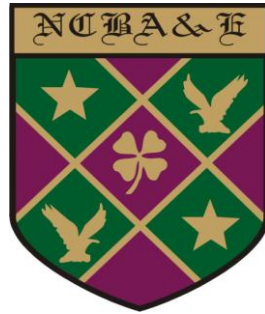


**CAUSES OF ANXIETY IN ENGLISH LANGUAGE LEARNING FOR
PUBLIC SCHOOL STUDENTS OF HAFIZABAD**



**MASTER OF PHILOSOPHY
IN
ENGLISH LINGUISTICS**

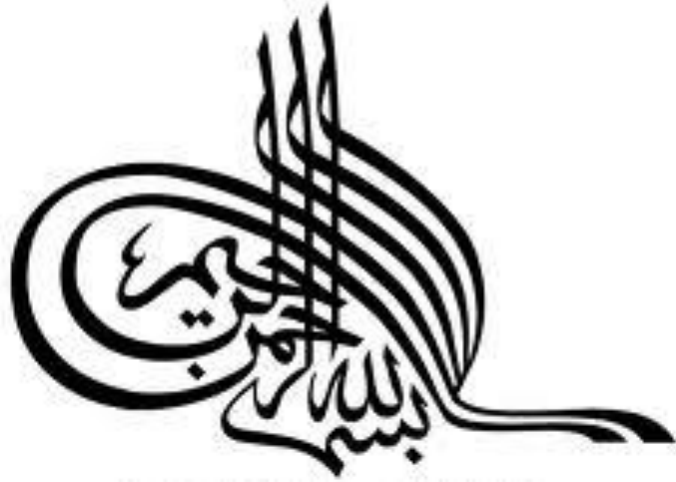
Submitted by

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April 26, 2024

**DEPARTMENT OF ARTS & HUMANITIES
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In the name of ALLAH,

The Most Beneficial,

The Most Merciful,

ABSTRACT

The study was conducted to investigate the anxiety in English language learning in District Hafizabad, Pakistan. The theoretical foundation of the study was based on Gardner's (1985) Model. The study was vivid in nature and employed a quantitative survey approach to look at the correlation among motivation, English language learning anxiety, and attitudes towards learning English. For this investigation, the survey questionnaire was adapted from Gardner's (1985) 'Attitude Motivation Test Battery' (AMTB). SPSS was used to prepare the results of that survey. The study provided a quantitative analysis of the existing correlation ship among the three variables.

It dealt with the anxiety of the students who were enrolled in 8th, 9th and 10th grades. Data were collected from 200 public school students in two Tehsils of Hafizabad, Pakistan. After the instrument was found to be reliable and valid, Data were analyzed statistically. Mean score of each item of the questionnaire was calculated to find central tendency of response. Gender difference and class differences were analyzed by using t-test and ANOVA, whereas the correlation was calculated to find out relationship among motivation, attitude and anxiety. T-test analysis showed that no significant differences were found between the levels of anxiety of male and female students. ANOVA results concluded that no significant difference of level of anxiety was found amongst the 8 th , 9 th and 10 th class students of public schools of District Hafizabad. A significant correlation was found among motivation, attitude and anxiety. The study concludes that lack of motivation and attitude increase the anxiety levels of students while learning English language.

KEY WORDS: Anxiety, Correlation, Attitude, Motivation, Public Schools,

DECLARATION

I, RANA ABDUL SABOUR, S/O MUHAMMAD NASEER, a student of “M.Phil. English Linguistics”, at “Department of English”, National College of Business Administration And Economics (NCBA&E), Lahore, hereby declares that this thesis titled, “**Causes of Anxiety in English Language Learning for Public School Students of Hafizabad**” is my own research work and has not been submitted, published, or printed elsewhere in Pakistan or abroad. Additionally, I will not use this thesis for obtaining any degree other than the one stated above.

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RESEARCH COMPLETION CERTIFICATE

Certified that the research work contained in this thesis entitled “**Causes of Anxiety in English Language Learning for Public School Student of Hafizabad**” has been carried out and completed by **Rana Abdul Sabour** under my supervision during his **M.Phil.EnglishLinguistics** Programme.

Supervisor

(Dr,Faiqa Abdul Khaliq)

CERTIFICATE OF EXAMINERS

It is certified that the research work contained in this thesis titled “**Cause of Anxiety in English Language Learning for Public School Students of Hafizabad**” is up to the mark for the award of “M.Phil” (Philosophy in English Linguistics).

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DEDICATION

To,

First, I am thankful to Allah Almighty and without Allah I was not able to do my work completely. This document is dedicated to my parent's family and teachers for their unconditional encouragement and help in shaping me into true professionals throughout my lives.

ACKNOWLEDGEMENT

In the name of ALLAH, the foremost Beneficent, the foremost Merciful, and His final messenger, **HOLY PROPHET MUHAMMAD (SAW)**.

I would like to sincerely thank **Dr. Tahir Jahan Khan Niazi**, Head of English department, **Dr. Faiqa Abdul Khaliq**, my supervisor, and **NCBA&E** management for their invaluable support, thoughtfulness, direction, and administration throughout the completion of this project. I am incredibly appreciative that you provided me with the means to conduct research and all the necessary resources during my academic term. I will dedicate my greatest duty of gratitude to my guardians, whose unwavering and loving support served as a constant source of inspiration for me throughout my studies. Without their tireless efforts, immeasurable sacrifices, prayers, and favors, this accomplishment would not have been possible.

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LIST OF ABBRIVATIONS

AMTB Attitude Motivation Test Battery

ANOVA Analysis Of Variances

EFL English Foreign Language

ESL English Second Language

FLAS Foreign Language Anxiety Scale

FLA Foreign Language Acquisition

L2 Second Language

SLA Second Language Acquisition

SLL Second Language Learning

SPSS Statistical Package for Social Sciences

TESOL Teaching English Speakers of other Languages

WIHIC What Is Happening In Class

CHAPTER ONE: INTRODUCTION

Anxiety in learning English is a common issue experienced by many public school learners in Hafizabad, as it is in many parts of the world. Learning a second language can be a difficult endeavor, and when combined with the pressures and constraints of the public education system, students in Hafizabad often find themselves grappling with various forms of anxiety that hinder their progress in learning English. Hafizabad, located in the Punjab region of Pakistan, is home to a diverse population with various linguistic backgrounds. While Urdu and Punjabi are the dominant languages, English is considered a vital skill, especially in a globalized world where English is often the medium of communication in various fields such as business, technology, and academia. Consequently, public schools in Hafizabad place significant emphasis on teaching English as a second language. Though, this emphasis may lead to the development of anxiety among public school learners for several reasons. Many learners in Hafizabad grow up in households where English is not commonly spoken. This language barrier creates an initial discomfort when learners are exposed to English in their school environment. The public education system in Pakistan places a considerable burden on learners to excel in standardized exams, where English proficiency is heavily weighted. This pressure to perform well in English can cause performance anxiety. Learners may fear being judged by their peers or teachers for making mistakes when speaking English. This fear of judgment can hinder their willingness to participate and practice. Overcoming anxiety in learning English is essential for students in Hafizabad to gain proficiency and access better opportunities in the future. It is important for educators,

parents, and policymakers to recognize these challenges and work collaboratively to build a more encouraging and conducive education atmosphere for learners, helping them to build their English language skills with confidence and reduced anxiety. Here are some causes that can clear the reasons of anxiety in English language learning for public school students.

1.1 Causes of Anxiety

Anxiety in English Language Learning among the public school students of Hafizabad could be imputed to a kind of causes; each cause of anxiety plays an important role in setting the learning experience of the public school students. One important cause is the weakness of liability to English outside the class. In many areas of Dist Hafizabad English is not spoken easily in daily routine matters, leading to the restricted chances for the students to practice and increase their language creativity in real settings. This restricted liability may cause anxiety when the students are needed to apply English in educative settings. Another cause of anxiety was the slandered of teaching. Public schools in Hafizabad constantly face problems like that insufficient tools, incomplete trainings for instructors and maximum students in classes. These problems could result in boring teachings styles that fail to attract the students in learning English, so such a kind of steps become the causes of anxiety in learning English. Furthermore teachers could lean with full attention on routine memories rather than mutual and communicative strong matches, leaving learners emotions unaccepted and anxious about their skills to use English in actual life matters.

Furthermore the assessment oriented learning system common in Pakistan puts enormous pressure on students to execute well in papers. This upper level atmosphere could increase anxiety, as learners may confuse in making errors or being prosecuted based on their language deficiency. The fear of defeat and the wish to get the high grades may create a complicated, learning atmosphere, hindering learner's skills to learn English effectively. Socioeconomic matters also perform a role. Many learners in public schools come from low-income families, where exposure to extra learning measures like that private tutoring language learning apps, or books can be restricted. This disparity may lead to the emotions of defect and anxiety as a learners try to boost it up with their companions who could have more help.

At last social attitude towards English may affect anxiety stages. In some associations English was seen as a sign of modern and achievement, putting extra stress on learners to expert the language. These association expectations may cause significant pressure and anxiety, especially for those who can already feel limited or unprepared. Discussing these causes needs a multifaceted approach, adding and making teaching quality, providing extra language exposure fields and making a helping and low pressure learning atmosphere.

