Specifically, by combining the personality, educational, and social factors of the learning framework, the current study explains why and how attitudes towards the English language are shaped among university students in Pakistan.

Methodology

This section outlines the methodology adopted for the study. Questionnaires were administered to gather data on variables influencing English language learning in a Pakistani context.

Participants of the study and Data Collection Tools

The population of this study comprises one hundred university students from Pakistan. To ensure balance in the data collection, 50 male and 50 female students were selected using a purposive sampling technique to complete the questionnaires and provide their valuable responses.

Questionnaire

A questionnaire was used as a data collection tool in this study because it enables the collection of relevant data from a large sample. This questionnaire was carefully adapted from Getie (2020) and designed to explore variables that influence second-language learning among university students in Pakistan. This questionnaire used a five-point Likert scale to allow participants to freely choose from negative to positive statements. The researcher sought departmental permission before data collection, and the questionnaires were distributed and administered by the researcher herself.

Data Analysis and Findings

To measure the influence of the 'Personality context', 'Educational context', and 'social context' on students' attitudes towards second language acquisition, a five-point Likert-scale questionnaire was adopted and adapted for the study. The data were analyzed through SPSS version 27. Descriptive statistical analysis was computed through Mean scores and standard deviation. A one-way ANOVA was computed to examine differences in attitudes across the three contexts, and the correlation between them was assessed using Pearson's Correlation test. Cronbach's Alpha was computed for reliability analysis, and this analysis ($\alpha=0.708$) indicated acceptable internal consistency of the scale.

Table 1: Descriptive Statistical Analysis

Contexts	No. of Students	Mean scores	Std. Deviation
Personality context	100	3.2470	0.47492
Educational context	100	3.5682	0.78728
Social context	100	3.1433	0.53708

Table 1 shows the mean score and standard deviation scores of all the three contexts.

Interpretations

The overall Mean scores shown in table 1. Indicate that Pakistani university students have a positive attitude towards second language acquisition in all the three contexts. The educational context shows the highest mean score and is followed by the mean scores of personality context and social context respectively.

Context-wise Analysis of Attitudes

This section shows the context wise analysis of the questionnaire filled by the university students of Pakistan.

Learner's Personality context

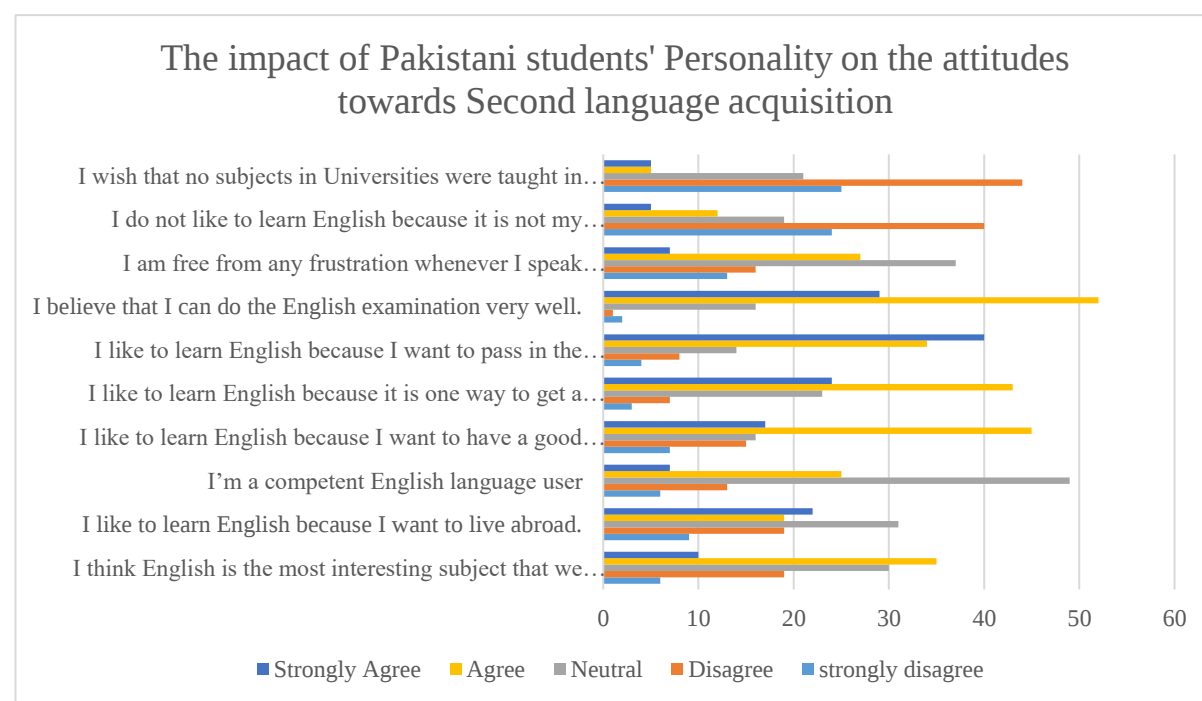
In response to statement that English is the most interesting subject in University, the majority of the Pakistani students responded with agree (35) and strongly agree (10). Gardner and Lambert (1972) associated this kind of positive attitude with the learner's effort and resolution

