Students' Attitudes, Motivation and Anxiety towards English Language Learning

Meenaz Shams

Abstract: Motivational factors and experiences have the potential to influence students' attitudes and anxiety levels towards English language learning. Recognizing the importance and multi-dimensional complexities of motivational attitudes and anxiety, this mini-research study attempts to investigate gender wise students' attitudes, motivation and anxiety towards the learning of English as a second language in the multilingual context of Karachi, Pakistan. The study adapts a survey questionnaire from Gardner's 'Attitude Motivation Test Battery,' to explore attitudes (English language and learning), motivations (intrinsic and extrinsic) and classroom anxiety of grade 8th students in a private secondary school. The survey findings of 77 students (40 males and 37 females) highlight that students have affirmative attitudes and high level of enthusiasm towards English language and its learning. The findings also illustrate a higher degree of extrinsic motivational goals attached to the student's language learning outcomes and future achievements comparable to intrinsic ones, irrespective of the gender. Overall, the results emphasize girls to have a slightly higher degree of positive attitudes and motivation comparable to the boys. The overall classroom anxiety demonstrates student's moderate responses with relatively high standard deviation, highlighting that anxiety levels vary from student to student. The study concludes with educational implications and limitations.

Keywords: attitudes, intrinsic motivation, extrinsic motivation, anxiety, gender.

Introduction

The acquisition of second/foreign language is induced by various variables like motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, self-identities, personalities, and so forth (Gardner, 1960; Lehmann, 2006; Schmidt, Borai & Kassabgy, 1996). Successful language learning is a multifaceted creation where these variables have a complex relationship (Gardner & Lambert, 1972; Boyle, & Houndoulesi, 1993; Dornyei, 1994; Norris-Holt, 2001) and have the potential to influence student's motivation, attitudes (i.e. likes and dislikes) and similarly could raise or drop their

anxiety levels (i.e. levels of apprehension or fear) towards language learning (Dornyei, 1990; McIntyre & Gardner, 1991; Dornyei & Otto, 1998; Ramirez, 1995). These factors increase student's interests, behaviors and actions in the language classrooms, promoting or hindering their language learning performances (Deci & Ryan, 1985; Clement, Dornyei & Noels, 1994; Salim, 1996) and are demonstrated differently by individuals exhibiting their experiences, values, societal norms and living patterns (Mertens, 1998 cites Schwandt, 1994). Lack of comfort or fear that a student might experience will influence his/her performances on language tasks that require attention and deliberate effort (Horwitz, Horwitz & Cope, 1986) and can lose confidence in the instructional approach if language teaching processes fail to meet their needs and expectations and therefore, the language accomplishment can be inadequate (Horwitz, 1987).

Moreover, gender has been an important perspective under second language learning investigations; highlighting females to execute more interests, positive behaviors and performances, in comparison to the males (Keller, 1983; Aacken, 1999; Dornyei & Shoaib, 2005). These gender differences are due to students' unlike levels of motivation, attitudes and anxiety towards language learning, further influenced by their learning characteristics and styles, lesson content and teaching strategies, social environment and supportive mechanisms, family influences and peer pressures, cognition levels, and so forth (Williams, Burden & Lanvers, 2002). Thus, investigating affective aspects have become vitally important, especially under the gender perspective in order to enhance students' interests and outcomes in second language learning. Therefore, this research study aims to answer the following research question:

What are the attitudes, motivations and classroom anxiety of male and female students towards English language learning in a multilingual context of Karachi, Pakistan?

The importance of investigating the gender-wise students' attitudes, motivations and anxiety in an eastern multilingual context, makes this study more significant, as the existing literature refers to studies mostly conducted in western contexts; generally on native speakers or immigrant students. The study findings will contribute to the existing literature by adding valuable insights from the gender perspective.

122

Research Design

Survey method was selected to investigate as it is considered the best in obtaining personal and social facts, beliefs, motivations, approach and concerns (Kerlinger, 1986). Also survey method may vary in scope from large-scale investigations to small-scale studies carried out by a single researcher (Nunan, 1997 cites Cohen & Manion, 1985); as the rationale of a cross sectional survey is generally to attain a snapshot of conditions, attitudes, and/or events at a single point in time (Gorard, 2003). For this investigation, the survey questionnaire was adapted from Gardner's (1985) 'Attitude Motivation Test Battery' (AMTB). The underlying principle of selecting Gardner's AMTB was its established validity and reliability over the last two decades, as it has been used in a significantly large number of quantitative studies which focused on examining different affective components influencing second/foreign language (Gardner and Lambert, 1972; Masgoret & Gardner, 1994; Kristmanson, 2000; Williams, Burden & Lanvers, 2002). The AMTB explores language learning in three major sections; attitudes, motivations and classroom anxiety; motivational intensity; and teacher and curriculum (Gardner, 1985). The survey questionnaire was developed by adapting only the first section of the AMTB for its relevance to the research foci.

Research Sample

A sample of convenience was applied to select the sample school for conducting this study because of the time constraint and easy access. The selected school was one of the private secondary schools of Karachi where English was taught as a second language focusing skill-based teaching and assessment practices. Along with English, the students were also taught Urdu and Sindhi as compulsory languages. Most of the students came from a medium or a low socio-economic background, where English language was rarely spoken at their homes. For these children, English was a second, third or a foreign language, having diverse mother tongue backgrounds of Urdu, Sindhi, Gujrati, Punjabi, Kachi, Baluchi, etc. Most of the students were comfortable in communicating in more than three languages in their surroundings which facilitated situating this research in a multilingual context.

