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Attitudes and Motivation of Afghan Students toward Learning English

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Abstract

This study investigated Afghan students' attitudes and motivation toward learning English at six different universities in Afghanistan. Several factors were believed to influence their success in learning English (i.e., motivation types as a major factor together with variables, such as gender, grades, fields of study, parental/teacher involvement, language learning anxiety and academic achievement). In searching for a reliable attitudinal profile of the subjects, quantitative research methodology was adopted along with mixed research techniques. The data was collected from 457 university students (273 male and 184 female) and 12 university EFL teachers through questionnaires and interviews. The findings showed that most of the Afghan university students held a positive attitude toward learning English and they were highly influenced by three types of motivation (i.e., instrumental, integrative, and intrinsic). Significant differences were found in the attitudes of students in terms of their fields of study, grades, and language learning anxiety. Interestingly, the findings also showed that some students were demotivated to learn EFL due to the propagation that English will no longer widely be used if NATO and US forces leave Afghanistan. It is suggested that EFL teachers should adopt motivational strategies in their classes to develop students' positive attitudes and enhance their motivation toward learning EFL.

Keywords: Attitudes; Motivation (i.e., Instrumental; Integrative; Intrinsic); Language Learning Anxiety

A. Introduction

After the collapsed of the Taliban regime in 2001, Afghanistan has experienced one of the brilliant periods of English language teaching and learning in its history. Presence of American military along with the other international forces and thousands of Non-Governmental Organizations (NGOs) motivated Afghans to learn English as a foreign language for diverse purposes i.e., serving as interpreters, translators, contractors, and understanding about English speakers' language, culture, etc. In 2001, very limited Afghan citizens were acquainted with the English language and they were the gifted persons in making high salaries or working with NGOs and foreign armed forces. Afghanistan's name can add to the list of countries that constitute the context in which Kachru (1996) called it expanding circle. Afghan government relation with western countries and their investments in all sectors of Afghanistan created the opportunity for Afghans to interact in English directly in opening businesses, etc. This, as an 'extrinsic motivation' (Deci & Ryan, 1985) has helped almost each and everyone in Afghanistan to acquire/learn English as a foreign language. It also stimulated them to attend short term intensive English language courses everywhere in the country and miraculously learn it so fast. Their high motivation and desire to learn English had many reasons. Afghans not only love to talk, walk and feel/perceive how foreigners behave in their regions but also they wanted to know about the culture of English speaking people or foreigners who were capable of speaking in the English language fluently. These, as an 'intrinsic motivation' (Deci & Ryan, 1985), supported most of the Afghan students to equip themselves with learning/acquiring English as a foreign language.

Learners who are highly motivated toward a language, they easily integrate it with the culture of its native speakers (i.e., integrative motivation) and they are very successful in their learning compared to those who learn the language just to achieve their goals or as a means to an end i.e., instrumental motivation (Gardner & Lambert, 1972). In other words, Afghan students who learn English for the purposes of getting higher-paying jobs, etc., are highly motivated than those who learn it for the purposes of knowing about its culture, the way they speak it, etc.).

It is claimed that attitudes and motivation play a key role in English as foreign language learning. It is also claimed that a positive attitude facilitates while negative attitude acts as a psychological barrier against it (Dornyei, 1990). An attitude to target language has been investigated within the framework of the broader notion of motivation. In what follows, attitude as a factor of motivation in EFL/ESL learning has been characterized in other countries. However, to investigate the nature of Afghan tertiary level EFL learners' attitudes and motivation toward learning English in Afghanistan universities, this study will glance at factors that combine motivation types, positive or negative attitude toward learning English.

The previous studies related learners' attitude toward learning EFL are easily accessible from other contexts (i.e., Yeman, Turkey, Sudan, Japan, Iran, etc.) and numerous studies (i.e., Kimura, Nakata, & Okumura, 2001; Al-Tamimi & Shuib, 2009; Chalak & Kassaian, 2010; Liu, 2014; Fadlalla, 2017) in the mentioned contexts reveal that positive attitudes and instrumental motivation toward learning English is common among the EFL learners. However, to some extent and up to the knowledge of the researcher; very few researches i.e., Qasemi (2015) and Siddiq, Miri, and Sarwarzada (2019) can be found on focusing the attitudes of Afghan students toward learning English at tertiary level in Afghanistan. Students' attitudes and motivational types, together with other influential factors have not been addressed in any previous studies at the university level in the context of Afghanistan.

The notion of attitudes and motivation in learning EFL is not pioneering in the newly-emerged research field (Liu, 2014). However, in the context of Afghanistan, it might be a novel research area to expand findings through analysis of variables that may describe the attitudes and motivation of Afghan EFL students toward learning English at tertiary level education. In an attempt to provide a deeper understanding of the English language learning in universities of Afghanistan, the study aims to address the problem through (a) determining Afghan tertiary level EFL students' attitudes

toward learning English and the types of motivation that guide them to learn this language, (b) exploring their intrinsic, instrumental, integrative motivation levels and the anxiety they might have in EFL learning, and (c) finding about variables (i.e., *gender, grades, fields of study, parental/teacher involvement, language learning anxiety and academic achievement*) that affect attitudes and motivation of Afghan students toward learning English.

