



Possible Selves & English Language Learning at Graduate Level: A Case Study of Multan

*Maria Rafiq, **Huma Sharif, ***Zunaira Zaffar Niazi

ABSTRACT

Though much focus is paid on learning English language through learning environment and teaching strategies yet there is high need of students' selves towards learning English language. Beside the learning environment and teaching strategies, there is need of self-intervention of students towards learning English language. Due to the globally adopted language and expanded issues of life, there is need of self-orientation and self-efforts towards learning English. Present study is conducted to know student's selves towards English language learning. The study is conducted base on the survey, consisted on 12 questions. 250 students are taken as a sample of study studying at university level in Multan. Data is collected from Bahauddin Zakariya University and is analyzed through Microsoft Excel 2016 to know the frequency, percentage, mean and standard deviation. The result of the study describes there are high positive intentions of students and they are willing to learn English language at every cost yet the need is creation of the environments which would support them mentally and physically.

Key Terms: Possible Selves, Possible Selves Theory, English in Non-native Context, English as a Second Language

Introduction

English language Learning (ELL) has become the integral part of the educational and professional learners of Pakistan. The emergence of new technology and the communication among the inhabitants of the global village has given the prestige to ELL priorities. Crystal describes that English language has become global language (GL) because of advancement of technology, source of higher education and power of its natives (2003). English language learning has been given prestige at every level in Pakistan as it has become the language of opportunity because professional and academic certificates cannot be awarded without learning it. As it is learnt as a foreign language in Pakistan so the dilemma of foreign language anxiety exists in the country at every level because of the language of its non-native status. Studies have been made in the field of ESL (English as a Second Language) or EFL (English as a Foreign Language) which describe the opportunities as well as the difficulties of the foreign language learning in the non-native context. This phenomenon has embedded the thinking that there would be inbuilt self-motivation as well as the personal intentions which could be proved in the form of effective language learning.

1. PhD Scholar, Department of English Linguistics, the Islamia University of Bahawalpur
2. M Phil English Literature, National College of Business Administration and Economics Lahore, Pakistan
3. University of Mianwali, Pakistan.

There is huge need of social as well as the psychological and personal intentions of the learners towards EFL effectively so that the lexis, complex rules, derivations as well as the semantics of the language would be gained for the purpose of bright future due to the importance of English language. Possible selves have been derived from self-representations in the past time there is inclusions of the future self-repetition in these. These are separable and different from the recent selves yet there is connection intimately in them. PFS (Possible Future Selves) are not only state of being in future or the imagined roles of future instead; these represent the significant hopes of an individual, his/her fantasies, fear and specifications.

Issues of self-have and identity have been considered as the majorly field of interests in the psychological aspects while the focus which is has been paid to learn the aspects effectively as well with the motivation of self-processing (Leary, 2007). Markus & Nurius (1986) have paid a great attention through providing the possible selves concept in the field of research and learning and it was the era when the self-conception was not given so much important as it considering it one dimensional and static yet it has been seen the high potential and multi-fascinating nature in the concept (Markus & Wurf, 1987). Markus & Nurius (1986) describe that, in the concept of possible selves, there is inclusions of enduring goals manifestation, threats, fear, motives and aspiration. There are delineations of the self-guidance of an individual in the possible selves' theory which has the deeply relations to all ear as present and future too. Higgins (1987) illustrates that the self behaviour also take huge effect from the self-guidance of future, comparatively with the recent and future selves of an individual. The rid of discrepancy through the efforts can be achieved by the making the dissonance between the desiring selves and current selves. The history of L2 motivation is 50 years of past with the number of developmental phases. With the inclusion of the important milestones and pioneer research of Gardner & Labert (1956) who introduced the instrumental and integrative concept, then the concept of self-motivation was given as successor research by Clement (1980). The detailed discussion was given by Gardener (1985) on the model of socio-educational in L2 learning while the concept of educational shifting in the motivational research has been seen in 1990s. Dornyei (2005, 2009) recently gave the concept of MSS (Motivational Self System), focusing on the self-perception of L2 learners especially regarding the desiring future of competency in the language. In addition, the PST (Possible Selves Theory) and SDT (Self-Discrepancy Theory) have been proposed by Markus & Nurius (1987) and Higgins; Higgins et al. (1987, 1985) respectively. These theories describe that the individual own interests and ideas prepare him/her for that, what he/she want to become future; with liking or afraid of being. The behaviour of an individual is being affected a lot by the self-ideas of being in future and this phenomenon make discrepancy between the future desiring selves and recent actual selves. The theories of self-system describe that the actions could be translated with respect to the behaviour and gap reductions. Due to the significance of self-determination and self-orientation, present study is conducted to know the students' selves towards English language learning. The study is conducted through convenient sampling and 250 graduate students are survey in Bahauddin Zakariya University Multan.