to learn language successfully. This finding is in line with Dornyei (2000), who suggested that positive motivation and attitude lead to a successful language learning process. However, the responses of the neutral category (30) depict that many Pakistani students don't find English an interesting subject, but as it is taught as a compulsory subject in Pakistan at all academic levels, the students have to adopt a utilitarian attitude, where the English language is seen more as a necessity than anything enjoyable. Motivational challenges faced by Pakistani university students can also be seen through their responses to strongly disagree (6) and disagree (19). This negative response may be associated with Pakistani learners' difficulty or anxiety they face while learning the English language.

In response to statement that students want to learn English to move abroad, the majority of Pakistani students responded to the neutral category (31). This may posit Pakistani learners' "instrumental engagement" towards learning English instead of "integrative engagement". Because the learners only learn language for the motive of academic fulfilment.

The responses with Agree (19) and Strongly Agree (22) indicate the desire of the learners to connect with the English-speaking community, whereas the responses to strongly disagree (9) and disagree (19) show that the primary goal of Pakistani learners is not to migrate abroad, so a "moderate integrated motivation" can be traced from this attitude. as dominant integrated motivation shows the learners' likeness and interest in the culture of the native speakers (Gardner & Lambert, 1972). These findings are aligned with Brown (2000), who says that due to integrative motivation, students get inspired by the culture of the target language but also want to connect with the community, so instrumental motivation is reflected through the desire to go abroad, and in Pakistani settings, proficiency in the English language is considered as a sound opportunity to move abroad (Al-Mansour,2022).

Figure 2: The frequency of the responses Pakistani University Students gave towards the impact of Personality context on the attitudes towards learning



The majority of Pakistani University students responded to statement that they are competent language user, in the neutral category (49); moreover, the categories strongly disagree (6) and disagree (13) show the extent to which learners negatively evaluate themselves, and this

highlights the self-perceived competence of the language learners. Meanwhile, the responses, strongly agree (25) and agree (7), showed that learners accept their competence in the English language. These responses suggest that the students do feel motivated to learn English, but they also show the signs of a lack of confidence in their ability to learn. These findings are aligned with Gardner (1985), who suggests that the intensity of motivation always influences the competence level of students and shapes self-perception. Self-perception of students that they can use language proficiently also enhances their learning capabilities and leads to success (Bandura, 1997).

Pakistani university students show “*strong instrumental orientation*” in response to the statement that they like to learn English to have good professional opportunities, with a bend towards agree (45) and strongly agree (17). Contrary to that, a low ratio of students responded to disagree (15) and strongly disagree (7), same is the case with the neutral category (16). In the Pakistani context, where English is used as an official language and a medium of instruction in our academic institutes, this background fits for instrumental motivation as mentioned in Gardner’s (1985) motivational theory. Being fluent in English also increases career opportunities and enhances the professional status of people in Pakistani settings. These findings are in line with Jamil et al (2024). Statement that students like to learn English to get a good job, is the continuation of the previous statement and we see the majority of students endorsed instrumental orientation by responding with agree (43) and strongly agree (24). This indicates that employment prospects are a critical factor driving English learning among these students. The emphasis on job-related outcomes reflects the socio-economic realities in Pakistan, where English language skills are frequently required or preferred by employers, especially in multinational companies, government services, and academia. Rashid (2023) also concluded that securing a highly paid career opportunity is the main priority of Pakistani learners. Quite a low number of responses were recorded in the categories of neutral (23), disagree (7) and strongly disagree (3) and these results clearly show the priorities or aim to learn a language of Pakistani students.