Due to the lack of extensive study to investigate, why Afghans learn English and how they perceive speaking in English, the study also examines the purposes for which Afghan university students learn English and their perceptions of the English and English native speakers i.e., American and NATO forces in Afghanistan. Since no single study with many such variables mentioned earlier has been carried out in the field of attitudes and motivation in Afghanistan, this study will focus on university students for possible comparison of results with the studies in EFL contexts.

To some extent that this study has explored, a little study in the globe and not even a single one in the context of Afghanistan have examined the influences of the entire stated variables on a group of EFL students up to date. Hence, the present study addresses this and the research problems with the following research questions:

1. What are the attitudes of Afghan tertiary level EFL students toward learning English and what motivation types guide them to learn it?
2. To what extent do Afghan EFL students carry intrinsic, instrumental, and integrative motivation while learning English at their tertiary level education?
3. Do Afghan EFL students' gender, grades, university, academic achievement, parental/teacher involvement, language learning anxiety influence their attitudes toward learning English?
4. What are the Afghan EFL teachers' views regarding their students' attitudes and motivation toward learning English in their classes?

B. Review of Literature

1. Language Learning Motivation

There is a considerable body of research focusing on language learning motivation. Nearly all researchers, as well as language teachers, agree that language learning motivation in learners is one of the most important factors in shaping their success/failure in language learning. This can be defined in terms of the learners' overall goal, orientation or attitude. By using the term language learning motivation, Gardner (1985) expresses that it is the enthusiasm of individual learners in learning/acquiring a second language. Clément (1980) cited in (Gardner, 1985) that this kind of motivation is a 'social-context' model – a model that the second language can be acquired in socio-educational settings. Gardner (1985) further asserts that motivation is a common characteristic for everyone who may learn other languages as per their 'desire' in social contexts. Motivation according to Brown (1994, p. 72) is "the extent to which you make choice about (a) goals to pursue and (b) the effort you will devote to that pursuit".

In his motivation theory, Gardner (1985) talks about social-context factors with regard to learning the second language. However, his theory does not consider the individual student's attitude toward learning L2 as a foreign language and it does not account for learners' motivation by itself in an EFL context, for instance, Afghanistan. Therefore, to investigate Afghan EFL students' motivation we must consider different motivational types, such as Deci and Ryan's (1985) 'intrinsic and extrinsic', Williams and Burden's (1997) 'internal and external' and Brown's (1994) matrix of 'intrinsic-extrinsic' and 'integrative-instrumental'.

2. Attitude

An attitude is believed to be a set of common beliefs toward learning a foreign language and motivation is supposed to be the reason for such learning. There might be ambiguity to understand a set of beliefs as a reason for learning a foreign language. When a learner is motivated to learn a

new language there might be a reason that he/she carries out behind it. As a result, this is possibly due to positive attitudes toward the culture, value, social status or the speakers of that language. The positive or negative role of attitudes and motivation toward learning second/foreign language has been discussed by a great number of authors and researchers in the literature (i.e., Gardner, 1985; Williams & Burden, 1997; Chalak & Kassaian, 2010; Dehbozorgi, 2012; Fadlalla, 2017; and Siddiq, Miri, & Sarwarzada, 2019). According to Gardner's (1985) motivation theory learners' 'positive attitudes and motivation' lead to success in learning another language.

3. *Types of Learners' Motivation and Attitudes*

Motivation is very significant in learning L2, whether it is English or any other language. As a result of this stimulus, anybody – in Afghanistan – who has desire to learn English as a foreign language can be helped in his/her journey of learning it. Literature has discussed attitudes and motivation from different angles. Deci and Ryan (1985) discussed L2 motivation as one of the prominent theories in the field of language learning. In their theory, they developed three key principles called: (a) 'intrinsic motivation', (b) 'extrinsic motivation', and (c) 'self-determination'. Intrinsic motivation means to do something for the purpose of enjoyment. In other words, according to Deci and Ryan (1985) a learner who is intrinsically motivated will enjoy and experience satisfaction toward 'competency' and independence. When a learner gets motivated he/she may provoke certain interest to arrive certain goal and he/she remains in such a stimulus toward the end (Williams & Burden, 1997). The concept of Williams and Burden (1997) EFL learning is more or less closer to intrinsic and extrinsic motivation discussed by Deci and Ryan (1985).

According to Gardner (1985), motivation includes favorable attitudes toward learning a language. Gardner states that learning a foreign language can generally be determined by the learner's attitude toward foreign communities, the target group of people and the language in particular. As a result, success and failure in learning a language not only depend on learners' degree of constructive behavior (i.e., attitude) toward that language but also toward learning about the target group of people who speak in that language as well as their culture.