Objective of the Study

- To manipulate the perception of the students towards learning English language with possible selves, at university level.

- To highlight the significance of employing possible selves in English Language Learning Process at university level.
- To find out the relationship of students' selves and English Language Learning.

Research Questions

- What is the perception of the students towards learning English language with possible selves at university level?
- What is relationship of students' selves and English Language Learning?

Significance of the Study

Present study is unique and dynamic as it is going to address the future intents and students' selves towards English language. This study helps to understand the inner feelings of students about their future based on the language learning intentions.

Literature Review

Possible selves Theory (PST)

The theory of PS was proposed by the two of the psychologists as Markus & Nurius (1986) which made new ways of explorations and researches on the psychology of mind in upcoming days. A lot of empirical studies came into emergence soon after the emergence of this through of PS. There is orientation of future in PST (Possible-Selves Theory), denoting the psychological components of beings and future orientation. There is future orientation, motivation, threats, fears, aspiration, cognitive educating goals manifestation and self-direction thoughts (Markus & Nurius, 1986). It can also be illustrated in other words, that there is inclusion of personal thoughts, knowledge's, goals, objectives, plans, future orientation and passions of a person. There are different aspects as passions and fears, both in PST which set the future directions of the beings. Catont et, al (1986) illustrated that there is inclusion of possible efforts of being successful, creativity, witty, hope and self-admiration in this theory and these selves perform the function of a witty of bad with a person. Segal (2006) says that there is future planning and association with these selves having the heavy fantasy elements.

In view of Markus & Nurius (1986), there is certain type of characteristics and features in PS which make tied the present and past constraints; of being individual or social. There is elasticity of absorption in these selves as changing of the instability and vulnerability, varying of valence and elaboration and having links with different types of strategies and plans.

Higgins (1987) says that, closely to PST, there is self-discrepancy theory (SDT) and there are three main components of this theory as self-actualization, self-idealization, and self-ought. There are relations of these elements with the judgment of someone's personality and these selves can be observed as follows,

- Self-actualization, it is ones' own representation of the someone's' believe representation of attributes.
- Self-idealization, it denotes as the liking of the attributes which a person wants to have in future.
- Self-ought, these are the set of attributes which a person represents that, he/she must have these.

Different types of SDs (self-discrepancies) are presented and advocated by Higgins (1987), illustrating that the discrepancy selves (self-actualization, self-idealization, and self-ought) are significant in way as these can predict the negatives types of emotions as results.

There can be absence of positive outcomes, in presence of discrepancies between self-actualization and self-idealization while these can have link with the dejection emotions as feelings of dissatisfaction or disappointment in life. There is presentation of the negatives outcomes due to the gaps of the self-actualization, and self-ought's which could be result of the agitating emotions as threatening or fear. In view of Dornyei (2009), the main difference between SDT and PST is the constructions of the selves as there are different facets in PST and there can be different selves 'representation in SDT.