1.1.1 What is Anxiety?

Anxiety is a complex and multifaceted emotional state that manifests in various forms and intensities, influencing individuals' thoughts, feelings, behaviors, and physiological responses. At its core, anxiety involves a sense of apprehension, worry, or unease about anticipated future events, potential threats, or perceived dangers. Anxiety can arise in

response to a wide range of stressors, including academic pressures, social interactions, performance expectations, health concerns, financial worries, and existential uncertainties. Understanding the meanings of anxiety involves exploring its cognitive, affective, behavioral, and somatic dimensions, as well as its adaptive and maladaptive aspects.

Anxiety involves cognitive processes such as rumination, catastrophizing, and unnecessary worry about possible pessimistic outcomes or out of control events. It encompasses thoughts of danger, harm, or loss, along with doubts, insecurities, and self-critical judgments. Individuals experiencing anxiety may connect in cognitive distortions, such as overestimating threats, underestimating their coping abilities and catastrophizing the penalty of disappointment. Cognitive models of anxiety draw attention to the role of maladaptive beliefs, cognitive biases, and attention biases in perpetuating worried accepted wisdom patterns. Anxiety encompasses a range of emotional experiences, including fear, apprehension, nervousness, dread, and agitation. It involves a subjective sense of discomfort or distress, often accompanied by feelings of tension, irritability, restlessness, and unease. Anxiety can fluctuate in intensity, duration, and frequency, depending on the perceived threat, coping resources, and situational context. It may be triggered by specific stimuli, events, or memories associated with past traumas, fears, or phobias. Affective models of anxiety emphasize the interplay between emotional arousal, physiological arousal, and cognitive appraisal in shaping individuals' subjective experiences of anxiety.

Anxiety influences individuals' behavioral responses and coping strategies in an effort to administer supposed threats or assuage suffering. It may lead to prevention behaviors,

such as moving back from social connections, avoiding challenging situations, or procrastinating on tasks perceived as threatening. Conversely, anxiety can also manifest in hyperactive or compulsive behaviors, such as excessive planning, reassurance seeking, or repetitive rituals aimed at reducing uncertainty or controlling perceived risks. Anxiety is associated with physiological arousal and somatic sensations resulting from the activation of the body's stress response system. These may include increased, shallow, dizziness, gastrointestinal discomfort, and other autonomic reactions. Somatic symptoms of anxiety reflect the body's adaptive response to perceived threats, preparing it for fight, flight, or freeze reactions. However, chronic or excessive arousal can lead to physical health problems, such as hypertension, insomnia, gastrointestinal disorders, and immune system deregulation.

In moderate doses, anxiety can enhance performance, facilitate problem-solving, and promote vigilance in threatening situations. However, excessive or chronic anxiety can become maladaptive, interfering with daily functioning, impairing decision-making, and compromising well-being. Maladaptive anxiety may contribute to avoidance behaviors, social isolation, occupational impairment, and co morbid. Understanding the adaptive and maladaptive dimensions of anxiety involves assessing its functional significance, situational context, and individual differences in coping styles, resilience, and vulnerability factors.

Anxiety encompasses a range of meanings that reflect its cognitive, affective, behavioral, and somatic dimensions. It is a universal human experience that serves both adaptive and maladaptive functions, depending on its intensity, duration, and impact on individuals' functioning and well-being. By accepting the meanings of anxiety, we can

better distinguish its manifestations, assess its significance, and develop effectual strategies for organization and alleviating its effects.

1.1.2 What is Language Anxiety?

To start with, what is language anxiety, and why is it so crucial for learning? Additionally, how does English language anxiety differ from the anxiety experienced during first language attainment? Normally discussing, there can be seen two approaches to clarify the language anxiety:

Language anxiety within the large concept of anxiousness as a fundamental person's feelings, which are triggered by various situational factors (McIntyre, 1995; McIntyre & Gardner, 1989, cited in Tittle, 1997: 11). For example, a shy public school student might feel anxious when asked to give a short speech in front of the entire class.

Language anxiety as a mixture of additional anxieties, forming a distinct type of anxiety inherent to language education (Horwitz et al., 1986: 128). This loom suggests that impressive distinctive to the language education skill proves some people uneasy. When this apprehension was specific to language-learning incidents, it cataract into the group of particular anxiety for public school students in Hafizabad.

Combinative motivation, also described by conditions such as controversial, intrinsic, individual, or impartial, mentions to a country where the English language learner try to find "recognize more personally with a language society that applies such a kind of that language assortment, wants to believe at home in it, and efforts to recognize the attitudes and worldviews of that society" (Broughton et al, 1980, p.5). Influential motivation, also known as normal, practical, or utilitarian, refers to a person's desire to learn a English

language to utilize it for practical motivations, such as passing an exam, securing a profession, or traveling to another country (ibid). Rehman describes the rational language learning as acquiring a language “to authorize anyone by gaining the power to secure a job” (2002).

1.1.3 Anxiety in English Language Learning

In the realm of English learning, anxiety may be understood as a psychological state characterized by feelings of nervousness, uneasiness, or fear that arise in language related situations. For English language learners, anxiety may manifest in various contexts, such as speaking, listening, reading, writing, or interacting with others in English-speaking environments. One common manifestation of anxiety in English learning is speaking anxiety, where learners experience fear or discomfort when speaking English, especially in front of others. This fear may stem from concerns about making mistakes, being judged by others, or not being understood. As a result, learners may avoid speaking opportunities or struggle to communicate effectively, hindering their language development. Similarly, listening anxiety may occur when learners feel overwhelmed or anxious about their ability to understand spoken English, particularly in fast-paced or unfamiliar contexts. This anxiety can interfere with comprehension and lead to frustration or self-doubt, impacting learners' confidence and motivation to engage with English listening materials. Reading and writing anxiety may also affect English learners, manifesting as apprehension or stress when faced with English texts or writing tasks. Learners may worry about their reading speed, comprehension abilities, or writing proficiency, leading to avoidance of reading materials or difficulty expressing them in written English. Interpersonal anxiety may arise in social interactions with native English

speakers or other English learners, where learners feel anxious or self-conscious about their language skills and ability to communicate effectively. This anxiety may be compounded by cultural differences, linguistic misunderstandings, or fear of embarrassment or rejection. Overall, anxiety in English learning can have significant consequences for learners' language acquisition and proficiency. It can hinder their ability to engage with English language materials, participate in language activities, and communicate effectively in English-speaking environments. Addressing anxiety in English learning requires a multifaceted approach that addresses learners' cognitive, emotional, and behavioral responses to language-related situations. Strategies such as building confidence, providing supportive learning environments, offering opportunities for practice and feedback, and promoting a growth mindset can help learners manage anxiety and cultivate a positive and productive approach to English learning. By acknowledging and addressing anxiety, educators and learners alike can create more inclusive and effective English learning experiences that support learners' language development and success.

1.1.4 Types of Anxiety in English learning

In the realm of English learning, anxiety can manifest in various forms, affecting learners' abilities to engage with the language and impeding their overall progress. Understanding the types of anxiety commonly experienced by English language learners is crucial for educators and learners alike to address these challenges effectively. Here, we explore several sub- types of anxiety in English learning.

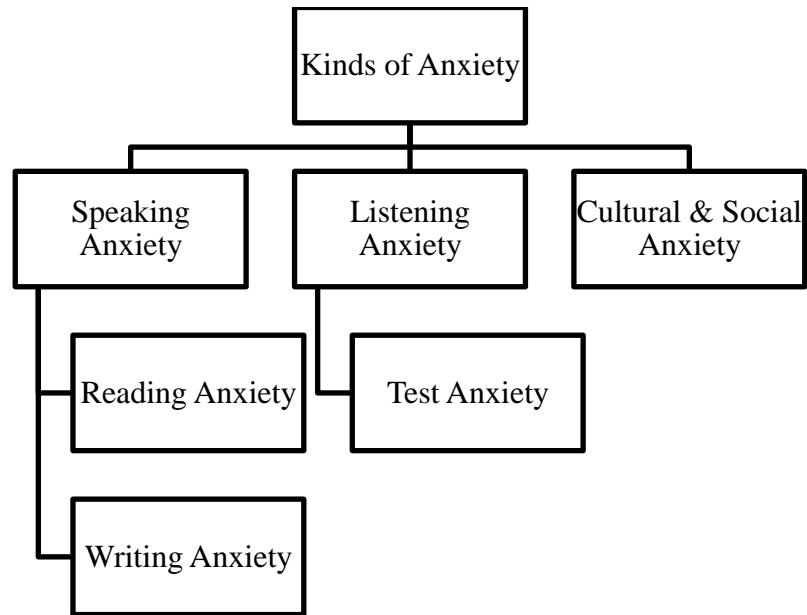


Figure: 1

This model of types of Anxiety is the work of most famous Chinese Journal Luo; Han. She has worked about the anxiety in foreign language learning Luo, H. (2013). English Language Anxiety: Past and Future. Chinese Journal of Applied Linguistics, 36(4), 442-464. <https://doi.org/10.1515/cjal-2013-0030>.

1.1.4.1 Speaking Anxiety

Speaking anxiety is perhaps the most prevalent forms of anxiety among English words learners. This type of anxiety arises when learners feel nervous, self-conscious, or apprehensive about speaking English, particularly in front of others. Fear of production the wrong words of English, can be judged by groups or teachers, or not being understood can contribute to speaking anxiety. As a result, learners may hesitate to participate in class discussions, avoid speaking opportunities, or experience difficulty expressing them verbally in English. Speaking anxiety can hinder learners' fluency,

confidence, and willingness to engage in oral communication tasks, impacting their overall language development.