Gardner and Lambert (1972) have identified three types of motivation: (a) instrumental motivation, (b) integrative motivation, and (c) task motivation. According to them, instrumental motivation refers to a situation where the learner's goal is to get a well-paid job, pass an exam, etc. and integrative motivation, refers to a situation where the learner desires or wishes to get familiarized with the culture of a target language group, and task motivation refers to the interest shown by a learner while performing different learning tasks.

Brown (1994) differentiates between 'intrinsic-extrinsic' and 'integrative-instrumental' motivation types. First of all, he distinguishes between the two terms, motivation and orientation. By orientation he means the situation or goal for learning' and by motivation he refers to the forces or strengths that make the learning process happen or happen quickly. Similarly, he differentiates between integrative and instrumental as orientation and intrinsic and extrinsic as motivation. He suggests that there is a strong contradiction between integrative and instrumental orientation but they both deals with the learning environment and similarly intrinsic and extrinsic motivation are not the same.

4. *Demotivating Factors in Language Learning*

Traditionally motivational study researchers are most likely interested in focusing on the positive influences of attitudes and interest about foreign language learning. However, the 'darker side' of motivation which learners might experience (Dorney, 2001) has very less been focused. In his qualitative study, Dorney (2001) investigated a range of demotivating factors among (N = 50) secondary school EFL students in Budapest through conducting interviews. His findings show that out of the nine categories of demotivating factors, teacher was the main cause of students' demotivation.

5. *Foreign Language Learning Anxiety*

Foreign language learning anxiety is one of the shared experiences in learning a foreign language. The anxiety provoking potential of learning and using a second or foreign language has long been recognized in second language acquisition research. Anxiety, together with other affective variables like attitudes and motivation have been examined as potential factors influencing language learning success since the 1970s. Language learning anxiety is one of the major challenges that some learners express in EFL classrooms while they are learning English (Horwitz, Horwitz, & Cope, 1986). In many countries including Afghanistan, anxious learners are expected to experience hardships in accepting new culture and social adjustment in the classroom environments.

6. *Motivation Studies in Afghanistan and other EFL contexts*

A study by Qasemi (2015) investigated the English language needs of engineering students at Jawzjan University in Afghanistan. The study participants (N=212) were selected from the second and third year of under-graduate engineering classes to fill out the questionnaires. The findings reveal that most of these students had average English language proficiency and they study English for the academic and future profession purposes. The findings also indicate that though the program, facilities and resources for English language learning do not meet the engineering students needs at Jawzjan University, they believe EFL proficiency significantly impact on their academic achievement in content subjects. It can be argued that such attitudes and believe toward learning EFL is part of instrumental and instrumental motivation.

In a very recent study Siddiq, Miri, and Sarwarzada (2019) investigated attitudes and motivations of Afghan undergraduate students toward English for specific purposes (ESP) and English for general purposes (EGP) courses at Heart University in Afghanistan. Data are collected through use of questionnaire from a large number (N=942) of students (i.e., n=471 ESP and n=471 EGP) and interviews with seven Afghan university teachers. The study explores students' attitudes and motivation level toward ESP/EGP courses. Findings from the five motivational category data (i.e., 'learning environment', 'teacher qualifications and seriousness', 'teaching methodology', 'instructional/learning materials' and 'learner's goals') display that participants desired small homogenous class size as a better learning environment for ESP/EGP, taught by well-qualified and serious teachers. In their findings, they indicate that most of the ESP/EGP students had positive attitudes toward learning English and they accepted as true that learning English is a need and it is a tool (i.e., instrumental motivation) for them to improve their education, profession, and economy in the future.

In another study in the context of EFL, Fadlalla (2017) investigated motivation and attitudes of (N=65) students toward learning the English language at Dongola University in Sudan. The data was driven from administering questionnaires that contain diverse types of motivational queries. The findings display that Sudanese undergraduate students are integratively and instrumentally motivated in learning English.

Dehbozorgi (2012) conducted a study over (n=120) college students at Islamic Azad Marvdasht University in Iran to examine the effects of language learning attitude and risk-taking on proficiency of EFL students. Through administering questionnaire the results indicate that no significant relationship found between Iranian EFL students' proficiency level and their attitude toward language learning. However, some positive correlation is shown to be there between participants' attitude toward risk-taking and language learning but this may not lead to promise their proficiency level. Quite similar to this study, Chalak and Kassaian (2010) investigated the attitudes of Iranian EFL students toward learning English and its target community. The findings show that Iranian students' attitudes were highly positive toward English language community and this has positively impacted on their learning.

In a very comprehensive study conducted by Kimura, Nakata, and Okumura (2001), motivational factors toward learning English of (N=1,027) Japanese high school EFL students are explored. The focuses on six motivational types such as intrinsic, extrinsic, instrumental, situation

specific, teacher specific, activity specific, and integrative. The findings show that Japanese students were highly motivated by the intrinsic, instrumental and integrative factors to learn EFL. The study confirms that language learning anxiety and lack of teachers' involvement in English language teaching are the negative factors that demotivate Japanese students in learning English.

In another EFL context, Al-Tamimi and Shuib (2009) surveyed ($n=81$) Yemeni Petroleum Engineering students' instrumental, integrative, and personal motivation types. The findings from their study show that instrumental motives play a major role in Yemeni students' English language learning and their academic achievement.