Motivational mechanisms of PS in human life

Understanding of the features and contents of PS is too necessary but it is also important to note that how PS are translated comprehensively being relevant to the behaviour of goals orientation. Several reasons or the mechanisms have been proposed by the researches in this fields; illustrating that how the people are motives by acquiring the mental accesses in different fields. At the very first of the emergence of PST, it was told that behaviour is being influenced by the actions which are results of selves' constructs. Human behaviour is directly influenced by such acts while later it was suggested that, in translating PS, human actions could be result of the self-conceptions which are running at that time in memory and thought (Makrus & Nurius, 1986). It can also be said that all the time, all PS can never be in the mind of a person in one time so social context is significant in this regard, which functions as salient act in the mind to produce the immediate images and ideas in minds. Markus & Kunda (1986) told that when PS participates in the generation and recruiting of the thoughts into mind, these are producing powerful motivation function through self-conception so it can also be illustrated when there is no activation of PS in mind, then there can be no impact of self-conception on behaviour or self-concept.

After the emergence of PST in the field of psychology, it is noted that Makrus & Nurius (1986) made revolution in the field of learning, as they had made linkage between PS and the existing and current behaviour of an individual (Ruvolo & Makrus, 1992). The time, when the motivation of an individual exist in him/her, is the time, when he/she had wishes and ideas of self-engaging in specific aim and such image remain in his/her mind because PS is the most possible behaviour a person which provides the cues or raise the cues in an individual 's mind to be intended to the specific aim (Hoyle & Sherrill, 2006) while there is inclusions of other aspects in this theory in the later work to the originators in which the many of the facts has been described as the association of motivational behaviour being associated self-cognition or self-representation behaviour (Oyserman, Bybee & Terry, 2006). Holye & Sherrill (2006) illustrated in this perceptive of extended and original concept of PST that there is limitation of construct, while in the controlling process of the self-regulation model.

The construct is known as the vitally existing constituent of PS, instead of viewing PS as the direct behavioral changing mediator, for the purpose of regulation of behaviour. PS are seemed as the behavioral standards while in the process of PS regulation models as goals are (Boldero & Francis, 2002), as the personal projects (Little, 1983), individual's starving (Emmons, 1986) and the most important is self-guiding (Higgins, 1987). Between presented behaviour and future desiring behaviour, there are "points of comparisons" as the behavioral standards (Holy & Sherrill, 2006). In this perceives, the rise is given to behavioral standards by PS, against the current selves, as compare to the self-representation and behaviour reconciliation in future (Holy & Sherrill, 2006). Van Dellens & Hoyle (2008) further illustrated the pathway of motivation of PS in which it is told there is existing of elicit in the self-regulation behaviour

because there is increasing of the behavioral responses end desirability and accessibility (Bargh et, al.,2001).

It is important to note that, in the process of comparison of PS and current selves, not only the self-regulations are activated but also there is inclusion of self-revision of PS so in this perspective, Carroll, et, al (2009), had made studied and investigated on downward self-revision. The objectives of the study were to measure the capability and the aspects made by individuals in lowering and revising the PS standards of their own in the sense of expectation falls and threats. They study further illustrated that there is inclusion of external threats being mediated by doubts, anxiety rising and expectation falls which leads towards the negative impacts on the individual's behaviour on the revise of own PS. The study further illustrated that there could be increases in revisions of PS, when there will be fully specified threats which could immunities the implications or meaning of undeserving discrepancy as involvement in an alternative undesired self-vivid prospect; as likely more to the desired individual's selves. This all could be happen in case when an individual make continuity in desired self-pursuing (Carroll et, al., (2009).

Research Methodology

Present study is quantitative in its nature based on the Likert scale and 12 questions to be asked to students to know their inner selves towards English Language Learning.

Population

Population of the study is university students of District Multan.

Sampling

Sampling is the process of selection of the participants of the study which have the certain features of the whole population (Gay, 2012).

Sample

The representative part of the population which have the certain type of characteristics is called sample. 250 students both male and female is randomly selected as a sample for the research.