The school head was requested to identify two grade VIII classes; one of girls

and the other of boys, where the students were approximately 40 in number. Since it was a small scale study, a purposive random sample size of grade VIII students in two gender disaggregated classes was identified (Gorard, 2003). The survey questionnaire was administered to a sample of (n=77) students in two identified classes of boys (n=40) and girls (n=37) respectively. The grounds for selecting grade VIII students was to have research respondents having at least 8 to 10 years of formal English language learning exposure, so as to be able to understand and respond to the questionnaire in English.

Survey Questionnaire Adaptation

The survey adapted from the AMTB was structured with a multiplicity of statements on a five-point Liker scale that would help in tapping the three research areas towards language learning, in order to generate the information to penetrate in depth (Kerlinger, 1986). Total 35 items, under five sub-scales were gauged to explore students' 'attitudes towards English language' (10 items); 'attitudes towards English language learning' (10 items); 'classroom anxiety' (5 items); 'intrinsic motivation' (5 items); and 'extrinsic motivation' (5 items). The questionnaire items were also modified as to focus English as the target language, simplifying the language of instructions and item constructs, in order to make it more meaningful and contextually relevant for the participant respondents. The students were asked to rate each item on a 5-point Likert scale (100%-strongly agree, 75%-agree, 50%-neutral, 25%-disagree and 0%-strongly disagree) so as to determine their level of agreement with each item statement. Higher scores corresponded to greater agreement with each statement. The survey tool was then shared with experts for its content validity.

Content Validity

The content validity of the questionnaire was authenticated by educational experts (n=6) having strong backgrounds of either English language teaching or quantitative research. These reviewers were asked to rate the 35 survey items on a five-point rating scale ranging from 1-not important to 5-very important; to internally validate and examine the item assembled and its relevance to the research literature. Descriptive feedback was also obtained from the reviewers. The criteria for keeping the items in the

final questionnaire was based on the experts' rating i.e. if any item was rated below scale three by 50% of the experts then it would be removed. All the items were rated above 3 by at-least 60% of the reviewers and therefore, no item was detached from the questionnaire. The questionnaire was modified according to the feedback acknowledged by the experts to make the items simple and short for the research participants to comprehend well. For example, item 5 stating, 'I wish I could speak English language perfectly as other foreign people do,' was simplified to 'I wish I could speak English language perfectly.' Also item 35 was modified from 'other people will respect me more if I will be able to speak good English and with proper pronunciation and accent,' to 'other people will respect me more if I am good in English.' Finally, the 35 item survey questionnaire was ready for pilot testing.

Pilot Testing

A research survey needs to be pre-tested in order to further improve the tool designed. A good piloting involves selecting a sample, negotiating access, delivering the instrument, calculating response rates and analyzing the results in the same way as aimed for the final study (Gorard, 2003). Accordingly, to ensure that the questionnaire functions well before the final survey administration, a small group of (n=11) grade VIII students were selected randomly from another similar school context for the pilot testing. Before piloting the questionnaire, the students were given an orientation to the main research study and were asked to give responses and comments which will help in improving the questionnaire. The students were instructed to ask for clarification if needed on any item, before responding. The students inquired meanings of the difficult words like 'essential,' 'embarrasses,' 'ease,' 'fluent,' etc. and while discussion they suggested to simplify these words to 'important,' 'feel shy,' 'comfort,' and 'good' respectively, for other students to comprehend easily. The students' feedback was useful indeed in identifying the relevant vocabulary for this age group which further added to the face validity of the item constructs.

Survey Questionnaire Administration

Before the survey questionnaire was administered, both the male (n=40) and female (n=37) students were given an orientation to the research study and their role as

research participants. The students' willingness as well as their parents' consent was taken by the researcher and the school authorities respectively, ensuring data anonymity and confidentiality. The survey was directly administered in a friendly manner where the students were made to feel relaxed and comfortable before filling the questionnaire. The cause for direct administration was of the small sample size and to assist the students, if they needed any clarification in order to facilitate understanding and appropriate responses. On an average, the students took thirty minutes to complete the questionnaires, which were then collected in a sealed envelope. The survey response rate was 100% as it was directly administered, acknowledging the limitation as direct administration would not be appropriate for a large sample size spread out over different geographical locations. The data were entered into the SPSS software with gender as the key variable. Classroom anxiety (n=5) items were then recoded as these were negative statements. The questionnaire was checked for its reliability before analyzing the data further for descriptive and inferential conclusions.