1.1.4.2 Listening Anxiety

Listening anxiety occurs when learners feel anxious or overwhelmed by their ability to understand spoken English. This type of anxiety may arise in situations where learners encounter fast-paced speech, unfamiliar accents, or complex language structures. Learners may worry about missing important information, misunderstanding instructions, or feeling lost during listening activities. Listening anxiety can hinder learners' comprehension skills, leading to frustration, self-doubt, and reluctance to engage with English listening materials. Addressing listening anxiety requires providing support and scaffolding to help learners develop effective listening strategies and make self-belief in their aptitude to understand spoken English.

1.1.4.3 Reading Anxiety

Reading anxiety refers to feelings of apprehension or stress when faced with English reading materials. Learners experiencing reading anxiety may worry about their reading speed, comprehension abilities, or vocabulary knowledge. They may feel overwhelmed by dense or unfamiliar texts, leading to difficulty concentrating, retaining information, or engaging meaningfully with the material. Reading anxiety can impact learners' reading fluency, comprehension skills, and motivation to engage with English reading materials. To address reading anxiety, educators can provide scaffold reading activities, offer support with vocabulary development, and encourage learners to practice reading regularly to build confidence and proficiency.

1.1.4.4 Writing Anxiety

Writing anxiety is characterized by feelings of unease or insecurity when confronted with English writing tasks. Learners experiencing writing anxiety may feel overwhelmed by the task of organizing their thoughts, expressing themselves clearly, or producing grammatically correct sentences in English. They may worry about making mistakes, having their writing critiqued by others, or not meeting expectations. Writing anxiety can hinder learners' ability to effectively communicate their ideas in written form, leading to avoidance of writing tasks or reluctance to engage in the writing process

1.1.4.5 Test Anxiety

Test anxiety was an ordinary form of anxiety qualified by English language students during assessments, exams, or standardized tests. Learners may feel nervous, stressed, or overwhelmed by the pressure to perform well, leading to difficulty concentrating, recalling information, or demonstrating their English language skills under test conditions. Test anxiety can negatively impact learners' test performance, leading to lower scores, reduced confidence, and increased feelings of frustration or inadequacy

1.1.4.6 Cultural and Social Anxiety

Cultural and social anxiety may arise when learners interact with native English speakers or navigate English-speaking environments. Learners may feel anxious or self-conscious about their language skills, cultural differences, or ability to communicate effectively in social situations. They may worry about being misunderstood, making cultural faux pas, or feeling excluded from social interactions. Cultural and social anxiety can impact learners' confidence, willingness to engage with English-speaking peers, and sense of

belonging in English-speaking environments. To address cultural and social anxiety, educators can promote cross-cultural understanding, provide opportunities for cultural exchange and collaboration, and create inclusive learning environments where all learners feel valued and supported.

1.1.5 Multiple Definitions of Anxiety in English learning by Prominent Researchers

Understanding anxiety in the framework of English education is essential for educators and learners alike, as it can significantly impact language acquisition and proficiency. Prominent researchers in the field of education and psychology have offered various definitions of anxiety in English learning, shedding light on its multifaceted nature and implications for language education. Here, we explore multiple definitions of anxiety in English learning by these esteemed researchers: John MacIntyre: John MacIntyre, a famous researcher in the ground of English language attainment, defines anxiety like "a psychological state characterized by apprehension or fear about language learning or language learning situations." According to MacIntyre, language anxiety arises from learners' perceptions of their verbal communication abilities, fear of pessimistic assessment, and concerns about making mistakes in language learning contexts. This anxiety can hinder learners' willingness to communicate, impede their language development, and contribute to avoidance behaviors in language learning settings. Elaine Horwitz: Elaine Horwitz, a leading scholar in the area of language erudition mindset, conceptualizes anxiety as "a complex phenomenon involving, anxiety, uneasiness, and fret that arise in language learning situations." Horwitz identifies some valid components of language nervousness:, test anxiety, and fear of unhelpful assessment. She emphasizes a role of individual differences, socio-cultural factors, and classroom dynamics in

shaping learners' experiences of anxiety in language learning contexts. Rebecca Oxford, an influential figure in the field of language learning strategies, defines anxiety as "a touching position of making distinctive matters by position of unease, anxiety, or discomfort experienced by learners during language learning activities." Oxford distinguishes between attribute anxiety, which is a closely built an individuality features, and shape anxiety, which was a temporary and situational response to specific language learning tasks or situations. She indicates the consequence of fostering a supportive and inclusive learning atmosphere to facilitate learners cope with anxiety and maximize their language learning potential. Richard Schmidt, a renowned researcher in the countryside of English language attainment, views anxiety as "a psychological barrier that inhibits learners' ability to access their linguistic knowledge and skills in language learning contexts." Schmidt argues that anxiety can interfere with learners' attention focus, working memory capacity, and cognitive processing, making it difficult for them to engage effectively in language learning tasks. He highlights the need for educators to address learners' anxiety-related concerns and provide strategies for managing anxiety in language learning settings. Zoltán Dörnyei: Zoltán Dörnyei, a leading expert in the psychology of language learning, describes anxiety as "a pessimistic emotional state, tension, and worry that occur in reply to perceived threats or challenges in language learning." Dörnyei identifies various sources of anxiety in language learning, including fear of failure, social comparison, and performance pressure. He emphasizes the role of motivation, self-regulation, and learner autonomy in mitigating anxiety and promoting positive language learning experiences. Pauline Rea-Dickins: Pauline Rea-Dickins, a prominent scholar in the field of language assessment, defines anxiety as "a

psychological construct that influences learners' performance and responses in language assessment tasks." Rea-Dickins explores the impact of anxiety on language assessment outcomes, highlighting the complex interplay between learners' emotional states, test-taking strategies, and test performance. She underscores the importance of designing assessment tasks that minimize anxiety and provide learners with opportunities to demonstrate their language proficiency accurately. Vivian Cook: Vivian Cook, a famous shape in the field of language teaching methodology, views anxiety as "a negative emotional state that arises from learners' perceptions of language learning tasks, their own language abilities, and the learning environment.

1.1.6 Gardener's Theory (1985) about Anxiety

Gardner's theory (1985) of language anxiety in English learning is an expansion of his socio-educational demonstrates, which emphasizes the significance of full of feeling variables in language procurement. Concurring to Gardner, language anxiety emerges from learners' recognitions of the language learning environment and their claim language learning capacities. This anxiety can ruin language learning by influencing learners' motivation, certainty, and readiness to communicate. Gardner's theory (1985) sets that language anxiety is affected by two primary components: integrator motivation and states of mind towards the language and the learning circumstance. Integrator motivation alludes to learners' want to coordinate into the intention language community. Positive attitudes towards the verbal communication and the learning circumstance include learners' recognitions of the significance, convenience, and delight of language learning activities. Gardner's theory (1985) recommends that diminishing language anxiety requires making a strong, comprehensive, and learner-centered dialect

learning environment. This can be accomplished through different means, such as advancing positive attitudes towards language learning, giving opportunities for important communication and interaction, and advertising back and support to learners. Below is a simplified chart outlining Gardner's theory (1985) of language anxiety in English learning? Language anxiety is portrayed as an emotional figure that is impacted by integrator inspiration and demeanors towards dialect and the learning circumstance. These components associated powerfully to shape learners' encounters of anxiety in the language learning prepare. By understanding and tending to these factors, teachers can help ease language uneasiness and make a more conducive learning environment for English language learners.

Gardner's work has been critiqued for being overly focused on anxiety and for not adequately considering the social context of second language (L2) learning. Dörnyei (1994) put up to the conversation by emphasizing the social aspect of language learning. Gardner's works were primarily conducted in SLA environment, where students have direct introduction to the target language community. In contrast, FLA settings, such as in public schools in Hafizabad, involve learning the target language as an academic subject without direct interaction with native speakers.

It has argued that Gardner's inspiration speculation added an educational measurement, and his Attitude/Motivation Test Battery (AMTB) features items that assess the student's assessment of the teacher and the classroom education environment. The socio-cultural context is unique for each L2 situation, and as Dörnyei (1994) notes, "the precise natural world of the public and sensible magnitude of L2 inspiration forever depends on what languages where" (p.275). Therefore, each condition must be considered context-specific

and behave towards consequently. Gardner and MacIntyre (1991) shortly approved that the traditional arrangement of motivation into combinative versus influential direction is too standing and limited.

Nonetheless, research indicates that Gardner's model can serve as a mention point for further developments in this area. Studies by Ely (1986) and Oxford and Shearin (1994) suggest that the influential/instrumental distinction is helpful for defining motivational patterns. They recognize Gardner's involvement and argue, "We need to continue the greatest of the presented L2 learning motivation assumption and drive its parameters outer" (p. 13), supporting the strength and meaning of Gardner's socio-psychological model.

The current study is set on this model by applying it to the context of Pakistan, where English language learning is a necessary tool to get a good job. Its grand legacy contributes to equally kinds of motivation, and students in Pakistan are provoked to learn English not only for the reason that of its majestic ancient times but also due to its level as a global language, which can be seen as instrumental motivation. Aslam (2008) also notes that the position of English as a global language drives learner's wish to learn it. Pathan (2010) highlights another aspect of motivation among Pakistani learners, revealing that they are motivated by both integrative and instrumental factors, but the integrative motivation is directed towards the English-speaking elite within the country rather than the target language culture.