Data Analysis Process

The quantitative data is analyzed through the use of MS Excel 2016 to know the significance and the perception of the students. The significance of the questions is counted through calculating mean and standard deviation of the responses.

The questionnaire is based on Likert scale and is consisted on 12 questions.

Data Analysis

Question No. 1, I am willing to learn English at any cost.

Table No. 1

	Frequency	Percent	Mean	S. D
Strongly Disagree	16	6.4	4.18	1.21

Disagree	9	3.6		
Neutral	40	16.0		
Agree	34	13.6		
Strongly Agree	151	60.4		
Total	250	100.0		

Analysis

Question No. 1 is asked which is about the building tool learning English at any cost. the question was put before the students and their view the results of the question describe that 6.4 % students are strongly disagree that they are not willing to learn English language at any cost was 3.6 % people also think the same 16.3 main the neutral while 13.6% people are agree that they are willing to learn English language at any cost full stop the strongly agreement and the state toward the statement is drawn by the 64% of the students that they can they are intended to learn English language at any cost the mean value and the median standard deviation describe that this strongly agree and agreeing intentions are very much higher than of the disagree it shows that students are intended to show their possible selves towards learning English language whether or not offers.

Question No. 2,I am given motivation by my friends and teachers to be proficient in English language.

Table No. 2

	Frequency	Percent	Mean	S. D
Strongly Disagree	12	4.8	4.19	1.07
Neutral	50	20.0		
Agree	54	21.6		
Strongly Agree	134	53.6		
Total	250	100.0		

Analysis

Question No. 2 is asked about the motivation of the given to them by their parents and teachers. The purpose behind asking this question in efforts of the students and their intentions towards learning English language show the motivation as well the results of the question as. the results of the question as shown and the table number 2 describes that 4.8 % people are not agree with the with the statement that motivation from their friends and teachers towards English language learning while the neutral intentions are described to 20.40 people. on the other hand the agreeing to the statement are 20 1.6 % and strongly agree not 53 point 6% people that the English language must be learnt and their friends and the features are intended to give them motivation as well the main value and standard deviation describe that the positive attitude of the students is seen towards the creation of the possible selves was English language learning. It can also be observed that the motivation of a teachers and students' motivation is has the significance regarding learning English language at any cost. Surrounding of the students are positive people which encourage them to learn English language.

Question No. 3, I see myself more proficient in English language in future.

Table No. 3

	Frequency	Percent	Mean	S. D
Strongly Disagree	1	.4	4.52	0.83
Neutral	48	19.2		
Agree	21	8.4		
Strongly Agree	180	72.0		
Total	250	100.0		

Analysis

Question No. 3 is asked before the students about the possible sales and English language learning. Possible selves are basically the intrinsic and the entire efforts and thinking which are made by the student anything else. Question No. 3 is about the profession of English in English language in future full stop before the students on the purpose of knowing their view that how they perceive about English language learning the results as shown in the Table Number 3 shows that 0.4% people are not agree with the statement that they see more efficient themselves an English language learning. 19.2 % people are describing their neutral way because they are not interested in the English language learning. the huge amount of agree ratio is received as 72.0 % people are intended towards English language learning the students in that more energetic that they see themselves as too much more efficient in future while same sense is described by 8.4 % of the people that students that they are more energetic towards learning English language and

see themselves more efficient in English language in future. description of the mean value as well as the standard deviation describe that the intended efforts towards learning English language is higher by presented by the fruit and for the purpose of making themselves more efficient in English language learning. they can be there can be more efforts as well as more towards learning English language learning as there is more intrinsic power of themselves because they are too much intended to learn English language.

Question No. 4, I am full in mind to acquire the proficiency of English language.