Academic instrumental motivation is a dominant factor in the process on learning English for Pakistani students. This notion is shown in the responses to statement that students want to pass in exams so they learn English. The responses with agree (34) and strongly agree (40) show that Passing examinations is a concrete, measurable goal that often motivates students more immediately than intrinsic interest or cultural integration. The responses to Statement that the student believe that they can perform well in exams, shows a positive attitude of students towards learning the English language. As the students responded with agree (52) and strongly agree (29), this shows the strong instrumental motivation by Pakistani learners. The positive self-perception is also evident through these responses, which leads to speedy language acquisition. On the other hand, discrete responses were recorded for neutral (16), disagree (1), and strongly disagree (2), which show quite a low level of negative attitude of Pakistani students. These results align with Bandura (1997) and Dorneyi (2000).

Twenty-seven Pakistani university students agree that while speaking in English in classroom setting, they feel no frustration and 7 strongly agree; this reflect low level of negative attitude or anxiety on the part of students. However, the ratio of responses to neutral (37), disagree (16), and strongly disagree (13), reveal high level of anxiety faced by the students. Anxiety is the factor that can impede the process of second language acquisition and is associated with a negative attitude.

High level of acceptance for the English language is shown by the responses of Pakistani university students when 40 students disagree and 24 strongly disagree with statement that English is not their favorite subject. This acceptance can be the outcome of instrumental or integrated motivation in the Pakistani context. However, 19, 12, and 5 students responded with

neutral, agree, and strongly agree, respectively. This negative attitude or dislike for the English language might be the outcome of difficulty faced in learning or a faulty teaching method.

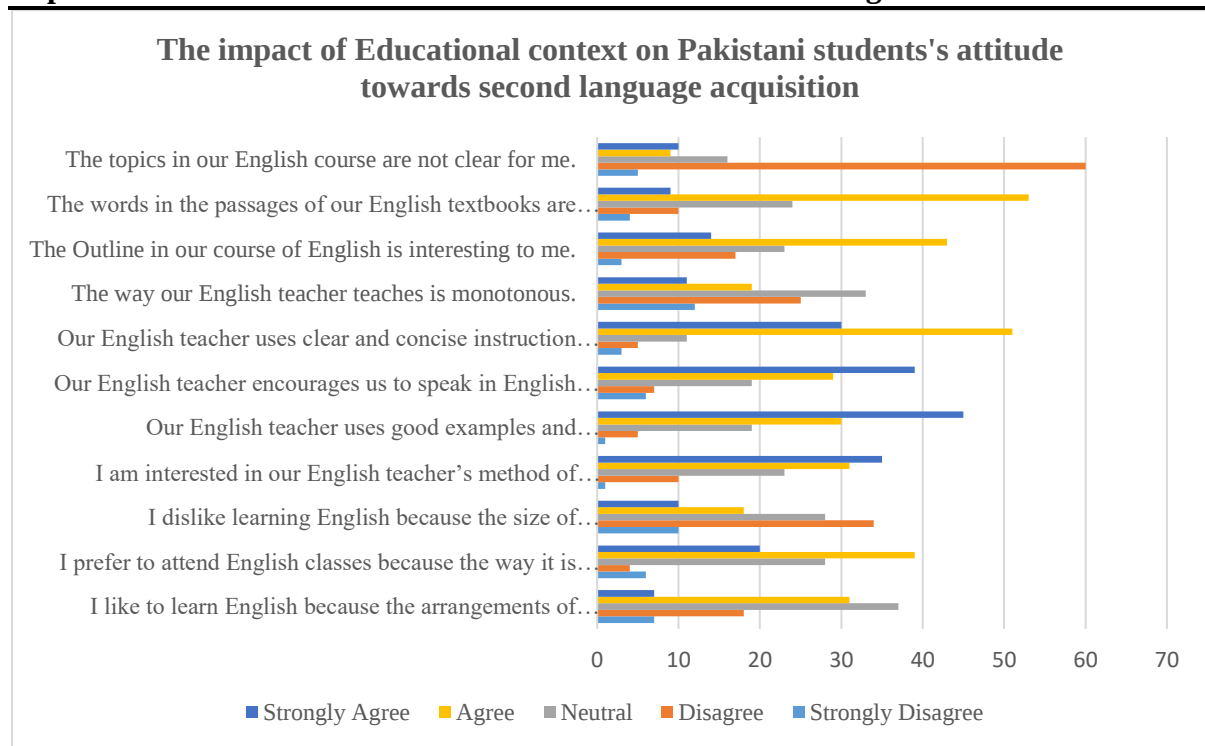
In a similar vein, huge disagreement for statement that students wish that no subject should be taught in English at University level, shows the predominant acceptability of the English language in Pakistani society, where the students responded with strongly disagree (25) and disagree (44). While twenty-one students remain neutral in their responses, which shows the level of difficulty they are having in mastering that language, at the same time, they might feel motivated to overcome the obstacles, and this fact hinders them to opt any other option.