Anxiety is described as a state of stress, comparable to any other detailed anxiety (Scovel, 1978, p. 134). Conversely, anxiety in the context of learning a second language was a

newer area of research that had gained its own category. Guiora et al. (1986), cited by Horwitz, argues that education of a language is inherently stressful as it threatens the student's self-perceptions and worldview. Wei (2007) emphasizes how specific language learning environments can influence anxiety levels.

Investigating ESL anxiety among public school students in Hafizabad is complex due to various elements like that contest, real problems in language dealing out and construction, individual and relational tensions and reliance, the challenge to the learner's self-concept. Thus, second language learning anxiety must be well thought-out within a broader context, and understanding the factors of anxiety.

1.2 Background of the study

Examining anxiety in the setting of learning English for public school students in Hafizabad, Pakistan, requires a comprehensive approach that envelops different angles of instruction, brain research, and socio-cultural impacts. Here's an outline of the background of such a study. Public schools of Hafizabad frequently confront special challenges in comparison to their private school partners, counting limited get to to quality teaching assets and a possibly packed learning environment. English is considered a worldwide lingua franca, and capability in the language is frequently seen as a key to getting to superior instructive and business openings. Studying anxiety in the setting of learning English for public school students in Hafizabad, This Locale requires a multifaceted approach that envelops different viewpoints of instruction, brain research, and socio-cultural influences. It can be claimed that numerous analysts have been inquired about at distinctive subjects approximately English learning .Numerous

considerations have been done almost the learning angles of English as a second language. Different researchers have been worked almost English learning at the themes of linguistic use issues phonetic issues and examined the need of fundamental rules of learning English. But it is claimed in area Hafizabad that particularly the students of open schools of Hafizabad do not feel simple in learning English at center and auxiliary level. They feel anxiety in learning English. They attempt to miss the English periods. So it is claimed by numerous instructors and guardians that the students who learn in public school did not feel simple in learning English. The study is a completely unused and different in Hafizabad. Numerous analysts have been worked but no one has attempted to choose up such a kind of issue. So after profound overview it is chosen that this consideration would be based on such a kind of reality base issue that has not been checked by anybody. With the offer assistance of this think about it can be claimed the causes of anxiety in English Language Learning for public school students of Hafizabad. A study is conducted with the offer assistance of Surveys that claimed the causes of anxiety. This hole is seen in the studies of different Locale of Punjab Pakistan. So being a citizen of Hafizabad it is an curiously errand to study almost the causes of Anxiety in English for public school students of Hafizabad. The socio-cultural setting of Hafizabad plays a significant part in forming students' demeanors and tensions toward learning English. Government approaches, educational modules plan, and educating strategies can moreover contribute to language learning anxiety for public school students of Hafizabad. For occasion, if the educational programs were not well-aligned with students' needs or if teachers need appropriate preparing, it can increment anxiety among students. Instructors play a vital part in learning' language learning encounters. The teaching style,

communication aptitudes, and teacher-student connections can either reduce or compound uneasiness. Understanding how instructors in Hafizabad approach English language instruction is basic for this study. Research in this region can utilize different techniques, counting, interviews, and classroom perceptions. These strategies can offer assistance accumulate information on students' anxiety levels, their seen challenges in learning English, and the variables contributing to their anxiety.

Anxiety is a mental set up, often explained by clinicians as a position of dread or related to a point (Hilgard, Atkinson, & Atkinson, 1971, cited in Scovel, 1991: 18). Anxiety is widely recognized among language learners as a factor that negatively affects language acquisition and has been extensively studied within mental and education (Horwitz, 2001: 113).

Anxiety and motivation have long been considered critical factors in second language learning (SLL) (MacIntyre & Gardner, 1991; Horwitz, Horwitz & Cope, 1986; Dornyei, 1994). Research by several authors (e.g., Noels, Clément, & Pelletier, 1999; Yan, 1998) claimed a pessimistic correlation between anxiety and motivation due to their opposing effects.

The study examines the correlation between motivation and anxiety as indicators of second language learning (SLL), with a special attention on the position of English in Pakistan. Originally introduced during colonial times, English has become the official language and is widely applied in all aspects of life, including government administration and upper education. Proficiency in English is considered essential for obtaining jobs and achieving social status (Mansoor, 2004). Consequently, English had taken on the role of a

English language in Pakistan, intertwined with social and economic factors, making it highly valuable for all segments of society (Rahman, 1999; Shamim, 2011). Due to the high regard for English, the motivation to study it was also up to the mark.

An English language student is definite as someone learning a verbal communication while existing in the community where that language is spoken. Oxford and Shearin (1994) suggest that "the learner of the English language is bounded by image and audio stimuli in the intention of language, providing many motivational and instructional advantages." Therefore, a student learning English in Pakistan is considered a typical foreign language seeker. Canagarajah (1999) noted that students from marginalized backgrounds sometimes resist the social content of language courses. Rahman's (2009) study of ESL motivation in Bangladesh, a country with a similar colonial history and sociocultural context as Pakistan, also highlights that instrumental motivation is strong among students due to the country's sociolinguistic realities.

1.3 Statement of the problem

Public school learners in Hafizabad, despite their exposure to English language learning, appear to exhibit varying levels of anxiety during the process. This work is set to research and understand the forms, extent, and impact of anxiety related to learning English among public school learners in Hafizabad. By identifying the factors contributing to this anxiety, we seek to develop effective strategies and interventions to alleviate anxiety and enhance the overall English language learning experience for these learners. The work is set to explore and examine the levels of anxiety associated with learning of English. Investigating the various factors contributing to anxiety among public school learners in

Hafizabad when learning English, such as linguistic challenges, curriculum structure, teaching methodologies, socio-economic backgrounds, and cultural influences.

Assessing the crash of anxiety on students' English learning presentation, language proficiency, and overall learning experience in the context of English language education. Analyze whether there were variations in anxiety levels based on academic grades and gender differences among learners. Exploring coping strategies or mechanisms employed by learners to manage or alleviate the anxiety associated with learning English in public schools. Suggesting potential interventions, teaching methodologies, and support systems that can be implemented to reduce anxiety and improve the English language learning experience for learners in Hafizabad public schools. The research aims a valuable approach into the challenges learners face when learning English in public schools in Hafizabad and offer actionable recommendations to environment and decrease anxiety associated with the language acquisition process. It is a study that helps to clear the relationship between Attitude Motivation and anxiety .It became a co relational study that will help to investigate the gender difference and class level to check the relationship of these variables that became the main part of this study.

1.4 Objectives of the Study

- To study the relationship between attitude, motivation and anxiety in English language learners in public schools of Hafizabad.
- To investigate the gender differences in terms of anxiety in English language learners in public schools of Hafizabad.

- To explore the difference in level of education and anxiety in English language learners in public schools of Hafizabad.

1.5 Hypotheses

- There is likely to be a statistical significant correlation between attitude, motivation and anxiety in English language learners in public schools.
- There are not any gender differences in terms of anxiety in English language learners in public schools.
- There is not any statistical significant difference in levels of education and anxiety in English language.

1.6 Significance of the study

Understanding the levels and causes of anxiety connected to English language learning can help educators and policymakers develop targeted interventions to develop the value of learning for learners in public schools. The findings of this work can help for progress of an English language syllabus adapted to the particular needs and challenges of students in Hafizabad. The study can provide data that can be used to advocate for policy changes, such as increased resources for English language education or changes in standardized testing procedures. The findings of the study can also engage parents and the local community in discussions about the educational needs of their children. This can lead to more collaborative efforts to improve the learning environment. This research will offer help and leadership in accepting the useful ways that may pick up the attitude and motivation of learners of this language.

The outcomes of this study can help inform educational policymakers, teachers, and school administrators in Hafizabad on how to develop more effective language learning programs that consider and address students' anxiety. It can also make a payment to a better accepting of the intersection of language learning, culture, and anxiety in the Pakistani context. It may also lead to the development of targeted interventions to reduce anxiety and enhance the English learning proficiency for public school learners in Hafizabad.

Analysts utilize the term particular anxiety response to separate individuals who are by and large anxiety in a variety of circumstances from those who are on edge as it were in particular circumstances (1986:125). The inherent nature of language anxiety among public school students in Hafizabad poses an additional challenge for both learners and instructors. The emphasis on statement in contemporary language lessons can heighten learners' anxiety, as it increases the likelihood of their shortcomings being uncovered in face of others. Thought of students anxiety for open school students of Hafizabad in the advanced language classroom is regarded profoundly basic in arrange to offer assistance learners create their communication abilities in the target language. In Hafizabad, English serves as the official language used in most government sectors and is a mandatory subject in education up to the secondary level. Mansoor approximates that "currently, rising Metric students of public schools in Hafizabad had been learning English for last nine years, with a daily 45-minute class dedicated to its instructor" (2004:66). In public schools and foundations focused on computer sciences, which have proliferated due to the IT boom, English is both the standard of teaching and a compulsory subject until graduation. English is essential for computer users, who are expected to be expert in the

language. In specialized schooling fields like medicine, law, and engineering, English is the standard of teaching, with lectures, textbooks, exams, and viva voce all managed in English. In Hafizabad, learners must clear the obligatory English component to obtain their level. Though, the pass rate for English in the Metric exams is alarmingly stumpy. Abedi reports it is 22% and had remained so for couple of years (1991:113).Malik said that this influences the understudies adversely and finds that the present English educating circumstance in Pakistan is unsettling for the learners as “it crushes their openings for executive occupations in the nation and moreover crushes their confidence” (1996:16).The public school students of Hafizabad feel anxiety in English language learning that will keep them absent from the coming period of IT (data and innovation) .Presently the English has become the fundamental portion of learning. Researchers have argued that students who possess high inspiration, self-confidence, a positive self-image for success in acquiring a foreign language. Conversely, low motivation, low self-respect, and high anxiety may be jointed to elevate the emotional strain, creating a mind chunk that stops logical results from being effectively used for language attainment. Maslow (1971) asserts that motivation is the main cause in acquiring a foreign language.