The participants in most of the above studies were from specific areas or single disciplines and they could have better generalized their findings if they had selected samples from different universities and disciplines. Therefore, the present study fills this gap.

C. Methodology

1. Research Design

This study aimed at exploring the attitudes and motivation of Afghan tertiary level EFL students' toward learning English. To achieve this aim, the study followed quantitative research paradigm to define relationships across six the universities of Afghanistan. A mixed methods research design (Creswell, 2003) was used to collect the data through quantitative and qualitative research tools (i.e., questionnaire and semi-structured interview).

As part of the research ethics, consent permission letters were submitted to the selected universities for informing their faculties and departments about contributing to this research. The ethics research committees in those universities approved the letters and six different departments provided their consent to participate in the study.

2. Participants

A total number of 457 university level EFL students (184 female and 273 male) from six different universities of Afghanistan participated in this study. The sample was drawn from a large population of students who were studying English as their majors or as a compulsory subject in their disciplines in the academic year 2018-2019. They were selected from grade one to grade four of six different disciplines (see Table 4 & 5) through random sampling procedures. The study was conducted in six public universities urban and semi-urban areas of the country. Since these universities admit students from all over part of Afghanistan, the present study is not restricted only to those areas but it reflects a general and an actual picture of the frame of mind of all Afghan tertiary level EFL students' attitudes toward learning English (Ahmed, 2015). Twelve English language teachers, two from each university signed the consent form and participated in this study.

3. Technique of Data Collection

The researcher started administering research instruments in May, 2019 and it took him three months to collect all the data. As stated earlier, based on the universities' ethics research committees' approval letters, researcher sought departments' and faculty members' permission to talk with students and inform them the aim and objectives of the research. Then students were distributed the questionnaire and they were requested to provide their honest and true responses. Respondents were given sufficient time to answer the questionnaire and they were requested to double check their answers for not leaving items blank or missing responses. To strengthen the findings, Creswell's (2003) idea of using semi-structured interview protocol was considered. As in each of the six universities at least two English teachers agreed to sign the interview consent form, they were interviewed and their voices were recorded and some notes were provided.

4. Instruments

A students' questionnaire and a semi-structured teachers' interview protocol were used in the present study. The questionnaire was a revised version of (5-point Likert scale) items used by

Kimura, Nakata, and Okumura (2001) in an EFL learning motivation study in the context of Japan. Many items were modified, omitted or added in the questionnaire based on Dornyei (1990) so that the wordings and concepts could more accurately depict the EFL context in Afghanistan.

The questionnaire consisted of four parts and 34 items. Part A included 6 items about participants' demographic information. Part B consisted of 13 items corresponds Gardner's (1985) Attitude/Motivation Test Battery i.e., intrinsic motivation (items 1-3), instrumental motivation (items 4-9), and integrative motivation (items 10-13). Similar to these motivation types items are utilized by many researchers (i.e., Kimura, Nakata, & Okumura, 2001; Al-Tamimi & Shuib 2009; Chalak & Kassaian, 2010; Liu, 2014; Fadlalla, 2017) in EFL contexts and they have shared significant results. Part C consisted of three sections. Section one included five items and they were based on Horwitz, Horwitz, and Cope's (1986) EFL learning anxiety scales. Section two included five multiple-choice items about students' attitudes toward their teachers'/parents' contribution to their English language learning process. Section three, contained five open-ended questions aimed at detecting factors that were considered important to participants' motivation and attitudes toward learning English. To better understand a complex issue in a research, Cohen, Manion, and Morrison (2011) stress that including open-ended questions in a questionnaire is a best support for the researchers to draw a better conclusion. Therefore, this section aimed at inviting participants to provide their authentic attitudes and motivation toward learning English in their own words.

A detailed statistics of respondents, their gender and grades are discussed in the form of tables in the findings section. Around 99% of the participants' age was between 17 and 25. Male respondents' percentage was higher compared to the female respondents. Most of the respondents were from Kabul and Parwan universities and English major students were the majority in the present study.

5. *Technique of Data Analysis*

As clearly indicated in the research methodology section, two types of data i.e., quantitative and qualitative were collected. Initially, the quantitative data from the students' questionnaire is calculated, the findings are interpreted and then qualitative data of the students' questionnaire and the teachers' interview are discussed. For the quantitative data, Statistical Package for Social Sciences (SPSS 16.0) was used to analyze the descriptive data through determining the frequency, the mean, the standard deviation, Cronbach alpha value, multiple comparisons, and independent sample t-test of the collected data. The qualitative data analysis for the students' comments and open-ended items and the teachers' interview was done through thematic analysis method (systematic coding).

Content validity of the questionnaire was tested through running a pilot survey on 51 Afghan university students from various disciplines and via sharing it to the experts. As a result, due to the lack of English proficiency, most students faced problem in comprehending the questionnaire, hence it was translated into Farsi and some modifications were brought. The reliability of the items in questionnaire was tested through SPSS Cronbach's alpha (see Table 3) and it resulted to scores of ($\alpha = 0.62$ low value to $\alpha = 0.70$ high value) indicating satisfactory internal consistency of the items which are acceptable values for exploratory research (Nunnally & Bernstein, 1994).