Reliability of The Questionnaire

The 'Cronbach's alpha' was used to check the reliability of the survey questionnaire tool. The overall internal consistency estimated 0.846 highlighting the instrument to be highly reliable in measuring student's attitudes, motivations and classroom anxiety towards English language learning. A similar process was carried out to estimate the reliability coefficient for each of the sub-scales (see table 1):

TABLE 1: RESULTS OF CRONBACH'S ALPHA

Sub-Scales	Number of items	Alpha Value	
1. Attitudes towards English language	10	0.578	1.352
2. Attitudes towards English language learning	10	0.774	
3. Classroom anxiety	5	0.841	
4. Intrinsic Motivation	5	0.759	0.750
5. Extrinsic Motivation	5	0.597	
Grand values for the tool	**35**	**0.846**	

The sub-scale 'classroom anxiety' showed the highest alpha (0.841). Whereas the 'attitudes towards English language' illustrated the lowest alpha (0.578), which can be improved in future by administering the questionnaire on a bigger and representative sample. The other way to raise the coefficient is by dropping an item which is lowering the reliability by dropping, for example items 3 and 4 from this sub-scale will improve the alpha to 0.615. Also the reliability can be enhanced by revisiting the items to focus on the same construct rather than diverse constructs, as Cronbach's alpha test is not suitable for checking internal constancy if different dimensions are involved in a sub-scale (Mertens, 1998). For example, out of the 10 items stated in this sub-scale; 4 items focused on 'importance,' 4 on 'perspectives,' and 2 on 'feelings' regarding English language; which can be the reason of low reliability. It can further be improved by revisiting all the items in this sub-scale focusing only on one construct i.e. either 'importance' or 'perspectives' or 'feelings' towards English language.

The coefficient can also be increased by rearticulating an item statement to make it simpler to be interpreted by the research participants. For example, in comparing the internal consistency of the two sub-scales; i.e. 'intrinsic' (0.759) and 'extrinsic' (0.597) motivations, it was found that the reliability in later category was slightly lower than the adequate Cronbach's alpha of 0.6 (Robson, 2002). Thus, the internal steadiness of the 'extrinsic motivation' can be further improved by simplifying the constructs of item 32; 'it will make me a more conversant and knowledgeable person' and item 34; 'I feel knowledge of English language will make me a better educated person' into 'it will make me more learned person' and 'I feel English language will help me in getting better education' respectively.

Overall Analysis

The student's responses (n=77) to the survey items (n=35) were scored by the given values; 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree, respectively. The data entered in SPSS software was evaluated by calculating the frequency counts, percentages, mean scores and standard deviation of the student's responses to infer the gender wise data findings. The overall analysis for the 35 items portrayed in figure 1 below, highlights M=4.2 and SD=0.8 with males (M=4.1, SD=0.8)

127

and females (M=4.4, SD=0.6) correspondingly which shows that most of the students, irrespective of their gender have shown harmony to the importance of English language, demonstrating a high level of enthusiasm towards its learning:
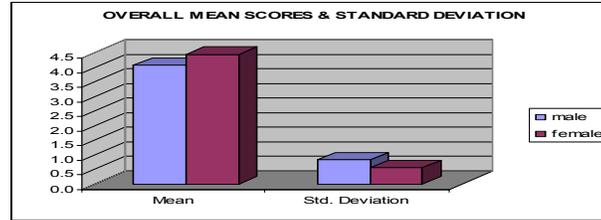

Figure 1: Gender wise analysis of all items

Sub-Scale Wise Analysis

The sub-scales wise analysis showed a slight variation between the male and female overall responses, highlighting girls to be at a higher degree of agreement. Research studies also show that there are differences between male and female responses towards their mind-sets, anxiety and incentive levels for second language learning in connection to their use of memory, cognitive, learning strategies, feelings and emotional attachments, whereby the females stand to be at a higher degree of optimistic attitudes and motivation (Keller, 1983; Dornyei & Shoaib, 2005). The following graph gives an overall picture of the five sub-scales' mean scores and standard deviation (see figure 2):

Table 2: Overall sub-scale wise analysis)

| Sub-Scale	Male Mean Score	Standard Deviation	Female Mean Score	Standard Deviation
E	4.1	0.8	.4	0.6
EL	3.7	0.88	.3	0.80
A	3.0	1.34	.3	1.19
M	4.5	0.68	.7	0.48
M	4.6	0.46	.9	0.29

The data presented above highlights the sub-scales of 'intrinsic' and 'extrinsic' motivations to have the highest mean scores for both the males (M=4.5, 4.6) and females (M=4.7, 4.9) respectively. This shows that most of the students have shown their high motivation acknowledging the fact that English language learning is very beneficial for their future careers, education and job opportunities. Furthermore, the sub-scales of both attitudes highlight females to have slightly more positive attitudes towards English language and its learning (M=4.4, 4.3), in contrast to males (M=4.1, 3.7).

Whereas the 'classroom anxiety' sub-scale show reasonably consistent responses from both the boys (M=3.0, SD=1.34) and girls (M=3.3, SD=1.19); with relatively high standard deviation demonstrating it to be the most inconsistent category regarding students' responses. This means that the students tend to show collective opinions of having high or low anxiety levels when classroom feelings and confidence towards the English language learning is taken into account, regardless of their gender. Research studies done on motivational orientations towards second language learning also highlight that students do have high anxiety level, even if their motivational attitudes are positively high (Chambers, 1998; Noels, Pelletier, Clement & Vallerand, 2000; Dornyei, 2006).