CHAPTER TWO: LITERATURE REVIEW

English Language Learning Anxiety

Anxiety was commonly defined as a sense of fear, uneasiness, and confusion. Researchers in educational psychology and language learning have extensively studied anxiety and identified three primary types: trait anxiety, state anxiety, and situational anxiety. According to the views of Mostafa Amiri (2015), trait anxiety is a character attribute, described as an additional enduring tendency to feel nervous. Position anxiety assigns to nervousness experienced at a specific moment of time, while situational anxiety occurs in well-defined situations. Researchers suggested that different situations could affect the outcomes and that practice can reduce anxiety. Anxiety impacted learning and achievement in various ways. Many learners find second language knowledge challenging and it are not surprising that they often report experiencing anxiety throughout this process. It is commonly, but incorrectly, reported that there is an inverse correlation between language nervousness and success. Studies had as well shown that girls tend to be less nervous than boys when get the education of English and the primary source of nervousness is dialogue in front of others in levels (Awan et al., 2010). Additionally, males are more anxious about speaking and taking tests in English, and female communication in the classroom is often viewed negatively. Additional factors contributing to learner anxiety add talking and listening actions, teaching tricks and tools, apprehension of making mistakes, the learning atmosphere, instructor attitudes, and school exams (Baş, 2014). Recognizing and realizing the anxiety levels of learners in English words classrooms could aid in developing a more effective learning process. So, due to realizing such a kind of differences the study was set to investigate the anxiety in

gender differences and class differences for public school students of Hafizabad. The study was also aimed to investigate the relationship among attitude, motivation and anxiety.

2.1 Involvement of English Language Learning Anxiety

In Williams, & Andrade's (2008) consider, students detailed the method in which an instructor relying on learners to reply freely, most serious sources of their English dialect learning nervousness. Relying on the learners in an unsurprising arrange reason of low uneasiness than that of being haphazardly chosen. Upper level of English language learning anxiety is connected with deprived execution in language knowledge. The involvement of dialect anxiety shifts it from student to student. Concurring to Ying (2008), English dialect learning uneasiness is a reason of (1) individual and personal, (2) learner thinking approximately dialect knowledge, (3) teacher conviction almost dialect uneasiness, (4) instructor-student intelligent, (5) class methods, and (6) words taxing. In expansion, tall desires that students were essential to converse in addition to gossip in unlock the causes of anxiety. The dread for lessening brief of these desires may ruin the knowledge handle (Rajanthran et al., 2013). Ohman (2008) depicts uneasiness as dread with no exclusive danger that leads to a condition of indirect support. Basically, anxiety is dread in a distributed frame. Zhou Huijuan (2009) found that English dialect learning anxiety primarily came from the family foundation, the learners' dialect involvement counting the teachers, the instructing strategy and a few other variables. Al-Shboul, Ahmad, Nordin, and Rahman (2013) had found a complete survey to finish that English language learning anxiety not as it were influences the students' learning prepare and results but too the harmful connection between English dialect learning anxiety and

accomplishment appears to change agreeing to particular ability. The capability of this moment language may change. Moment Dialect Securing (SLA) has essentially been developing a thought as comprising of talked and composed uneasiness. The moment language may be utilized to be in touch with others. It can be utilized to understand the area that was under discussion matter and to compose content. Anxiety can develop in the frame of passionate, common, mental or cognitive side effects. As a portion of connecting in the moment dialect, an individual may experience fear, physiological excitement, and considerations of being judged and assessed by the others. Composing in the instant language may be a baffling involvement and may lead to dread of making mistakes, and assessed by others as not great sufficient (Yu & Shen, 2010; Zheng, 2008). English Language Classroom nervousness and execution of open School students Worldwide Diary of Linguistics and Interpretation Considers Zhang and Zhong (2012) expressed that related to the classroom anxiety is connected with teaches, companions and classroom hones. They “put their guidelines as tall as the stage of local speakers”, which causes anxiety since of falling flat to accomplish the tall measures. As such, ponders like Brown’s (2008) have researched that foreign language matters in worldwide universities may create sentiments of anxiety, dissatisfaction, pity, weariness, dishonor, removal from communal contact with they have civilization, and skirting of communicating in dialect. This leads to a round of abridged openings for curative experience that might something else accustom universal understudies to anxiety inciting and upsetting intelligent inside scholarly and social settings.

2.1.2 Importance of Gender

Investigating the gender-specific causes of student anxiety in an eastern multilingual context is particularly significant, as most existing research has been conducted in western settings, often focusing on local speakers or working students. The findings from this study would enhance the current literature by incorporating important gender-related experiences. While there could be an optimistic correlation between anxiety and motivation, some researchers (e.g., Liu & Huang, 2011; Aida, 1994; Noels, Clément & Pelletier, 1999; Yan, 1998; Wei, 2007) had suggested a pessimistic correlation between these constructs due to their conflicting effects. Liu and Huang's (2011) study on Chinese students exposed that the participants normally did not feel nervous about English and were reasonably motivated to learn it. Yule (1997) also noted that during the "optimum age" for language acquisition, adolescents, analyze to younger students, might face an emotional filter' in the form of reluctance to produce foreign language intact, lack of empathy with the target language culture, and uninspiring textbooks and environments, all of which can affect learner motivation. Although Krashen's concept of the sentimental pass through a filter is considered outdated and has been challenged due to the lack of empirical evidence for its physical presence in the brain.

2.2 Relationship between Motivation Attitude and Anxiety

In an attempt to characterize the relationship of inspiration and nervousness in ESL education in the Pakistani setting; it is significant to build up the dialectology and financial setting or maybe than to consider as it were the linguistic matters. As Jabeen et al. (2011) point out whereas examining the emotions of Pakistani ESL students. The

financial matters for an L2 knowledge inspiration had been described by Rahman (1999). He focused out that how languages were not at all compulsory on a humanity and the words approaches for condition effort in couple with financial planning which create the procurement of a specific language extra profitable, a ‘high-quality investment’. A later report by Euro screen global compiled information which was surveyed by five nations connecting financial development with English language, states that “Pakistan and Nigeria had expansive populaces and wide salary gaps with salaried experts and the rest of the workers. It made solid inspiration for nation to be trained English to progress it’s possess financial circumstance, and connect the positions of salaried professional” and career desire will proceed to impact this drift in the future (December, 2010). In Pakistan, Malik said, the motivation to learn English enhance “as the open discernment increments that capability in English is a condition for white collar jobs in Pakistan” (1996).

2.3 Cultural Effects at English Language Learning

Consider consideration of students who were socially and linguistically differing in secondary education programs could influence the extreme objective of giving way better wellbeing care to all the zones of Hafizabad. In any case, incorporation of such students in education programs did not ensure their academic success. Their instruction presents special challenges. Alvarez and Abriam-Yago (1993) famous the tall drop-out rate or steady loss of English as a Second Language (ESL) learners in metric programs, Alvarez and Abriam-Yago (1993) expressed, that “the attrition of these students eventually denies ethnic communities of medical caretakers who had suitable language aptitudes and social

competence” (p. 230). There was a shortage of writing and investigate looking at issues related with instruction of ESL in public school students of Hafizabad. This article investigates a few of the specific challenges ESL public school students confront. A key concern was the capacity to commune viably in the English language. This article surveyed the Cummins demonstrate of English dialect procurement by ESL understudies in detail and explores its utility in teaching ESL in public school learners. In expansion, special instructive methodologies that had demonstrated successful for ESL students of public schools, in specific, were considered. Particular suggestions for teaching ESL learners were moreover made.

2.4 Components of Anxiety

Horwitz, Horwitz, and Cope (1986) completed a significant input to the theory and quantity of language education anxiety by identifying it as comprising three mechanisms: communication anxiety, test anxiety, and dread of unhelpful assessment. They viewed English language anxiety was more than very soon the sum of these aspects, defining it as "a different compound of self-perceptions, thinking, position, and behaviors connected to classroom learning that arise from the individuality of the language learning procedure" (Horwitz, Horwitz, & Cope, 1986; Horwitz, 1986). From their study emerged the twenty-four item English Language Anxiety Scale (ELAS), which had been widely used in numerous studies (Horwitz, 2001). This scale had been established to be both consistent and suitable (Aida, 1994; Cheng, Horwitz, & Schallert, 1999).

Most research on language learning anxiety had paying attention on a basic concept of anxiety, primarily reflecting the anxiety experienced in classroom settings (Horwitz,

Horwitz, & Cope, 1986; Aida, 1994). This approach was often grounded in the linguistic context of learners learning the language. Much of the research into language learning anxiety was based in the United States, where English language courses were a condition for higher secondary degrees. In this English language context, mainly communication in the objective language occurs within the classroom. Other studies focus on learning English in non-English-speaking countries. In a second language context, like that Australia, where the objective language was also the primary language of contact outside the classroom, it was felt that the conceptualization of language anxiety may be broadened to include potential anxiety-provoking situations beyond the classroom. It was promising that classroom communication may be measured less anxiety-inducing than the many talkative actions faced in daily existence by learner's source of revenue in a second language environment.