D. Findings

Based on the analysis of the data, the findings of the research are presented under two parts as follows:

1. *Quantitative Data Results*

The results from the respondents' data analysis shown in Table 1 indicates that Afghan tertiary level EFL students held positive attitudes toward learning English across the disciplines (i.e., six

fields of study) and the universities where this study was conducted. A mean score of 3.42 indicates that their positive attitude toward learning English was due to various types of motives they had for learning English.

Table 1: Descriptive statistics of students' attitudes toward learning English

N Valid	457
Missing	0
Mean	3.42
Median	4.00
Mode	4.00
Maximum	5.00
Minimum	1.00

To test the distribution of data, Kruskal-Wallis test was used to find out the difference between students' attitude levels and their fields of study. The results shown (in Table 2) indicate that there were statistically significant differences between Agriculture and English major students. Similarly, significant differences were noticed between the participants in Economic, Computer Science, Engineering, and Social Science major students. As Agriculture major students had the uppermost mean score and students in English major had a higher mean score, it can be declared that they possessed more positive attitudes toward learning English than students in all other fields of study. Social Science students were found to carry the lowest mean score, indicating less positive attitudes toward learning English compared to the participants in other faculties.

Table 2: The Kruskal-Wallis Test results for students' attitudes in terms their fields of study

	Fields of Study	N	Mean Rank	df	χ^2	p	Sig. Difference
a	Agriculture	50	287.77	5	22.68	0.00	a-e, e-c, c-b, d-f
b	Computer Science	48	229.49				
c	Economic	71	231.33				
d	Engineering	53	224.41				
e	English	195	241.01				
f	Social Science	40	157.30				

For the reliability of the items in the questionnaire, Cronbach's Alpha (i.e., $\alpha > 0.7$) value was used to measure their internal consistency. All the items of the three motivation types and language learning anxiety and their descriptive statistics are illustrated in Table 3 below:

Table 3: Descriptive statistics of motivation types, language anxiety and Cronbach alpha values

S.No.	Types of Motivation	Number of Items	Mean	SD	Sum of the Variances	Variance of Total Score	Cronbach's Alpha Value
1	Intrinsic	3	3.63	1.01	5.56	10.57	0.70
2	Instrumental	6	3.77	0.61	6.39	14.45	0.67
3	Integrative	4	3.71	0.81	5.57	10.96	0.65
4	Language learning anxiety	5	2.15	0.79	2.93	5.51	0.62

As it is illustrated in Table 3, the Cronbach's alpha values for all items were found to be between ($\alpha = 0.7$ and $\alpha = 0.62$ and they are consistent, reliable and satisfactory, as for the social science research (Nunnally & Bernstein, 1994). Except for the foreign language learning anxiety, a high

variance can be noticed in terms of data spread from the mean and each of the instrumental, integrative and intrinsic motivation items. A small variance indicates that the scores are very close to each other as well as to the mean (Nunnally & Bernstein, 1994)

In finding out Afghan EFL students' motivation types and the extent to which they hold while learning English at different contexts – universities, Table 4 indicates that instrumental motivation is higher among the students across the six universities. For instance, the highest mean score ($M=3.82$, $SD = 0.59$) is found in Kabul university of students' instrumental motivation and the lowest ($M=3.66$, $SD = 0.64$) is found in Baghlan university students. Instrumental motivation holds the highest mean score across the six universities. Integrative motivation, as it is manipulated by most Afghan EFL students across the six universities, falls into the second category. A higher mean value of integrative motivation (i.e., $M = 3.80$, $SD = 0.79$) was found among Baghlan University students and the lower mean score of ($M = 3.44$, $SD = 1.12$) was found among Balkh University students. From the three types of motivation, except for the Baghlan University students, intrinsic motivation did not influence students' learning across all other universities. Similarly, language learning anxiety is at a very low level in all six universities.

Table 4: Descriptive statistics of students' motivation types and language learning anxiety across the universities

University	N		Intrinsic	Integrative	Instrumental	Language learning anxiety
Alberoni	75	Mean	3.70	3.67	3.80	2.12
		SD	0.99	0.83	0.62	0.77
Baghlan	67	Mean	3.73	3.80	3.66	2.09
		SD	1.01	0.79	0.64	0.78
Balkh	75	Mean	3.44	3.63	3.79	2.14
		SD	1.12	0.83	0.63	0.78
Kabul	117	Mean	3.67	3.75	3.82	2.13
		SD	1.00	0.79	0.59	0.78
Parwan	99	Mean	3.57	3.66	3.78	2.15
		SD	1.05	0.80	0.63	0.79
Polytechnic	24	Mean	3.67	3.73	3.78	2.28
		SD	0.87	0.79	0.56	0.85
Total	457	Mean	3.63	3.71	3.77	2.15
		SD	1.01	0.81	0.82	0.79