Table No. 4

	Frequency	Percent	Mean	S. D
Strongly Disagree	1	.4	4.14	1.10
Disagree	28	11.2		
Neutral	45	18.0		
Agree	37	14.8		
Strongly Agree	139	55.6		
Total	250	100.0		

Analysis

Question No. 4 is put before the students for the purpose of taking their intentions to while applying the techniques to enhance their English language proficiency. The purpose behind this employing the question and putting the question to understand and is to check their intentions as well as the shelf techniques for the purpose of gaining English language learning. The results as shown in the table number 4 shows that 0.4% students are not agree to the statement while the same intentions are present by 11.2 student 2% students as well. then it is shown by 18% students while 55% students are showing that they are very much intended to employee and to employ the techniques for the purpose of acquiring English language learning at any cost while the same intentions has been shown by 14.8% students as well. the mean value 4.14 as well as the standard deviation value 1.10 as are respectively show that the students are very much intended and they are fully psychological intentions towards English language learning that their English language proficiency must be groomed as well as must be enhanced so that they must be acknowledged and the among the people for the purpose of English language proficiency.

Question No. 5, I like to use English language my friends and mates.

Table No. 5

	Frequency	Percent	Mean	S. D
Strongly Disagree	1	.4	4.28	1.05
Disagree	27	10.8		
Neutral	24	9.6		
Agree	47	18.8		
Strongly Agree	151	60.4		
Total	250	100.0		

Analysis

Question No. 5 is put before the students for their about uses of English language between the friends and the nests. The purpose of this question is to understand the routine as well as the intended mind of the students towards learning English language as well as the use of the English language between their friends and the maids to. the results of the question as is put before the students shows that 0.4% students show that they are not intended use English language before their friends while the results show that 10.8% students are also not intended to show their any type of intentions towards use of English language learning between the friends and its. 9.6 % of the student show that they are not willing to respond anything else as they are not intended to words describing any type of intention and description in this regard the results also shows that 60.4 % students are very much energetic and willing to use English language learning between their friends and the maids this shows that the majority of the students have high possible selves and they have intrinsic empowerment to was using English language learning person for between the friends and the maids. The same is shown by the 18.8 % of the students to that they are very much intended to use age of English language learning English language. Mean value as well as the standard deviation describe that students are very much highly recognized as the mean value is than 3.3 which shows that students have great intentions as well as great intrinsic efforts towards English language learning as well as the uses of the English language to enhance their capability which show that students can be more energetic as well as more acquiring English language learning.

Question No. 6, I believe that my parents will be happier to see me fluent in English language.

Table No. 6

	Frequency	Percent	Mean	S. D
Strongly Disagree	1	.4	4.36	1.06
Disagree	31	12.4		
Neutral	11	4.4		
Agree	41	16.4		
Strongly Agree	166	66.4		
Total	250	100.0		

Analysis

English language learning as gain the status of Global Language as well as the language of techno Science and Technology and which through which the huge amount of people all forest was that. The English language has won the prestigious language in all fields of the life. Question No. 6 is about the possible selves of the students as they want to improve themselves in future full stop if there are more efficient in English language learning the question is asked about the happiness of their parents. The intended intentions to be asking this question can be to know their student's internal affairs English language learning. the results of the study described that 0.4 % students are not agree to the statement while 12.4.1 12.4% students are also not agreed towards the statement while the huge amount and percentage is received from the students that they are very much intended towards English language learning. As it can be observed the calculated and the analyzed data shown in the table number 6 shows that 66.4 % students are very much intended towards learning English language and they have intentions at their parents will be happier if they are fluent in English language learning. This shows that making the parents happier describe the huge number of possible selves which is the intrinsic power of the students to make their parents happy year. The same as back has been shown by 16.4 % of the students that they are willing to make their parents happier through their English language learning while the neutral behaviour is shown by 4.4 % of the students too. it can also be observed that the mean value 4.36 and the standard deviation 1.06 show that there is high range of intentions of the students that they are intended to learn English language for the purpose of making their parents as well as their guardians are happier than others. It can also be observed that the possible theory as is to the possible selves' theory.