The Mean score and standard deviation results ($M=3.2470$, $SD=0.47492$) indicate neutral or mildly negative attitude towards personality context and further indicate that students do not perceive this context to be dominant in shaping their attitude towards learning English.

Learner's Educational Context

Language learning environment, such as the classrooms, teaching method, and the comfort zone of the students in that environment, plays a crucial role in the process of language acquisition (Zhang, 2021). Sharing similar feelings, the majority of Pakistani university students responded to Agree or strongly agree to the statements that the classroom environment is comfortable and teaching method is interesting respectively. On the other hand, a low rate of responses in the categories of disagree and strongly disagree may strengthen the notion that the Higher Education Commission's (HEC) and the Government of Punjab, Pakistan's initiative to bring excellence in educational institutes, has borne fruit. Statement about the size of the classroom and ventilation, Showed the disagreement and strong disagreement of 34 and 10 students respectively. So positive attitude and motivation can be traced out from these responses and it ultimately help the student to put more effort and focus in learning language. Visual description of these results are shown in Figure 3.

Figure 3: The frequency of the responses Pakistani University Students gave towards the impact of Educational context on the attitudes towards learning



The method of teaching that any teacher adopts plays a crucial role in teaching learning process. Either it motivates the students to learn quickly or bring the feelings of frustration among the students. Thirty-one Pakistani university students agreed that the teaching method of their English teacher is interesting while, thirty-five strongly agree to this statement. This overwhelming acceptability towards the teaching method not only shows the satisfaction level of students while learning English but also indicates the positive attitude towards learning a second language. On the contrary, 10 students disagree and one strongly disagree with the statement.

Concrete and contextualized examples are necessary for motivation and learning (MacIntyre, 2020), the responses of students to statement that their language teacher uses vivid examples while teaching, are in line with this study. Where 30 Pakistani university students agree and 45 strongly agree, while a minority of students contradict the statement and responded with neutral (19), disagree (5), and strongly disagree (1).

Encouragement or positive reinforcement increases the element of willingness to communicate in the students and the responses of 39 students who agree and 29 who strongly agree to the statement that their English teacher encourages them to speak English, endorses Krashen's views. The same is the case with statement that Language teacher uses clear instructions during any English activity in class, and the students highly responded with agree (51) and strongly agree (30), whereas low rate of responses was observed for neutral (11), disagree (5) and strongly disagree (3). These responses indicate the significance of transparent guidance in the learning process, which reduces the level of anxiety in students and guides them to perform well in exams.