The following sections discuss further, an in depth analysis of attitudes, motivation and anxiety sub-scales in detail:

Attitudes towards English Language and its Learning

The students' responses for the sub-scales; 'attitudes towards English language' (M=4.2, SD=0.7) and 'attitudes towards English language learning' (M=4.0, SD=0.84) illustrated a skewed distribution of data. This highlights that most of the students, irrespective of their gender have shown their positive attitudes towards English language and its learning:

Attitudes towards English language   ***Attitudes towards English language learning***

Histogram
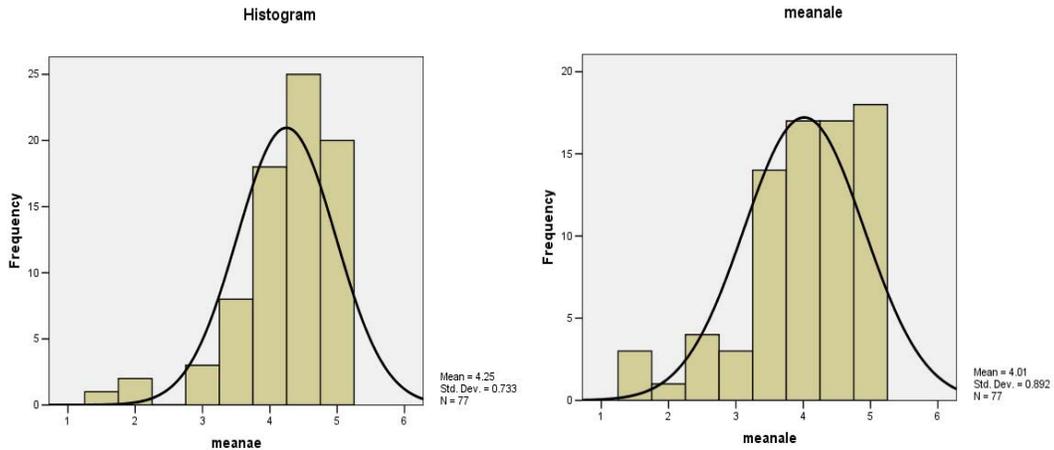
meanale

Note: mean(ae): mean scores of attitudes towards English language
Mean(ale): mean scores of attitudes towards learning English

Figure2: Data distribution for the sub-scales of attitudes)

Furthermore, the item wise analysis of the sub-scales of attitudes towards English language and its learning indicated that majority (97%) of the students wished strongly (M=4.8, SD=0.3) that they could speak English language perfectly in item 5. Ninety four percent of the students expressed English language to be an essential part of their school curriculum in item 13 (M=4.7, SD=0.6) and therefore, learning it becomes important. Both the boys and girls have shown awareness towards language learning as means for communication whereby 96% of the students (M=4.7, SD=0.7) agreed that, 'if they were to visit a foreign country, they would like to be able to speak English in order to communicate with the people' in item 3. As a result, they have expressed a need for Pakistani students to learn English since it is a foreign language (M=4.4); and have shown concern in learning English when they are at school (M=4.6) and also would like to continue learning it after leaving the school (M=4.2), because they think that language communication is necessity for building global linkages and networks (see figure 3):
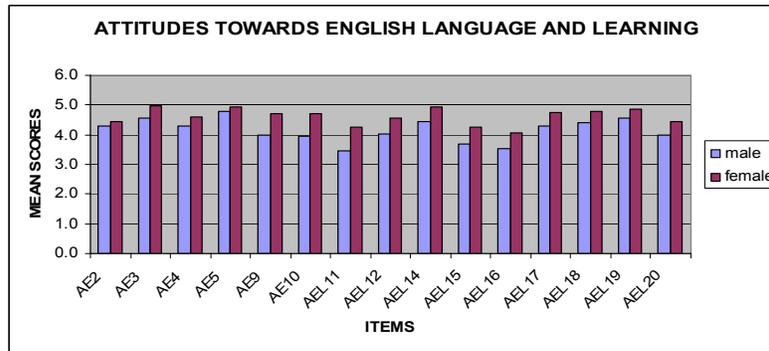
Figure 3: Gender wise responses to the sub-scales of attitudes

Moreover, the above graph also highlighted girls expressing more excitement in meeting and listening to people who spoke English and studying English as a foreign language being an enjoyable experience (M=4.7), comparable to their counterparts (4.0) in items 9 and 10. They also showed more constructive attitudes towards learning of English language as it is useful in daily life (M=4.8) and therefore, want to learn English as it is very important (M=4.9) in item 18.

However, in items 1, 6, 8 and 13 students have shown similar responses evidently seen in figure 5 below; whereby 94.8% of the students consider English to be an important part of the school curriculum (M=4.8) and 77.9% expressed the significance of English language being a part of the culture and identity (M=4.2). The importance of learning English is also highlighted by the fact that 79.2% of the students would like to learn English language even if it is not a part of the school requirement (M=4.2) and would like to study its literature in the original language rather than translation (M=4.0).

| Item Statements		Students' Overall Responses
E1	*'The English language is an important part of our culture and identity.'*	77.9% M=4.2, SD=0.95
E6	*'I want to read English literature in the original language rather than a translation.'*	75.3% M=4.0, SD=0.9
E8	*'I would study English language even is it was not a part of the school requirement.'*	79.2% M=4.2, SD=1.2
E13	*'English is an important part of the school curriculum.'*	94.8% M=4.8, SD=0.64
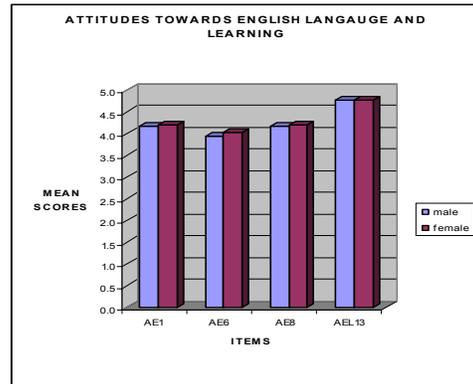
**Figure 4: Students' similar responses to items**

Intrinsic Vs. Extrinsic Motivation

The students were asked to express perspectives about their motivational goals; whereby intrinsic motivation explored their internal self satisfaction and extrinsic category dealt with external incentives associated with learning language. Research studies have shown that students are more geared towards extrinsic than intrinsic motivational goals in second/foreign language learning, as they aspire instrumental rewards in the form of grades and achievements, credits, performance incentives and good future jobs (Salim, 1996; Dornyei, 1990; 1994).