Question No. 7, English language learning will be supportive for me in my career.

Table No. 7

	Frequency	Percent	Mean	S. D
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Strongly Disagree	1	.4	4.23	1.14
Disagree	34	13.6		
Neutral	32	12.8		
Agree	22	8.8		
Strongly Agree	161	64.4		
Total	250	100.0		

Analysis

Question No. 7 is about the English language learning and the intentions are the thinking then future career full stop asking about this question to the students is made in regard to know down the view of the students are they think that English language will be supported for them in future. The tendency and the intrinsic intentions of the students can be noted through this question as well which can be no English language learning for their better career and better life. the question was put before the students and out of 250 students the intentions hands on that they are not they do not they do not think that the English language will not be supported for them and future is denoted by 0.4 % as well as 13.6% with the view strongly agree strongly disagree and disagree respectively. Then tension shown by the neutral tendency as they are not intended to give you and they are n at the state of dilemma is owned by 12.8% students. 64.4 percent students are our intentions to so that they are willing to learn and their same thing is denoted by 8.8% students that the English language can be supported for them in the career as well as we know that is considered as technology and advancement so the prestige type even can get enough for learning English language . The calculated mean value 4.23 and the standard deviation 1.14 describe that the students have great intentions towards English language learning and the keep English language learning as support for their future career.

Question No. 8,I am careless about people remarks when I speak English language.

Table No. 8

	Frequency	Percent	Mean	S. D
Strongly Disagree	1	.4	4.15	1.10
Disagree	27	10.8		
Neutral	47	18.8		
Agree	33	13.2		

Strongly Agree	142	56.8		
Total	250	100.0		

Analysis

People and society have been the great matters of destruction as well as the motivation in the learning of anything. The thing it is that the people seem more intended in the negative aspects rather than an encouragement. The public anxiety is a matter of destruction through which the through which the people understand that they are not performing so well. Type of things make the foreign language exam foreign language speaking anxiety as well as a foreign language learning anxiety and the students. Restrictive and can produce a resistance against the learning of English language. Such question is about the remarks of people while speaking English language is asked to the students. The intentions have been shown that 0.4% students seem anxiety that seems an exactly that they are there prayer of foreign language anxiety while speaking English when the people give the remarks. Same intentions 10.8% of the students that they are there they are careful about the people remarks by speak English language. 13.2% student show that they are not intend they have not much intention and they do not care what they do about the public as positive AR as a negative way to. 50 6.8% student shows that they are strongly agree that they are careless as the intrinsic power in forces them to learn English language rather than to be prayer of the public remarks as well. The same intention has been shown by 13.2% of the students that they are more willing to do this language this shows that majority of the students are intended to develop the possible selves in them and they are intended to speak English language in among people. The mean value, 4.15, as well as the standard deviation, 1.10, as describe that the intentions have been shown by the students that careless about speaking people as the anxiety remarks rather than their encouragement for the learning of English language learning at the scene that English language learning can prove for them as the for the better carrier to.

Question No. 9, My knowledge of other subjects could only be improved if I will be proficient in English language.

Table No. 9

	Frequency	Percent	Mean	S. D
Strongly Disagree	13	5.2	4.01	1.00
Disagree	5	2.0		
Neutral	31	12.4		
Agree	118	47.2		