Instruments used to compute English language anxiety classically employ Likert-type scales to assess replied to stressors. Horwitz's ELAS added items related to contact anxiety, such as "I tremble when I come to know that I was going to be called on in the language class.

2.4.1 Anxiety in English Learning at International Level

The original published study did not present observational evidence for classification. On the other hand, in a subsequent explanatory revise using ELAS with learners learning Japanese, Aida (1994) developed a four-factor model. This model included verbal communication anxiety, dread of failure, comfort in talking with native Japanese speakers, and negative attitudes towards the Japanese class. MacIntyre and Gardner's

(1994) instrument focused on the levels of language anxiety, specifically the input, dealing out, and output stages. For example, an item from the contribution anxiety scale is: "I got bothered except French/Spanish/German/Japanese was oral very leisurely"; from the processing stage: "I feel anxious if the French/Spanish/German/Japanese lesson appears confused"; and from the output stage: "I may know the correct French/Spanish/German/Japanese expression, but when I am nervous it just won't come out." Notably, many items used to measure language anxiety involve anxiety responses, such as "I tremble", as a result incorporating stress and emotionality into the scales. However, this inclusion is not extensively explored or discussed in foreign language anxiety studies.

The significant aspect of study into English language anxiety lies in its relationship with language routine. Various researches had established a pessimistic relationship between this anxiety and language act, with a few researchers asserting that it is one of the strongest diviners of success in a English language (MacIntyre, 1999. Community who identify a language were commonly referred to as speakers of that language, leading Ur (2000) to claim that English learning is vital and necessary for effective communication in the four language acts (Brown & Yule, 1983; Ur, 1996). Despite this, Horwitz et al. (1986) argued that when public talk in a second language (L2), they turn into more uncertain and anxious, making them less willing to contribute in conversations. In the procedure of learning English language, Krashen (1981) discussed the emotional sort out as a psychological block caused by emotional factors like unnecessary anxiety, strong self-consciousness, low sense of worth, and low inspiration. Consequently, learners with a high exciting filter often struggle to learn to converse the language as they are reluctant

to connect in verbal presentation and may experience language learning disabilities (Banks, 2008). Therefore, to take full advantage of individual language use, it is crucial to decrease factors that hinder learning outcomes (Dörnyei, 2005).

Research generally explained language anxiety as "the emotions of dread, anxiety, nervousness, and stress associated with the inspiration of the autonomic nervous system" (Horwitz, Horwitz & Cope, 1986, p.125). MacIntyre and Gardner (1991a) noted different aspects of anxiety, describing it like a general behavior trait, an affecting condition, and anxiety about a definite event. Anxiety as a common qualities attribute means it is a consistent feature of one's personality, with individuals often feeling anxious in various situations. Situational anxiety, on the other hand, tends to occur in specific contexts, such as public school settings. Hashimoto (2002) claimed that L2 anxiety notably negative impacts supposed capability. Thus, anxiety had been identified as a main issue causing students to avoid contact, which in turn hampers their learning results (MacIntyre et al., 2002).

2.4.2 Parts of Anxiety

In learning a good number extreme experimenters had determined on the incorrect shock of anxiety; a comparable kind of anxiety was called an intentional anxiety. Liu (2006) the anxiety of English language literacy of 100 EFL students at the different levels in the classroom conditions. Wang (2010) shows that English language anxiety was the most common practices implying a language education achievement in second language achievement (SLA). It's appeared that it was the most significant & powerful emotional figure in English language proficiency. The underneath cited think about encased two

hundred Hafizabad students with English, & it showed up the company of solid depressing associations in English harkening classroom anxiety with achievement. In instructive inquire about, anxiety is ordinarily confidential as being a characteristic or state. Characteristic uneasiness was a moderately steady identity characteristic. An individual who is characteristic worried was likely to believe on boundary in an assortment of circumstances. State anxiety, on the other hand, is a transitory situation qualified at a specific time. A third sort of anxiety is circumstance particular anxiety. This threw a light on characteristic which repeats in particular circumstances (Spielberger, Anton and Bedell 1976). Inquire about into language learning anxiety has shown that language learning be classed as circumstance particular (MacIntyre and Gardner 1991b; Horwitz 2001). That is, a characteristic which repeats in language learning situations, specifically classrooms.

2.4.3 Reactions of Anxiety

Anxiety responses could be classified as brilliant stress or emotionality (Leibert and Morris (1967). Emotionality referred to physiological responses, like that becoming flushed or hustling compassion, and behavioral responses, such as, wriggling. Stress referred to cognizable responses, such as self-deprecating thoughts or task unessential thoughts (Zeidner 1998; Naveh-Benjamin 1991). Stress is seen as the more weakening of the two since it possesses cognitive ability that something else could be committed to the mission in supply, for case, talking a remote language (Tobias 1985). Two sketches of anxiety developed from Tobias' inquire about: an intrusion show of anxiety and an impedances recovery show. An obstructions recovery show relates to anxiety as restraining the review of already learned fabric at the yield arrange, though a abilities

shortfall demonstrate relates to issues at the contribution and preparing stages of learning, as a result of destitute study habits, or a need of abilities. This comes about in anxiety at the yield arrange due to the understanding of this need of information. Later inquire about in language learning has given a few bolster for this theory (MacIntyre and Gardner 1994; Onwuegbuzie, Bailey and Daley 2000). It has been taken note that, not at all like in composing, where each student can get on by themselves, without frustrating their classmates, at their velocity, learning abilities, in any case, had need of the students to lock in discussions in which they ended up participants. Here was also, a convinced sum of investigate has IJTE - ISSN: 2768-4563 Worldwide Diary of TESOL & Instruction Vol. 2; No. 3; 2022 185 recognized that analyzed to additional language abilities like that tuning in, composing, and perusing, had been the most vital source of anxiety (Horwitz, Horwitz, & Adapt, 1986; Liu, 2006; Youthful, 1990; Phillips, 1992; Cheng, Horwitz, & Schallert, 1999). Learning English was in its most basic frame, could be explained as a profitable and locks in capacity that includes four particular cognitive stages: conceptualization, definition, enunciation, and self-monitoring (Levelt, cited in Pawlak, 2015). As this procedure was fulfilled in such a brief sum of moments, it showed up that scheming all the stages would be troublesome for the learners of public school students in Hafizabad.

2.5 Significant Challenges of Anxiety

Moreover, flourishing conclusion of the levels was dependent on the student's automaticity that could make available a few important challenges, making them experience anxious when talking suddenly in the class. (Huang, 1998)Yashima (2002) argued that increased oral participation in language learning outcomes from a mixture of

stumpy anxiety levels and high professed unrestrained capability in the second language (L2). Anxious public school learners who perceive themselves as less competent tend to achieve lower learning outcomes (Islam, Ahmad, & Islam, 2022; VO, 2021; Dörnyei, 2005). Additionally, Pablo Maquidato (2021) and MacIntyre et al. (2002) found that if public school learners believe their linguistic skill is low, they become undecided to converse in the L2, which discourages them from participating. Therefore, it was very important to understand and address the causes of anxiety in English language learning classrooms to help students become less inhibited and overcome language anxiety barriers.

2.6 Effective Factors of Anxiety

Anxiety in learning English arises due to various factors like that the lack of information, inadequate research, dread of making mistakes, and difficulties in accepting the lecturer's directions. Specifically, public school learners in Hafizabad experience anxiety because they feel confused about what to do, how to start learning English, what the listener expects, and they feel unprepared for speaking and writing tasks. The primary causes of anxiety in these schools include confusion about public speaking, fear of the teacher's comments, apprehension of being laughed at, and horror of creation mistakes (Laxmi, 2013). Anxiety can make students nervous and scared, leading to poor performance. Confidence involved self-evaluation, which relates with students' performance. The major causes of anxiety difficulties include nervousness, lack of vocabulary, and the learning atmosphere, as well as how students handle mistakes and the teacher's response

during English learning (Syahfutra, 2019). In English learning classes, learners need resources to help them evaluate their performance. Using video recordings for written self-reflection provides valuable insights for students to assess their efforts (Cutrone, 2009).

Improving English skills in public schools in Hafizabad was challenging for teachers in an EFL context due to the shortcomings of both teachers and students, which often result in learners being quiet and unmotivated to speak and write in English (Tsiplakides & Keramida, 2009). English language anxiety negatively impacts English learning for a few learners (Woodrow, 2006). Earlier research in Indonesia by Atma (2018) indicates that speaking anxiety often stems from students' perceptions of their own lack of vocabulary, unfamiliar topics, fear of others' judgment, and low perceived ability. Martin's (2019) study claimed a review of the present structure and content of Teacher Education programs to ensure they produce quality physical educators capable of meeting the demands of 21st-century classroom teaching and learning.

2.7 Unpleasant Situation of Anxiety

Learning anxiety in English is an unpleasant experience for anyone in public, often influenced by logical fallacies and negative past experiences. This anxiety affects both men and women who have encountered uncomfortable situations while learning English in public schools in Hafizabad, leading to a low self-image and negative perspective. Physical signs, such as body language and movements, can indicate psychological anxiety, even if the anxiety itself isn't visible to others.