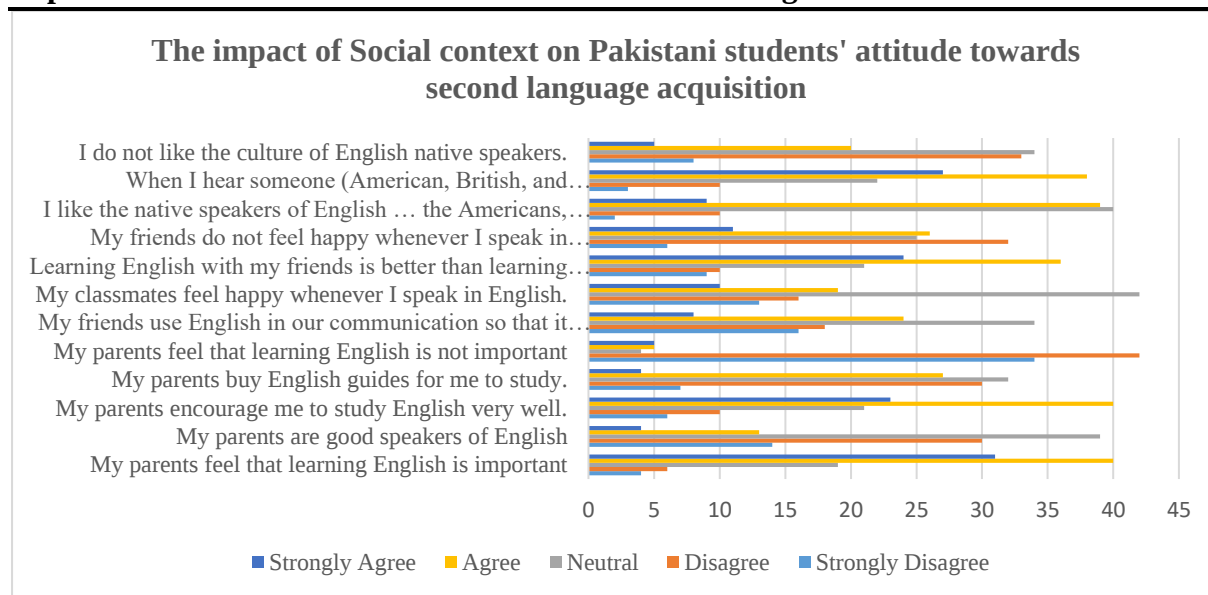
Monotonous teaching style leads to a lack of interest in the subject by the students and it also have negative impact on the motivation level of students. Therefore, teaching style is a dominant factor that can influence language acquisition. In response to the statement that the teaching style of the language teacher is monotonous, a majority of university students of Pakistan disagree (25) or strongly disagree (12), which shows the dynamic style of teaching adopted by university teachers in Pakistan. Whereas the responses to neutral (33), agree (19) and strongly agree (11) emphasize the need of professional development programs for teachers. The course outline of English seems to be interesting to most of the Pakistani university students, where the students agree (43) and strongly agree (14) with this view which reflect positive orientation and integrated motivation by the students. The students take an interest in the course content and consider it a key to their personal growth and academic success. Relevant course content increases the willingness of students to put more effort into learning (Dornyei, 2020). Similarly, Al-Mansour (2022) shares that a relevant course outline results in increased attendance rate and success in exams.

Educational contexts such as teaching material, methodology and settings play a pivotal role in shaping positive attitude towards second language acquisition in Pakistani students and this is supported by the highest means scores ($M=3.5682$, $SD=0.78728$).

Learner's Social Context

The social context of students shapes their ideas and influences their attitude towards things, and the same is the case with second language education. The responses of the students show that although most of the parents are not that fluent in English, they value it and want their children to learn it, because of the notion that English proficiency leads to professional growth and success. The responses also show the positive attitude of students towards native speakers, which demonstrates the 'integrative motivation' to learn English.

Figure 4: The frequency of the responses Pakistani University Students gave towards the impact of Social context on the attitudes towards learning