The student's responses in this study also showed a slightly higher degree of extrinsic motivational goals (M=4.8, SD=0.38) attached to their language learning outcomes and future achievements, comparable to intrinsic ones (M=4.6, SD=0.58) with a skewed distribution of data (see figure 5):

132
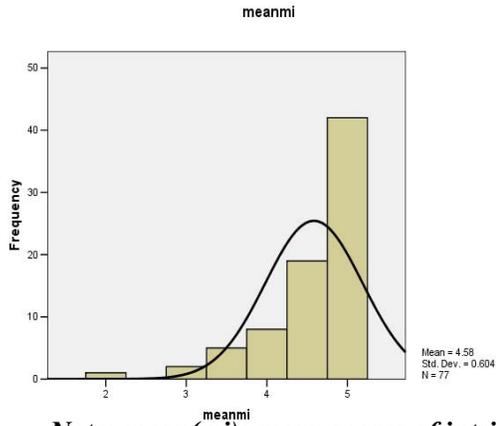
Intrinsic Motivation   ***Extrinsic Motivation***
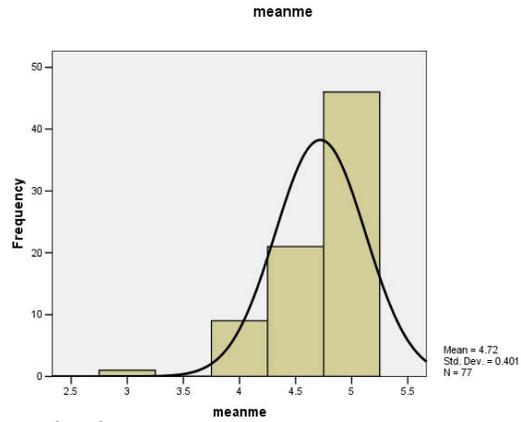
Note: mean(mi): mean scores of intrinsic motivation
Mean(me): mean scores of extrinsic motivation

Figure 5: Data distribution for the sub-scales of motivations

Furthermore, the item wise analysis for the intrinsic motivation indicated that 93% of the students were comfortable in meeting and conversing with English speaking people (items 26 and 27) and 88% appreciated English language literature and liked to build linkages with people around the globe (items 28 and 30). In item 29, almost similar level of agreement was observed between both the genders highlighting the significance of studying English for enabling them to participate more liberally in the activities of English cultural groups. Whereas, extrinsic motivation emphasized 100% of the student's agreement towards the importance of studying English for their future career (M=4.9, SD=0.3) in item 31. Both the boys and girls were observed to be more career-oriented in item 34 and 33; whereby 98% of them thought 'studying English will make them a better educated person' and 97% felt that 'it will help them to get good jobs for better future life' respectively (see figure 6):
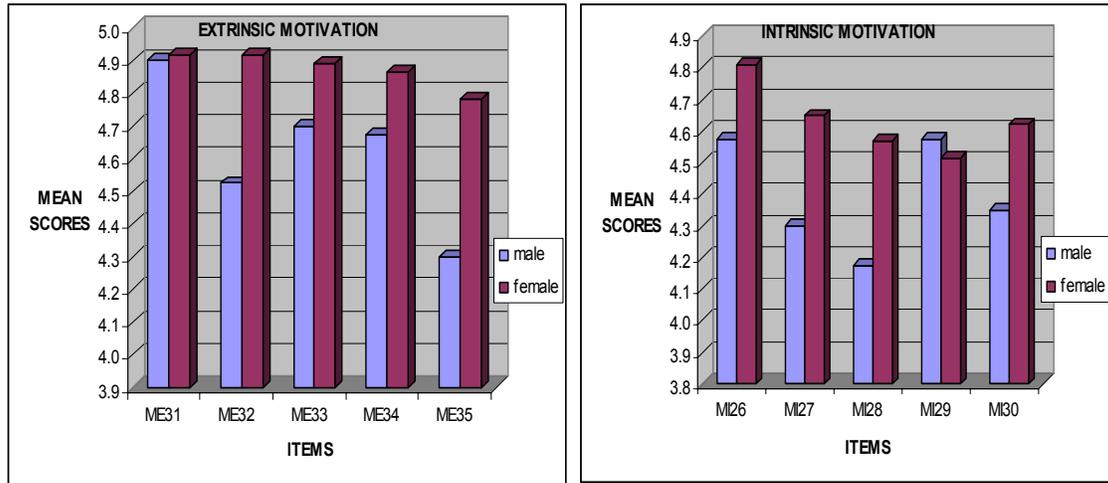
Figure 6: Gender wise responses to intrinsic and extrinsic motivations

The above results also indicate females to be slightly more motivated than males. Literature highlights gender to be one of the determinants of achievement outcomes, with females exhibiting greater motivational investment as they are more serious and interested towards second language learning (Boyle & Houndoulesi, 1993; Ramirez, 1995).