Research in various contexts has explored the causes of writing anxiety, which can be categorized into learner-related and teacher-related causes. Regarding learner-related causes, Kara (2013) identified the lack of writing habits and unfamiliarity with writing strategies as significant contributors. Aljafen (2013) pointed to a weak educational background, low confidence, and the challenge of field-specific terms as sources of writing anxiety. Studies by Latif (2007, 2012) on Egyptian university students highlighted fear of criticism, limited language knowledge and competence, writing performance concerns, and low writing self-efficacy as key sources of anxiety. Similarly, Ozturk and Cecen (2007) found that writing anxiety stems from students' writing abilities, planning for assignments, and fear of evaluation. Additionally, Rakin-Brown (2006) identified four specific reasons for writing anxiety.

2.8 Theoretical Background

In L2 increase — a successful slime thesis played a lively portion. There were three — full of feeling slime factors similar as a) incitement, b) tone- affirmation and c) anxiety. In any case, to begin with remove instability and motivate them to succeed, if we want scholars' success in English proficiency. If learners weren't spurred and have low certainty that their inner approaches are blocked and they weren't accomplishing claims. In any case, anxiety was a beat calculate which influenced the language learners' success. Horwitz(1986), examined that the driving performing anxieties were — communication dread, test anxiety, and fear of negative assessment . Particular anxiety was a steady situation anxiety was a transitory dread of a person, and it stimulated as it were in certain circumstances. Circumstance particular anxiety was practically equivalent to state

anxiety, it stimulates at particular circumstances and occasions comparable to talking in another language inside or outside the classroom (Ellis, 2008).

This study was conducted in the Hafizabad area, making it distinct from other studies. It aimed to report students' perceptions of English language anxiety in Hafizabad District, contributing to the existing literature on foreign language anxiety. English was regarded as a publicly prominent and empowering language, primarily used by the richer common classes. Mansoor's research (2005) on language arrangement in superior tutoring in Pakistan highlights that students' professed and definite desires at the tertiary level pressure their motivation to learn English. Mansoor (1993) noted that Punjabi females view English as a tool for empowerment. Waseem (2009) suggests that the skill of immigration still impacts Pakistani society, manifesting as a desire to emulate former colonial rulers by using English. However, this had now shifted towards recognizing the economic settlement of learning English.

This literature review did not provide a clear track, whether optimistic or pessimistic, for our study. Inside this multifaceted context, this research paper aimed to study the anxiety and motivational patterns of Hafizabad public school students learning English and to consider how these motivational patterns relate to language learning anxiety. The study seek to determine whether students were integrative motivated to learn English and whether there was a correlation between anxiety and involved or integrative motivation to learn English. Additionally, it aims to assess whether these motivations were indicators of terror of negative assessment, speech anxiety, and universal anxiety in English classes.

Over the past two decades, significant researches had been conducted on English language anxiety, showing that anxiety negatively affects the language learning procedure. Confirmation suggests that language learning anxiety differs from other forms of anxiety. Early research on language learning anxiety used actions of test anxiety from instructive research, but these studies yielded conflicting results (Scovel 1978; Young 1991). Furthermore, MacIntyre and Gardner's research indicates that language learning anxiety was too specific to be captured by common anxiety measures (MacIntyre and Gardner 1989, 1991a).

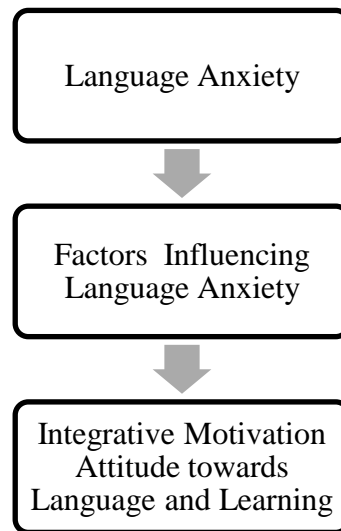


Figure 1.2

In public schools of Hafizabad, learning English often generates significant anxiety among learners in the English Education Study Program. It is considered a crucial skill for public school students, who practice through methods such as conversation and writing exercises with native speakers. Mastery of these skills it was essential for both L2 and English language learners. Proficiency in English allows learners to easily access necessary information. However, students learning English as a foreign language (EFL)

usually had limited opportunities to perform out of the classroom. Consequently, research on English language learning has focused extensively on approaches and methods, leading to the continuous publication of conversation courses, workbooks, and audio-video materials worldwide.

Despite the various methods and resources provided by lecturers in many Indonesian universities, some students still struggle to articulate their ideas in English, particularly in public settings. This difficulty is partly due to natural anxiety, environmental factors, and the dread of being laughed at by peers, both inside and outside the classroom. Such anxiety hinders students from effectively expressing their ideas in English, often causing them to stop learning due to difficulties in finding suitable vocabulary and expressions. This is especially problematic for public school learners of English in Hafizabad, who are prospective English teachers and need confidence and skill in teaching. Given these challenges, the study titled "Learning Anxiety: The Identification of English Learning Anxiety in Public Schools of Hafizabad" aims to address and alleviate these issues, thereby enhancing students' learning abilities. English learning skills encompass four main areas: listening, understanding, lettering, and verbal communication. Reading and listening were interested skills, while lettering and speaking were creative skills crucial for effective communication. Of these, speaking is deemed the most important for communication (Zaremba, 2016), as it allows individuals to express ideas and opinions. EFL students often had limited opportunities to perform speaking English out of the classroom and interact with native speakers or students from English-speaking countries.

Learning English involves the sentence production process, which includes four main stages: (1) conceptualization, (2) formulation, (3) communication, and (4) self-

monitoring. Conceptualization involved arrangement the meaning content and relies on surroundings awareness about discourse patterns, ensuring that communication proceeds as intended. This stage allowed learners to self-correct for appearance, sentence structure, and articulation. Formulation involves selecting terminology and phrases to convey denotation, organizing them, and applying correct grammatical markers. This stage prepares the sound pattern of words, with L1 pronunciation errors often involving transitions between words. Articulation is the physical production of the sounds. Self-monitoring enables language users to identify and correct their own mistakes.

2.9 Previous researches on Anxiety

In the 1970s and early 1980s, numerous studies claimed the correlation between anxiety and language learning, resulting in inconsistent results. These studies produced conflicting results regarding the correlation between anxiety and L2 achievement (Tallon, 2009). Some research reported a pessimistic correlation between language anxiety and attainment (Clément, Gardner, & Smythe, 1977, 1980), while others found a small or optimistic correlation (Chastain, 1975; Scovel, 1978). In 1978, Scovel sought to explain these inconsistencies and concluded that the lack of appropriate tools to measure anxiety led to conflicting findings. Correspondingly, Gardner and MacIntyre (1993a) believed that applying common procedures of anxiety caused these inconsistencies. In current years, Horwitz (2001:121) reiterated that understanding the correlation in between language anxiety and attainment remains uncertain. The puzzlement was aptly summarized by Philip (cited in Ebrahimi, 2013: 183): "a similarity of the exploratory study investigative the correlation between anxiety and English language learning was, to

a grade, confusing, presenting a few incompatible evidences and indicating that anxiety was a multipart, comprehensive construct."

To enhance understanding of this phenomenon, studies on language anxiety are reviewed starting three main perspectives: emotional, psychological, and socio-cultural. This approach helps to examine the issue from different angles. The emotional aspect of anxiety was highlighted near the beginning in the literature by Eysenck (1979). Eysenck supposed that stress and emotionality were intrinsic in anxiety. According to him, stress referred to concerns about presentation or others' evaluations, while emotionality involves the pessimistic stance caused by mental responses. He argued that nervous students frequently engage in task-irrelevant emotional dispensation more than their non-anxious counterparts. These unrelated dispensation activities "block some of the accessible attempts and capacity of working recollection." In other words, anxious learners might be worried about their anxiety, thus hampering their working memory's capacity. Specifically, nervous students were typically extra distractible, and the protection mechanisms triggered by anxiety get in the way with their cognitive abilities in education.

Thus, academic considerations in course planning should take into account students' affecting states. Instructors should make available a protected and welcoming class atmosphere where learners feel happy participating. Teachers ought to clarify that production mistakes was a part of language learning and not a sign of failure (Elkhafaifi, 2005). Furthermore, it was essential for instructors to see themselves as facilitators rather than evaluators, avoiding rotating the language classroom into a competitive or testing

atmosphere. Instead, they should create a helpful learning atmosphere where effective learning could take place.

Horwitz (2001) argued that when taking into consideration language anxiety in public school students in Hafizabad, it was very essential to keep civilizing differences in mind. Practices seen as comfortable by one group of students might be unpleasant for students from a dissimilar civilizing background who were used to other forms of class society. Horwitz extra claimed that class environment, teacher support, assignment presentation, and instructional meeting point were all factors influencing students' anxiety stages. Civilizing influences, like that the stereotyping of teachers, learners, and classroom communications, could vary significantly from one civilization to another.

2.10 Secondary Education in Hafizabad

Secondary education in Pakistan encompasses grades IX and X. However, the shift from middle school, covering grades VI to VIII, is also regarded as part of secondary education. Various education policies over the years have advocated for integrating grades XI and XII, currently classified as superior secondary education, into the secondary education stage.

2.10.1 English as a Foreign Language in Pakistan

Pakistan was founded in 1947 following the British colonial administration's settlement. As a former part of India, Pakistan inherited various elements, including its administrative framework and the adoption of exotic forms of Indo-Pakistani English. Consequently, English enjoys a prestigious status and plays a crucial role in several key areas of power. It was extensively applied in civil management and administration,

serving as the primary language of communication in the country's authorized system at both national and regional levels. While Urdu was primarily used for writing in provincial district and session courts, Abbas (1998) indicates that writing in these lower courts is approximately bilingual. Conversely, English is predominantly used for written texts in the higher courts, such as the Supreme Court and High Courts. In the Defense Forces, English was the main language of message and training, adhering to British models. On the other hand, since 1974, Urdu had been employed to train the officers and workers in the field. Both English and Urdu are utilized in the media, with main TV and radio stations broadcasting news in both languages. The prologue of outpost antennas had given viewers ample access to global media in English.