Findings from the data cannot be generalized unless they are not analyzed and well interpreted. Bearing this in mind, it was preferred to search students' motivation types from the perspectives of their fields of studies (see Table 5). In doing so, students in Agriculture field were found to be influenced by the integrative motivation (i.e., $M = 4.02$, $SD = 0.57$). Similarly, in Computer Science students were found to carry the highest mean score ($M = 4.04$, $SD = 0.90$) in intrinsic motivation and the lowest ($M = 3.76$, $SD = 0.63$) in instrumental motivation which is still higher compared to some other fields. English-major students also carried a high instrumental motivation (i.e., $M = 3.86$, $SD = 0.67$), and the impact of foreign language learning anxiety was found to be at the lowest (i.e., $M = 2.05$, $SD = 0.73$) degree when compared to other students in other majors. This indicates that instrumental motivation was carried out almost by all students across the academic fields of studies, and intrinsic/integrative motivation was at high range only in very limited fields.

Table 5: Descriptive statistics of students' motivation types and language learning anxiety across the fields of study

Fields of Study	N					Language learning anxiety
			Intrinsic	Integrative	Instrumental	
Agriculture	50	Mean	3.67	4.02	3.83	2.39
		SD	0.94	0.57	0.50	0.77
Computer Science	48	Mean	4.04	3.83	3.76	2.11
		SD	0.90	0.71	0.63	0.67
Economic	71	Mean	3.92	3.75	3.84	2.19
		SD	0.84	0.78	0.54	0.87
Engineering	53	Mean	3.52	3.73	3.78	2.10
		SD	1.07	0.79	0.56	0.71
English	195	Mean	3.54	3.68	3.86	2.05
		SD	1.03	0.81	0.67	0.73
Social Science	40	Mean	2.68	3.63	3.79	2.69
		SD	1.42	0.83	0.63	0.91
Total	457	Mean	3.63	3.77	3.81	2.15
		SD	1.01	0.75	0.57	0.79

Furthermore, since EFL students' motivation and attitudes toward learning English may keep changing along the journey of their study and grades, Table 6 shows that instrumental motivation is quite high among all participants starting from freshman to senior students i.e., $M = 3.91$, $SD = 0.85$ and $M = 3.94$, $SD = 0.81$ respectively. Intrinsic motivation holds the highest mean score ($M = 3.66$, $SD = 1.00$) in senior students and integrative motivation holds the highest mean score ($M = 3.68$, $SD = 0.81$) in junior students. Freshman and sophomore students seem to have the highest mean score (i.e., $M = 2.17$, $SD = 0.80$ and $M = 2.15$, $SD = 0.79$) in the foreign language anxiety. Although the scores in foreign language anxiety column are among the lowest value, it represents as if students reach higher grades, their anxiety level declines.

Table 6: Descriptive statistics of students' motivation types and language learning anxiety across the grades

Grade	N					Language learning anxiety
			Intrinsic	Integrative	Instrumental	
Freshman	118	Mean	3.61	3.62	3.91	2.17
		SD	1.07	0.78	0.85	0.80
Sophomore	142	Mean	3.50	3.63	3.86	2.15
		SD	1.09	0.80	0.85	0.79
Junior	35	Mean	3.34	3.68	3.76	2.13
		SD	1.01	0.81	0.82	0.76
Senior	162	Mean	3.66	3.59	3.94	2.12
		SD	1.00	0.77	0.81	0.76
Total	457	Mean	3.28	3.26	3.52	1.98
		SD	1.04	0.78	0.83	0.78

In terms of gender, no such difference was found among the participants to indicate male or female students' motivation types were higher or lower. They all carried almost the same

motivation types while learning English (see Table 7). However, in terms of FL learning anxiety male students are found to be more anxious (i.e., $M = 2.24$, $SD = 0.80$) in learning English when comparing to female students (i.e., $M = 2.09$, $SD = 0.77$).

Table 7: Descriptive statistics of students' motivation types and language learning anxiety across the gender

Motivation Type	Gender	N	Mean	Std. Deviation
Intrinsic Motivation	Male	273	3.61	1.03
	Female	184	3.54	1.16
Integrative Motivation	Male	273	3.69	0.74
	Female	184	3.53	0.83
Instrumental Motivation	Male	273	3.94	0.84
	Female	184	3.91	0.84
Language Learning Anxiety	Male	273	2.24	0.80
	Female	184	2.09	0.77

Teachers and parents involved in learning English is reported by many researchers in the EFL context (e.g., Kimura, Nakata and Okumura, 2001). Bearing this in mind, participants were asked five questions to reflect on how their teachers and parents support them to learn English. With regard to this, the findings revealed that more than 62 percent of the respondents believe that they will learn English, if their teachers encourage their classmates to learn English. A good number of them (58.64%) feel that they will learn English if their teachers encourage them to speak only in English. Similarly, around 55 percent of them think that they will learn English if both their teachers and parents talk to them only in English. Very less percentage of respondents (37.41%) accepted that they will learn English if their teachers and parents are stricter about English subjects or if they explain difficult matters in their mother tongue.