Classroom Anxiety

In contrast to the sub-scales of attitudes and motivations, the results of the classroom anxiety category illustrate a different scenario highlighting to be the most inconsistent category with relatively high standard deviation for both male (M=3.0, SD=1.34) and female (M=3.3, SD=1.19) students (see figure 7):

134

Classroom Anxiety

tems	Mean Scores		Standard Deviation		
	Male	Female	Male	Female	
	3.0	3.3		1.53	
A21			.66		
CA22	3.3	3.1	1.31	1.39	
	3.1	3.0	1.49	1.60	
A23					
	3.7	3.5	1.21	1.50	
A24					
	3.1	3.3	1.40	1.31	
A25					

meanca

Mean = 3.16
Std. Dev. = 1.268
N = 77
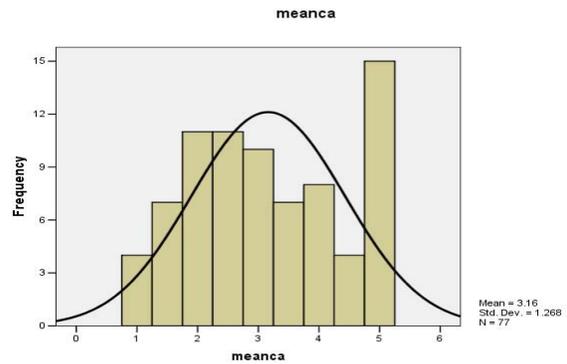
Note: mean(ca): mean scores of classroom anxiety

Figure 7: Overall analysis of classroom anxiety

Despite the fact that students have reported moderate anxiety levels when classroom's sensitivity and confidence towards the use of English language is examined, yet the increased standard deviation highlights their responses to be more scattered towards the highest 1.66 and lowest 1.21 ends of apprehension. This shows that anxiety can be experienced at various levels, making students feel alert or uneasy, anxious or worried; which either facilitates or harms their language performances by increasing or reducing their participation and creating negligence through fear and self-doubt (Horwitz, Horwitz & Cope, 1986; McIntyre & Gardner, 1991). The student's reactions to classroom anxiety also illustrate that the anxiety level varies from student to student and can diverge with reference to individual student and its circumstances.

Students' Responses In Percentages To Classroom Anxiety

Items Statements	SA / A (1=SA)	N (3=N)	D / SD (5=SD)
A21	It makes me feel shy to answer in English when my teacher asks.	39%	18.1%	42.9%
A22	I am not confident of myself when I speak in English.	31.2%	23.3%	44.2%
A23	I always feel that the other students speak English better than I do.	39%	14.3%	46.8%
A24	I am afraid that other students will laugh at me when I speak English.	19.5%	22.1%	58.4%
A25	I get nervous and confused when I speak in English.	30%	27.3%	41.6%

F

urthermore, item wise investigations specified patterns in student's responses towards their feelings regarding classroom anxiety levels. Fascinatingly, the girls responded of not being shy, nervous and confused while speaking English language inside the class (M=3.3) in comparison to the boys (M=3.0, 3.1) in items 21 and 25. Additionally, the boys reported to be 'confident of themselves while speaking English' (M=3.3) and can 'speak better English than others' (M=3.1) in items 22 and 23 respectively (see figure 8):
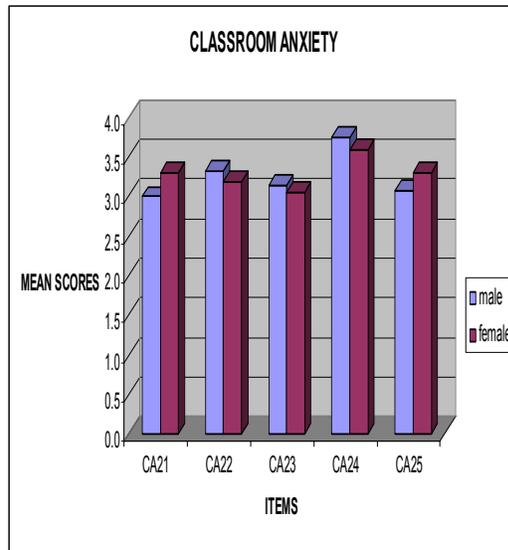
Figure 8: Item wise analysis of classroom anxiety sub-scale

This shows patterns as well as contradictions in the student's responses and raises questions, as to why girls not being nervous and confused; demonstrated less confidence than the boys. Furthermore, how can the boys demonstrate more confidence and nervousness at the same time? Besides this, it was surprising to observe the students' responses to the index item 24 (males: M=3.7, SD=1.21 and females: M=3.5, SD=1.50), whereby 58.4% of them strongly disagreed to the fact that they are afraid of 'other students laughing at them when they speak English in the class.'

Additionally, the overall student's responses also draw attention to more than

one fourth of the sample (32%) expressing high level of anxiety and one fifth of them (21%) exhibited ambiguity in articulating their feelings and uncertainty regarding language learning anxiety. Perhaps because they are more conscious of their mistakes in spoken performance and as a result be viewed negatively by their classmates, when speaking a target language in public is concerned (Brown, 2004). Also low accomplishments, unsound learning environment, low self-esteem, disrespect and offensive behavior of others cause high anxiety levels and de-motivate students (Kristmanson, 2000; So & Dominguez, 2005).