Strongly Agree	83	33.2		
Total	250	100.0		

Analysis

English language has been the backbone of our subject matter as well as the course outline and this has been seeing him in our routine life as well as in the daily educational systems. It can also be observed that has been translated in English language so the higher education and the technology advancement learner she is that they must be advanced and English language. It has also been observed that the power of the students to make students more efficient in learning English language too. It is also has been observed that the things which are been discussed regarding other subjects are also. Question No. 9 is also put before the students in which it has been elaborated that what do the students think about English language learning and its relationship with the other subjects do you think that the other subjects can be improved through learning English language. in this regard the view which happened noted that 5.2% student do not think and similarly for two-point students also not think that the English language would be more efficient for them in future. And it can be helpful for their subjects to. The results shown by 12.8% as the thing that English language learning is not only necessary for other aspects to. 40 7.2 % students are agree that English language learning and proficient can be can be help regarding English language learning it also has been observed by 30% of the students full stop the mean calculated mean value and the standard deviation as is respect already 4.01 and 1.00, describe that the people are very much interested to do the to become proficient in English language and through this proficiency in English language they will be able to recover all the contents of the Other subjects. It can also be said that the intention of the students which motivate them and create them the possible sales in in them could be helpful to support them and other subjects to.

Question No. 10, My parents could be disappointed with me, if I could not be fluent in English language.

Table No. 10

	Frequency	Percent	Mean	S. D
Strongly Disagree	14	5.6	4.29	0.96
Neutral	6	2.4		
Agree	109	43.6		
Strongly	121	48.4		

Agree				
Total	250	100.0		

Analysis

Question No. 10 is about possible selves can be as well as the negative to the questions which are asked in the survey is that asking about the students how they think about not fluency and the parents attitude for staff about the year as well as the standard of English language is perceived by the parents too and 5.6% students do not think that their parents will be disappointed if they are not fluent in English language and the same aspect is your by 2.4 % to while the neutral tendency is shown by 2.4 % of the students as well. It has also been observed that the 43.6 % people think positively that the English language learning can be more energetic and up and Happy can be cause for the happiness of their parents if they become fluent in English language learning. While the 48.4 percent students also think the same it also described that the students are more intended to learn English language and speaking to. The people of different areas and different aspects when they are engaged, they think that they think about the parental description as well as the parental thoughts of English language learning are their parents Singh and their parents are perceived. They obtained calculated value of mean 4.29 and standard deviation 0.96 describe that the students are very much intended towards English language learning and they can be more intended towards English language speaking.

Question No. 11, Lack of English language proficiency will affect my career.

Table No. 11

	Frequency	Percent	Mean	S. D
Strongly Disagree	3	1.2	4.14	1.14
Disagree	28	11.2		
Neutral	46	18.4		
Agree	27	10.8		
Strongly Agree	146	58.4		
Total	250	100.0		

Analysis

Question No. 11 is asked to the students to know their view about the possible selves and their intended purpose of English language for the purpose of asking this question is to show that to know the review about the description and the significance of English language regarding the question is asked to know the relationship of empowerment of the students towards the results are shown in the table number 11 shows that 1.2 % students are disagree with the statement, 11.2% have the similar statement that English language proficiency cannot affect their career 18.4 person students remain neutral. on the other hand, it has been observed that 50 8.4 % students are in favour that they know that if they are not efficient in English language their career can be factored its. It is noted that the carrier of the students is dependent on the English language learning English language learning is very much important for the career development and career significance. Exceptional view has been observed by 10.8% students as agreeing to the statement that English language proficiency can make lack of the carrier and can create the different efficiency and the carrier. The calculated mean value 4.14 and standard deviation 1.14 describe that there is significant that people believe shouldn't believe that deficiency and English language can make their career affected rather than developed.

Question No. 12, If I could not become proficient in English language, then I would not be able to gain life goals.

Table No. 12

	Frequency	Percent	Mean	S. D
Strongly Disagree	1	.4	4.10	0.86
Disagree	12	4.8		
Neutral	38	15.2		
Agree	109	43.6		
Strongly Agree	90	36.0		
Total	250	100.0		

Analysis

English language has become the core English language has become the core of the education system as English language become the languages in every field of life. The field of the life is totally dependent on the students that students would be able to gain the life girls. The tendency of life seeking meanings in the educational development department required that the

student must be aware from their future goals for the purpose of gaining the objective of the life. Question No. 12 is asked in this regard about the English language proficiency and if it comes lacking of English proficiency than what could be happen in life. the results of the study said that 0.4% students think that the lack of proficiency in English language can affect their life goals while same horse has been observed by 4.8 % of the students to 15.2% students show their neutral behaviour while the aggregation is shown by 43.6 % students. It also was that the high rate of describing the in the English language proficiency and their intended to have the grip on the subject. 36.0 % are also strongly agreeing with the statement that if they could be lacked an English language proficiency than their life factors cambium can be disturb. The calculated mean value 4.10 as well as the standard deviation 0.86 described that there is a higher significance of the thought that the students are very much intended towards learning English language and want to become proficient in English language from all aspects.