2. Qualitative Data Results

The qualitative data analysis for the students' comments and open-ended items and the teachers' interview was done through thematic analysis method (systematic coding). Theme represents important information about studying the data and to some extent, the meaning and concepts. The themes display the pattern in a set of data through the continuous cycle between the data sets. Summaries of the respondents are coded and analyzed based on Braun and Clark's (2006) six stages (i.e., familiarizing with collected data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report).

2.1 Students' Open-Ended Items Result

The responses for the students' open-ended items were classified in the form of main and sub-categories. After coding the texts, the analysis and coding were set in the form of components. As the cohort was enough for statistical analysis, codes were categorized and combined based on conceptual similarities. Altogether, eight themes emerged indicating that Afghan EFL students learn English for different purposes. Figure 1 below shows the frequency of themes across all students' responses.

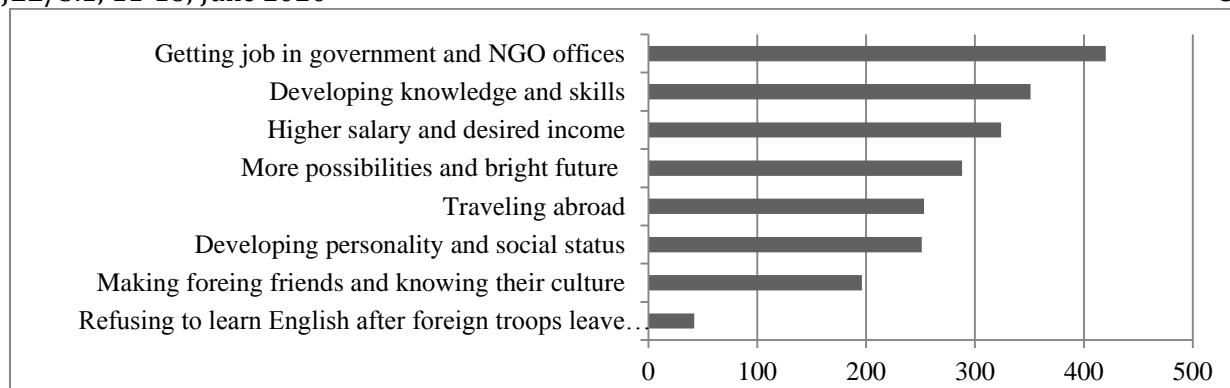


Figure 1: Thematic Analysis of Responses to Open-Ended Items

As it is evident from figure 1, there are eight themes repeated more frequently in the students' responses: getting a job in government and NGO offices, developing knowledge and skills, expecting higher salary personality development, making foreign friends and knowing their culture. The most frequent themes; getting jobs, knowledge and skills enhancement, higher salary demand and traveling abroad represent instrumental motivation. The least frequent theme, refusing to learn English if foreign troops leave Afghanistan indicated negative attitudes of students toward learning English. Their interests in knowing the foreign culture and making friends, having a bright future with more possibilities can be best defined with the concept of integrative motivation. It can be concluded that instrumental and integrative reasons are the most primary sources of Afghan EFL students' attitudes toward learning English (Al-Tamimi & Shuib, 2009).

2.2 Teachers' Interview Results

Semi-structured interview was conducted with Afghan EFL teachers following the students' data collection and analysis. Five themes emerged from the analysis of teachers' interviews, indicating attitudes change and motivation impact on students while learning English. Some direct quotes are selected to give a clear understanding of teacher viewpoints.

Table 8: Themes and few Direct Quotes from the Analysis of teachers' interview

Themes	Interviewees direct quotes
Motivated students enjoy learning	<i>"Motivated learners actively contribute to every single activity in the class, they try not to miss any class, attend every session on time, and are willing to take part and contribute and actively play their role as students" (interviewee 3.)</i>
Motivated students learn better	<i>"At the beginning of my teaching, most of my students were motivated, but not highly motivated as they are now! They can criticize anything they read. They are always asking [me] questions after the lecture. Some of them are asking for the extra tasks for their improvements" (interviewee 12).</i>
Instrumental factors impact students' attitudes	<i>"I think many factors influenced my students' attitudes. Firstly, students' families thinking about learning English and their support. Secondly, when students see their relatives and friends work as employees and interpreters with high salary in NATO and UN bureaus and then they go to US. Finally, most students think those who know English is considered to be educated person and can easily get a job" (interviewee 1).</i>
Positive attitudes leads better results	<i>"I see my students who have strong goals and faith, their attitudes toward learning EFL are positive and these help them to study hard and they mostly get better results in my classes" (interviewee 10).</i>
Existing problems hinder students' learning	<i>".....lack of job opportunities and corruption in government offices demotivate learners" (interviewee 9). "A considerable change could be observed in the attitudes of the learners by hearing withdrawal of NATO and American troops and NGOs from Afghanistan and to some extent these left a negative effect on our learners' language learning" (interviewee 5).</i>

As shown in table 8, findings from the teachers' interview revealed that almost all Afghan EFL students had positive attitudes toward learning English and the majority of them were affected by the two kinds of motivation (i.e., instrumental and integrative). The findings also showed that there are some external factors hindered, demotivated and negatively impacted Afghan EFL students' attitudes toward learning English as a foreign language.