Educational Implications

The study findings show most of the students, irrespective of their gender have stressed the importance of learning English language because of its efficacy in the daily life and communicative purposes. It is essential for the teachers to understand that language learning can best take place through communicative approach where the students are encouraged to interact and discuss real life experiences and issues. This promotes their willingness to communicate and seeking out opportunities to practice the language as good language learners (Masgoret & Gardner, 1994 cites Stern, 1975 & Rubin 1985). As the study findings indicate girls to be slightly more motivated towards language learning than the boys, the teachers should especially avoid teaching female-bias topics from the prescribed textbooks and use a variety of authentic material from other sources to motivate boys' interest, seriousness, learning styles and gender-neutral attitudes towards English language. Teacher training sessions should also assist the teachers in understanding the gender perspective in second language learning, designing the language content according to the students' needs and exposing different strategies to enhance the students' motivation, self-confidence and language learning outcomes. Teachers need to internally motivate students' pleasure and personal interest for them to value their language learning endeavors.

The study findings also highlight at least one half of the sample, irrespective of their gender, demonstrating high level of classroom anxiety, in spite of having affirmative attitudes and high enthusiasm towards English language learning. Conducive

environment plays an important role in facilitating effectual language learning which promotes student's motivational attitudes and moderates their disquiet levels as it requires optimistic experience and supportive atmosphere (Kristmanson, 2000). In order to take risks, one needs an environment which is favorable and appreciative, where anxiety levels are low and comfort levels are high. Language communication is the ultimate aim for many students. However, it is not restricted to oral production only where students might feel having anxiety as highlighted in the study findings. In spite of speaking to the whole class, it can be initiated in small groups which may be less intimidating for both the boys and girls. Listening, reading and writing are also other forms of communication and no less important than speaking, and thus needed to be promoted in the language classrooms.

Furthermore, the acknowledgement of English as a foreign language has given it more value over other local languages in the contemporary Pakistani society. The study findings do highlight both genders' preference for learning English over other languages. The teachers and educationists must be very careful as this is a very sensitive socio-cultural issue which needs to be addressed in such a way that the respect and value of other local languages is not damaged and disregarded by the upcoming generations.

Study Limitations

Since this was a small-scale study, the survey results cannot be generalized as the sample (n=77) selected cannot exemplify the entire population at large. The study was also restricted to investigating student's attitudes, motivations and anxiety towards English language learning with gender as the only variable and did not account other aspects like student's age, results, achievements, parental support, learning environment, etc. In addition, the survey studies into exploring student's cognitive and affective domains are difficult to analyze, as the respondent's responses will only be precise to the items constructed in the questionnaire used.

Conclusion

This research study aimed at examining student's attitudes, motivations and anxiety levels towards English language learning in a multilingual context as these have the potential to influence their second language learning interests and outcomes. Using the survey method, the tool was tailored from Gardner's (1985) 'Attitude Motivation Test Battery,' and was piloted to test its validity and reliability. The survey findings indicated that the students have positive attitudes, high motivational level and moderate responses to their anxiety levels, with high standard deviation and variation. Furthermore, the boys showed a high level of confidence comparable to the girls when classroom anxiety was examined. In contrast, the girls showed a lower level of nervousness and shyness, comparable to their counterparts. Moreover, the analysis of the two motivational sub-scales verified a higher degree of extrinsic perspective attached to the student's language learning outcomes and future career goals than the intrinsic ones, irrespective of the gender. Teachers and educationists needs to comprehend the significance of motivational attributes and other affective factors which either optimistically or pessimistically impact student's language performance and achievements.

References

Aacken, S. V. (1999). What motivates L2 learners in acquisition of kanji using CALL: A case study. *Computer Assisted Language Learning, 12 (2),* 113–136.

Boyle, G. J. & Houndoulesi, V. (1993). Utility of the school motivation analysis test in predicting second language acquisition. *British Journal of Educational Psychology, 63 (3),* 500-512.

Brown, R. A. (2004). The effects of social anxiety on English language learning in Japan. Retrieved from http:/www.bunkyo.ac.jp/faculty/lib/stib/kiyo/Inf/if30/if3002.PDF

Chambers, G. N. (1998). Pupils' perception of the foreign language learning experience. *Language Teaching Research, 2(3),* 231-259.

Clement, R., Dornyei, Z. & Noels, A. K. (1994). Motivation, self confidence and group cohesion in the foreign language classroom. *Language Learning 44 (3),* 417-448.

Deci, E. L. & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour.* New York: Plenum.

Dornyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning, 40,* 45-78.

Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal, 78 (iii),* 273-284.

Dornyei, Z. & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working papers in Applied Linguistics (Thames Valley University, London), Vol. 4,* 43-69.

Dornyei, Z. & Shoaib, A. (2005). Affect in lifelong learning: Exploring L2 motivation as a dynamic process. In Nunan, D. & Benson, P. (Eds.) *Learners' stories: Difference and diversity in language learning.* (pp.22-41). Cambridge University Press: UK.