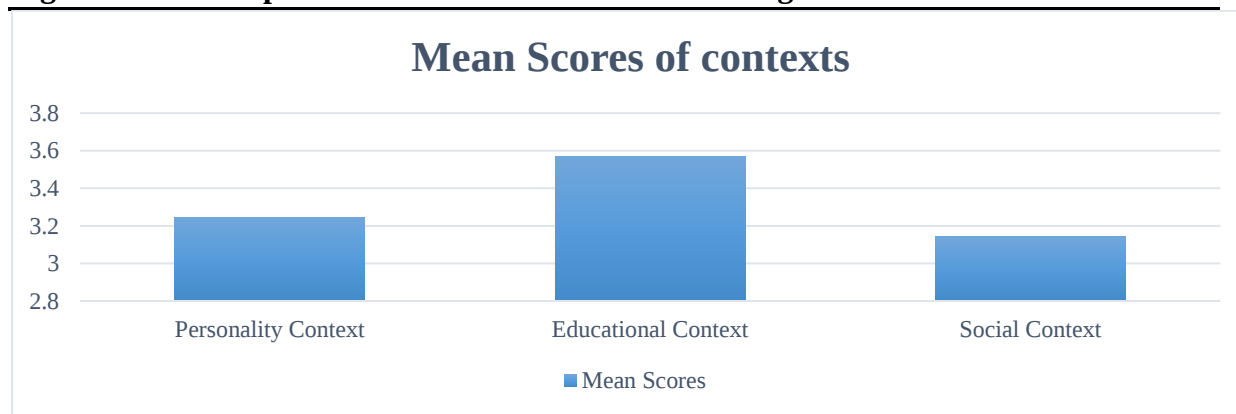
The proficiency in the English language can also be achieved by practice and conversation or discussion with friends facilitate this process of learning. At the same time, negative feedback from peers may lead to discouragement for the student. So, the attitudes of peers towards language acquisition influence the confidence level, motivation, and rate of acquisition in students (Qureshi, 2010).

The Mean score ($M=3.1433$, $SD=0.53708$) indicate that although social context influences the attitudes of students in a moderately positive manner but it is not as dominant as educational context. This lower mean score may implicate the social pressure and no encouragement from peers and parents of the students in Pakistani context.

Comparison of Contexts

The comparative analysis of the mean scores of all the contexts reveals that the educational context exerts more positive impacts on the attitude of Pakistani university students to learn English. the personality context showed moderately positive influence whereas the social context revealed lower mean score, but still exercised positive influence on the attitudes of students. As shown in figure 4.

Figure 5: The comparison of all the three contexts through their mean scores



Inferential Statistical Analysis

Attitude scores across Contexts: One- way ANOVA

There were found to be considerable differences in the attitude scores of Pakistani university students with respect to all three contexts (personality, educational and social) using statistical test one-way ANOVA.

Table 2: The results of the one-way ANOVA test across all three contexts

Contexts		Sum of Squares	D f	Mean Square	F	Sig.
Personality context	Between Groups	.865	1	.865	3.949	.050
	Within Groups	21.464	98	.219		
	Total	22.329	99			
Educational context	Between Groups	4.642	1	4.642	8.021	.006
	Within Groups	56.720	98	.579		
	Total	61.362	99			
Social context	Between Groups	1.822	1	1.822	6.681	.011
	Within Groups	26.734	98	.273		
	Total	28.557	99			

a) Personality context

$F = 3.949, p = 0.050$

Interpretation: This is just on the threshold of significance (0.05), so there's barely an effect of personality context on attitudes. Motivational traits such as motivation, language learning confidence, and perceived self-efficacy also have a relatively limited impact on students' attitude of English compared with the educational context.

b) Educational context

$F = 8.021, p = 0.006$

Interpretation: $p < 0.01 \rightarrow$ very highly significant

Academic setting (course content, teaching methodology, and classroom climate) also exerts a powerful influence on learners' attitude towards English. This suggests that educational context is the strongest, followed by family, among these contexts.

c) Social context

$F = 6.681, p = 0.011$

Interpretation: $p < 0.05 \rightarrow$ significantly different

The effect of social context (parents, peers, native speakers) is also significant but moderate only, as becomes apparent from their relatively low means (< 3.5).

Overall Interpretation

The findings of ANOVA, however, show that all three contexts (personality context, educational context, and social context) account for a significant portion of students' attitude towards English learning. Of these, the educational context is the strongest one, then come social and personality contexts. The findings were consistent with descriptive data, which indicated that students rate educational factors more positively, social factors less positively, and personality-related factors most negatively (based on mean scores and frequency

distributions). This indicates that in addition to motivation and social factors, experiences of classroom learning are crucial in determining attitudes towards English language education.