E. Discussion

In response to research question number one, the overall results indicated that Afghan tertiary level EFL students had positive attitudes toward learning English. The evidence from both quantitative and qualitative data indicated that Afghan tertiary EFL students' attitudes were mostly impacted by their instrumental and integrative motivation. These findings are in agreement with the results from the studies (i.e., Kimura, Nakata, & Okumura, 2001; Al-Tamimi & Shuib 2009; Chalak & Kassaian, 2010; Liu, 2014; Fadlalla, 2017) discussed in the literature review section.

With regard to research question number two, the results indicated that students' instrumental motivation was at a very high level across the six universities. Integrative motivation which was highly manipulated by most of the Afghan EFL students across the six universities fell into the second level. For the intrinsic motivation, not many pieces of evidence were found to indicate a great impact on students' EFL learning across all universities. Similarly, foreign language learning anxiety was at a very low level in all six universities, except for the Polytechnic University students which were a little higher compare to the others. These results are in line with those of Siddiq, Miri, and Sarwarzada (2019), Qasemi (2015), Kimura, Nakata, and Okumura (2001), and Al-Tamimi and Shuib (2009) studies conducted in EFL contexts.

In response to research question number three, the findings revealed that no such differences were found in terms of gender among the participants indicating male or female students' motivation and attitudes differed. They all carried almost the same attitudes while learning English. However, in terms of language learning anxiety (Dornyei, 2001) male students were found to be more anxious in learning English compared to the females. In terms of academic achievement, the results varied. Students' attitudes in Agriculture, Computer Science, English departments were found to be highly influenced the same as Kimura, Nakata, and Okumura (2001) and Al-Tamimi and Shuib (2009) studies by the instrumental and integrative factors compared to other students in other majors. This indicated that instrumental and integrative motivation types were mostly practiced by almost all students across the fields of studies; however, intrinsic motivation was at a high range only in very limited fields.

Findings related to parental/teacher involvement indicated that the majority of the Afghan EFL students believed that they can best learn English if their teachers and parents encourage them to speak only English. Moreover, most of them accepted that they will learn English, if their teachers encourage their classmates to use English inside their classes. This type of result is more or less similar to the findings discussed by Kimura, Nakata, and Okumura (2001). About students' grade impact, the findings showed that instrumental motivation was high among all students, starting from freshman to senior. But intrinsic motivation was high only among senior students. Similarly, junior students possessed the highest integrative motivation. In terms of university influence on students' attitudes and motivation toward learning English, the findings indicated that students in some universities (i.e., Kabul, Alberoni, and Balkh) had the higher instrumental motivation compared to students in the others (i.e., Baghlan, Parwan, and Polytechnic). A higher integrative motivation was found among students in Baghlan, Kabul, and Polytechnic universities' and the lower was described among students at Balkh University. No significant differences were found for intrinsic motivation among students across six universities.

The results from the last research question revealed that the majority of the EFL teachers accepted as true that their students exhibit positive attitudes toward learning English. They also confirmed that most of their students learn English for the purposes of getting a job with a higher

salary, developing their knowledge, skills and personalities, making foreign friends and appreciating their culture. The findings related to this question also revealed that there were some external factors that hindered, demotivated and negatively affected Afghan EFL students' attitudes toward learning English as a foreign language which was roughly indicated in Qasemi (2015) and Siddiq, Miri, and Sarwarzada (2019) studies.

F. Conclusion

To conclude, the present study provided the latest proofs regarding attitudes and motivation of tertiary-level EFL learners toward learning English in an Asian context, and it offered an in-depth description of Afghan students' attitudes and motivation toward learning English across universities of Afghanistan. The results revealed that students had positive attitudes toward learning English and they were highly influenced by instrumental, integrative, and intrinsic motivation. However, due to some external factors – the notion of foreigners' withdrawal (i.e., American troops, NATO forces, and NGOs) from Afghanistan, it was found that almost 42 students (i.e., 9%) learn English just if foreigners are there in Afghanistan. Interestingly, this as a demotivating factor has negatively impacted such students' attitudes toward long-term EFL learning. The findings also showed that the students' instrumental motivation was to some extent higher than integrative motivation, and their intrinsic motivation was slightly at a lower extent. Significant differences were found in the attitudes and motivation of students across their fields of studies. Similarly, male students were found to be more fearful of learning English compared to female students.

As a final remark, the present study contributes an in-depth knowledge of how attitudes and motivation toward learning English help students across different fields of study to learn and benefit from it properly. As a practical implication, this study aids both the university English teachers and their students across the disciplines to be aware of the factors that influence the English language learning scenario in Afghanistan. It suggests that teachers in the context of EFL (e.g. Afghanistan) should adopt motivational strategies in their classes to develop students' positive attitudes and enhance their motivation toward learning EFL.

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