Dornyei, Z. (2006). Researching L2 motivation: Towards combined quantitative-qualitative paradigms. University of Nottingham: (zoltan.dornyei@nottingham.ac.uk)

Gardner, R. C. (1960). *Motivational variables in second-language acquisition.* PhD Thesis: McGill University.

Gardner, R. & Lambert, W. (1972). *Attitudes and motivation in secondary language learning.* Rowley, M. A: Newbury House.

Gardner, R. C. (1985). *The Attitude Motivation Test Battery: Technical Report 1.* University of Western Ontario: London.

Gorard, S. (2003). *Sampling: the basis of all research – Quantitative Methods in social sciences.* New York: Continuum.

Horwitz, E. K., Horwitz, M. B. & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70,* 125-132.

Horwitz, E. K. (1987). Surveying student beliefs about language learning. In Wenden, A. L. & Robin, J. (Eds). *Learner strategies in language learning.* London: Prentice Hall.

Kerlinger, F. N. (1986). *Foundations of behavioral research* (3rd ed.). New York: Holt, Rinehart & Winston.

Keller, J. (1983). Motivational design of instruction. In Reigeluth, C. (ed). *Intstructional design theories and models*. Hillsdale, NL; Lawrence erlbauum, 386-433.

Kristmanson, P. (2000). Affect in the second language classroom: How to create an emotional climate. *Reflexions, 19(2)*.

Lehmann, C. (2006). Motivation in language: Attempt at systematization. Retrieved from http://www.uni-erfurt.de/sprachwissenschaft/personal/lehmann/CLPubl/

Masgoret, A. M., & Gardner, R. C. (1994). Attitudes, motivation and second language learning: A meta-analysis of studies conducted by Gardner and Associates. University of Western Ontario. Retrieved from gardner@uwo.ca

McIntyre, P. D. & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of literature. *Language Learning, 41,* 85-117.

Mertens, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative & qualitative approaches.* London: Sage Publications.

Noels, K. A., Pelletier, L.G., Clement, R. & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning, 50 (1),* 57-85.

Norris-Holt, J. (2001). Motivation as a contributing factor in second language acquisition. *TESL Journal*. Retrieved from http://iteslj.org/

Nunan, D. (1997). *Research methods in language learning*. UK: Cambridge University Press.

Ramirez, A. G. (1995). *Creating contexts for second language acquisition: Theory and methods*. USA: Longman Publishers.

Robson, C. (2002). *Real world research: A resource for social scientists and practitioner -researchers.* USA: Blackwell Publishing.

Salim, A. R. (1996). Factors affecting the learning of English as a second language in Israel. *Journal of Social Psychology, 136 (5),* 589-595.

Schmidt, R., Borai, D. & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. In Oxford, R. (Eds). *Language learning motivation: Pathways to new century. Vol. 11,* 9-70.

So, S. & Dominguez, R. (2005). Emotion processes in second language acquisition. In Nunan, D. & Benson, P. (Eds.) *Learners' stories: Difference and diversity in language learning*. (pp.42-55). UK: Cambridge University Press.

Williams, M., Burden, R. & Lanvers, U. (2002). French is the language of love and stuff: Student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal, 28 (4).*

Correspondence:

Meenaz Shams
Email: meenaz.shams@aku.edu

APPENDIX A

Item ↓ Rating Scale →	GENDER											
	Male						Female					
AE1					2	8					2	8
AE2					9	8					0	3
AE3						2						6
AE4					4	9						5
AE5						1						5
AE6					3					0	2	4
AE7					0	2					4	7
AE8					2	0						2
AE9					8	2						9
AE10					0	3						9
ALE11					2	1						3
ALE12					12	7					0	5
ALE13						3						3
ALE14						4						4
ALE15					2						1	8
ALE16				5	4						3	4
ALE17					9	7						0
ALE18					1	4						1
ALE19					0	6						3
ALE20					1	0						3
CA21		1				4						2
CA22			0			0				0		
CA23			2			1		2				
CA24				1		6						4
CA25			0	0						1		
MT26					2	6						3
MT27					6	8						7
MT28					1	3					0	4
MT29					2	6						4
MT30					2	2						6
MS31						6						4
MS32					3	5						4
MS33					0	9						3
MS34						0						2
MS35					7	8						0

APPENDIX B

	Mean Scores	
	Male - 40	**Female-37**
E1	4.2	4.2
E2	4.2	4.5
E3	4.4	5.0
E4	4.3	4.6
E5	4.8	4.9
E6	4.0	4.0
E7	4.2	4.2
E8	4.2	4.2
E9	4.0	4.7
E10	3.9	4.7
LE11	3.3	4.2
LE12	4.0	4.6
LE13	4.8	4.8
LE14	4.4	4.9
LE15	3.7	4.2
LE16	3.5	4.1
LE17	4.3	4.8
LE18	4.3	4.8
LE19	4.6	4.9
LE20	4.0	4.4
A21	3.0	3.3
A22	3.3	3.1
A23	3.2	3.1
A24	3.8	3.6
A25	3.1	3.3
I26	4.6	4.8
I27	4.3	4.6
I28	4.2	4.6
I29	4.6	4.5
I30	4.4	4.6
E31	4.9	4.9
E32	4.5	4.9
E33	4.7	4.9
E34	4.7	4.9
E35	4.3	4.8

Correspondence:

Meenas Shams
E mail: meenaz.shams@aku.edu