Correlation Between Personality, Educational, and Social Contexts

The three Pearson correlations indicate that the three “contexts” included in the study follow a meaningful relationship (Correlation is significant at the 0.01 level (2-tailed)):

Personality↔ Educational context (r=. 376) – A mild-to moderate positive correlation. (2008)Students with higher scores on these personality-related items (e.g., openness, self-efficacy) also more frequently report positive educational context factors as supportive teachers or well-structured courses. The association is statistically significant (p<. 001), so it is not due to chance.

Personality↔ Social context (r=. 649) — A moderate positive relationship. Individual differences in personality are related to the perception of a more supportive social, peer interaction, family encouragement, and classroom climate. Again, the p-value (<. 001), thus supporting the stability of this effect.

Educational ↔Social context (r=. 418) –suggested that there was a weak positive association. More favorable perceived school conditions (e.g., explicit curricula, competent teaching) are linked to better social experiences (e.g., cooperative peers, supportive classmates). The significance level (<. 001) informs us that this relationship is not a coincidence.

Table 3: Correlations		Personality context	Educational context	Social context
Personality context	Pearson Correlation	1	.376**	.649**
	Sig. (2-tailed)		.000	.000
	N	100	100	100
Educational context	Pearson Correlation	.376**	1	.418**
	Sig. (2-tailed)	.000		.000
	N	100	100	100
Social contex	Pearson Correlation	.649**	.418**	1
	Sig. (2-tailed)	.000	.000	
	N	100	100	100

Table 3 shows the Pearson’s correlation between the personality, educational, and social contexts.

Interpretation

All three correlations are significant at the 0.01 level, and they use the same sample of 100 students, allowing for direct comparison of findings. Basically what seems to happen is that students’ personalities and people in their classes, plus the way those classes are organized all relate — in other words, if a student feels confident and open, they’re more likely to say they like both the setup of their classroom and network of friends (and simultaneously classrooms actually design around being friendlier seem to yield less competitive social spaces). These interrelationships reinforce the idea that beliefs about L2 learning are shaped by individual, institution-related, and interactional social influences.

Conclusion

This study examined Pakistani university students' attitudes towards English language learning by focusing on personality, educational, and social contexts. The findings suggest that students have positive attitudes towards English; however, the strength of those attitudes differs across the three contexts. These results support the current study, which, according to some of the recent studies from 2020-2025, indicate that Pakistani students still view English as essential for their success in the world, as well as an important tool for gaining employment and academic achievement (Rasheed & Ali, 2020; Akram & Yasmin, 2021; Hussain et al., 2023). The strongest influence of educational context on the attitude of Pakistani university students was suggested by Mean scores and ANOVA. Students responded positively to factors such as the teaching setting, methodology, and course outlines. These factors motivate students to learn English. The studies by Malik et al. (2022) and Ahmad and Shah (2024) align with the present study and suggest that positive reinforcement and a student-centered classroom environment motivate Pakistani university students to adopt a positive attitude towards learning English. In Pakistani settings, parental and peer support for language learning is not consistently strong, as evidenced by students' responses and confirmed by statistical analysis. A moderate influence of social context on students' attitudes was observed. The desire to achieve linguistic competence is also reflected in the positive attitude toward native speakers and culture. This linguistic competence is associated with professional growth and higher social status. Thus, the underlying factor of all these desires is motivation. Instrumental motivation is reflected in students' desire for success in exams. So strong an influence of educational context can be observed on the attitude towards learning English. Integrative motivation can also be traced when students show their likeness to native speakers. The findings of this study explicitly support Gardner and Lambert's (1972) Motivation theory. Finally, it is confirmed that Pakistani university students' attitudes towards English are influenced by a combination of instrumental and integrative motivation, with the educational context being the most determining factor. The interrelationships among personality, educational, and social contexts reinforce the idea that attitudes toward L2 learning are a combination of individual factors, institution-related factors, and interactional social influences. Findings suggest that improving the quality of teaching, classroom dynamics, and curriculum alignment can significantly impact students' motivation and attitudes towards English. Meanwhile, more support and tolerance for English outside the classroom could also reinforce a positive attitude. The paper adds to the growing literature on SLA in Pakistan and has implications for teachers, textbook writers, curriculum developers, and policymakers.

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