Conclusion

At the end, it can have illustrated and concluded based on the data analysis that the psychological intentions of the students are very much positive to do their intended efforts for English language which show that the students have high intentions towards learning English language. Though applying possible selves in learning English language, the deficiency of the language can be minimized and the proficiency level can be groomed. Students are intended to put their full efforts to learn English language with every possible self-made by them including inner motivation, proficiency, decency, like to learn English language and its usage in the public and mates. The intentions of the students are very much high describing their direction positively as is also been denoted by Possible Self Theory (Markus & Nurius, 1986). Students believes that their future could be more secure and their higher education will be easier because of English language proficiency and same is view of Segal (2006) that the future positivity show the true direction of the learner. Positive thinking makes the leaner more intensive in learning so the thinking of the students is too much positive regarding bright future so the goals could be easier to achieve. Students are positively intended and are willing to pay great efforts to do to achieve the goals of the English language proficiency. Concern of the student also high and they are at state of giving full attention to learn English language which stands that the students are also at the state of self-actualization and self-out to accomplish the difficult tasks and such views are also proposed by Higgins (1987). No disappointment is recorded in sense of public remarks, social anxiety, and lack of access to the modern technologies, by the students which state that the students have positive possible selves, efforts and intentions on the way of English language learning. Cross cultural communication is the aim of the students and it can be observed that they believe that their competency of cross-cultural communication can only be effective through English language learning.

Relationship of Possible Selves and English Language Learning

Table No. 5.1

	N	Mean	Std. Deviation
Average	250	4.22	1.04

Residential

Table No. 5.2.

Residence		N	Mean	Std. Deviation
Average	Rural	155.00	4.21	1.03
	Urban	95.00	4.24	1.02

Gender

Table No. 5.3

		Gender	N	Mean	Std. Deviation
Average	Male		139.00	4.20	1.04
	Female		111.00	4.25	1.01

Self-monitoring a keeping self in the on motif, is the commodity of the students as shown as has been discussed in the introduction and the literature review part of the study. In sense of keeping the possible selves for English language can be observed in the analysis segment in which it is founded that the students have intrinsic efforts and intentions for the purpose of gaining the objects of the English language learning. Through intended efforts, they could gain the status of language proficient which could bright their future. The mean value shown in Table No. 5.1, illustrates the high intentions of the students for making possible selves to gain the objective of English language learning, as the mean value is 4.22 which show the high making of the selves' aspects. In sense of rural and urban perceives, there is no significant difference of residential differences as they have respective mean 4.21 and 4.24 (Table No. 5.2) while there is also no significant difference of the students as gender-wise, because both male and female have certain type of intentions as the respective mean value is 4.20 and 4.25 (Table No. 5.3).

Recommendations

- Due to true and positive direction of the students, there state would provide all the possible gadgets and instrument for language skills improvement.
- Listening and speaking skills would be given more time to students for practices and manipulation.
- Negative remarks would be avoided and the encouragement of the students would made for future language planning.
- Students would be motivated regarding self-actualization and self-out to work so that their dependency on educational support centers would be minimized.
- Such mates would be adopted by the students which would not create foreign language anxiety in the students.
- Self-conception and self-creativity would be encouraged in the students as these have positive impact on the students.
- There could be language learning labs in the institutes which could stimulate and enhance language competency.
- Deserving students would be stimulated to create positive selves and would be stimulated for learning English language.



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