In the education sector, English was used alongside Urdu. Government schools primarily use Urdu as the medium of training, with English being a necessary subject from grade six, and more recently, from grade one. Meanwhile, private English-medium schools maintain to increase, maintaining a "selective policy" of double medium tutoring in English and Urdu, which remained a significant apprehension for educators and parents.

2.10.2 Level of English in Educational Policies and Reports of Pakistan

Since the establishment of Pakistan, the medium of instruction has been a contentious topic, growing increasingly controversial over time. No government has been able to definitively establish the position of English as a second language. Despite concerns from the country's intellectual circles, English remains the language of far above the ground offices and the selected class in Pakistan.

2.10.2.1 National Education Policy 2009

The Policy of National Education 2009 placed significant emphasis on the English language due to its crucial role in national and international marketplaces. Recognizing English as a global language essential for global competitiveness, the policy highlights a pronounced bias in the job market favoring candidates proficient in English, particularly for white-collar positions. Securing such jobs in both the public and private sectors demands at least a basic proficiency in English. However, most schools, whether private or public, lack the capacity to develop this proficiency among their students. Moreover, English proficiency contributes to social stratification, creating a divide between the lower and upper class. The service prospects and communal mobility linked to English aptitude have driven a widespread require for education the language across the country.

To address these issues, the policy outlines several actions:

- a. The Ministry of Education, in collaboration with Provincial and district education departments, applicable qualified bodies, and the public, will devise an inclusive plan to implement the English language strategy swiftly, focusing on deprived groups and less developed regions.
- b. The syllabus from Class I will consist of English (as a subject), Urdu, a local language, and mathematics, the length of with an included subject.
- c. English will be the standard of training for science and mathematics from Class IV beyond.
- d. For the initial five years, provinces may choose to teach mathematics and science in either English or Urdu/official district languages, but after this period, these subjects will be taught exclusively in English.

- e. Students from stumpy socio-economic backgrounds would be given chances to learn English.
- f. A thorough school language strategy will be developed in discussion with regional and district governments and other stakeholders.

These policy actions reflect the government's commitment to enhancing English language learning in response to national and international needs.

2.10.3 Importance of English at the Global Level

The twentieth century witnessed a remarkable spread of the English language, with the number of English speakers increasing tenfold since the nineteenth century (Pennycook, 1994). This expansion has been a major topic in sociolinguistic discussions. It was anticipated that within a decennary, the quantity of people speaking English as a second language would be surpassed that of native speakers, indicating a significant shift in linguistic authority from local speakers (Graddol, 1997). Today, English is not only spoken by local speakers but has also developed a variety of forms like that Indian English and Pakistani English (Rahman, T. 1990). This diversification had raised controversial issues regarding maintaining normal for English as a global lingua franca while allowing second language variants to adopt local norms (Kachru, 1982).

English was the primary language for international contact. The British Council's English 2000 project (1997) highlighted the global prominence of English, noting that over 1.4 billion people lived in countries where English had an official position. One in five people worldwide speaks few levels of English, with require from the additional four-fifths growing. By the year 2000, it was expected that over one billion people would be

learning English. English was the major language for books, newspapers, airports, air traffic control, international business and academic conferences, science, technology, diplomacy, sports, international competitions, pop music, and advertising. Rasool, N. (2000) argues that the complex linguistic landscape underscores the need to address the language rights of minority groups within nation-states, emphasizing the influence of diverse power dynamics on national language policy formulation.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter dealt with the aim, methods and actions of the study. The chapter gave complete facts about how the research study was conducted and what it was regarding. The present study aimed at recitation the potential relationship between classroom learning atmosphere and learners' anxiety and attitude towards the learning of English. To conduct this study, the following was the method.

3.1 Design

The study was vivid in nature and employed a quantitative survey approach to look at the correlation among motivation, English language learning anxiety, and attitudes towards learning English based on gender and class. It aimed to examine the potential relationships between several variables: firstly, between the motivation and English language anxiety; secondly, in between the classroom learning atmosphere and attitudes towards learning English; and thirdly, between English language anxiety and attitudes towards learning English. The study sought to quantify these relationships by administering three instruments. As it aimed to identify the possible connections among these variables, it was also a correlation study, describing in quantitative conditions the extent to which the variables were related. The study provided a quantitative analysis of the existing relationships among the three variables, indicating the degree to which scores on one measure were related to scores on an additional determine.

3.2 Population of the Study

The population for this study comprised all secondary school learners enrolled in public division secondary schools in Hafizabad. Therefore, every public sector secondary school

in Hafizabad was integrated in the population. The public secondary schools located at the district headquarters of Hafizabad share ordinary individuality, while those in the Tehsil and sub-tehsil have similarities that often encompass culture, traditions, physical conditions, socioeconomic conditions, available facilities, and the level of teachers across the district.

3.3 Sample of the Study

The sampling for the study was non-random. It was convenient and purposive sampling. The sample for the study was consisted of 200 students from public schools of Hafizabad, selected using a purposive sampling method. This sample was incorporated 100 urban students, subdivided into 60 males and 40 females, and 100 rural students, subdivided into 40 males and 60 females. From each selected tehsil, 4 urban and 4 rural schools were chosen, with 2 male schools and 2 female schools in each category. From each selected school, ten-fifteen students were chosen. The sampling frame was provided under to exemplify further facts of the sample.

Sr,No	Aspects	Population	Sampling		
1	Tehsils in Hafizabad	02	200		
2	Secondary Schools in Hafizabad	82			
3	Tehsil Pindi Bhattian Schools	22 Boys + 19 Girls <hr/> 39	100	Students In each selected Tehsil	Students from each selected school
4	Tehsil Hafizabad Schools	21 Boys +22 Girls <hr/> 43	100	100+100	07
5	Total 8 th ,9 th 10 th Grade students Males	92		41+41=92	
6	Total 8 th ,9 th 10 th Grade Female students	108		54+54=108	

Figure 1.3

3.4 Instrumentation and Modifications

The researchers utilized three questionnaires for their study, two of which focused on anxiety and motivation during classroom observations. The scales used were adapted with some modifications, and the researchers developed a third questionnaire called the Attitude Scale for Learning English. Permission to use the adopted questionnaires was obtained from their original creators. Below is a detailed description of each scale. The model adapted from Gardner's Socio-Education (1985). It was instrumental in clarifying the theoretical framework for the causes of anxiety in English language learning among public school students in Hafizabad. This model helped illustrate the correlation between attitude, motivation, and anxiety.

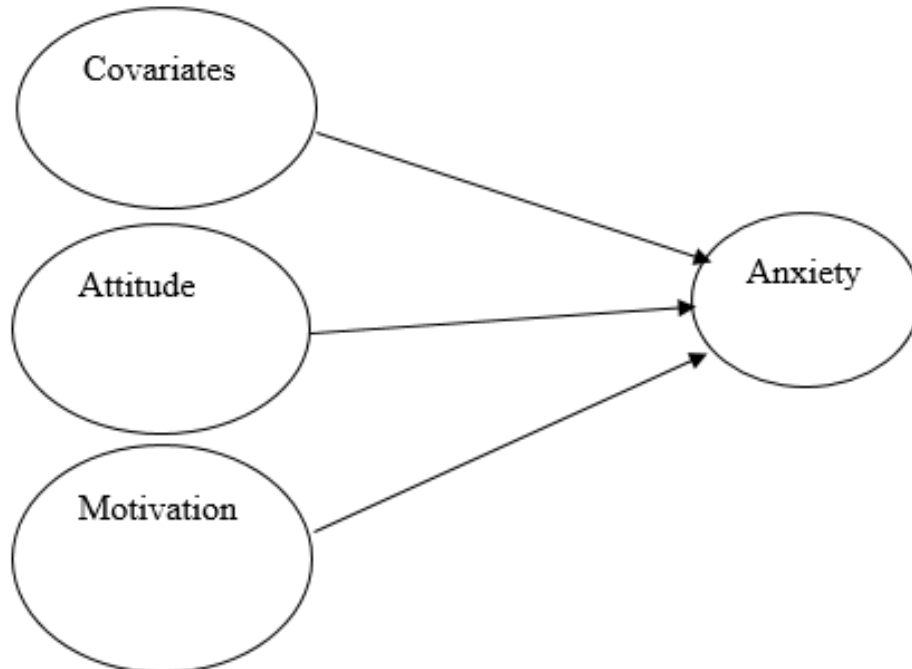


Figure 1.4

It was a Socio-Educational Model of Gardner (1985). This Model helped to set an easy way to survey. All these scales clearly show the results of the survey in easy way.

3.4.1 Motivation scale

The Motivation Scale was employed to investigate the motivational learning environment of the classroom, which influences student learning. This scale comprises seven subscales: Student Cohesiveness, Teacher Support, Involvement, Investigation, Task Orientation, Cooperation, and Equity, with each subscale containing eight items. Dorman (2003) reviewed the questionnaire, noting its usefulness in assessing classroom learning environments across various countries and cultures, and confirming its high reliability and validity. To suit the Pakistani context, the questionnaire was translated into Urdu to ensure it was easily comprehensible for secondary school students, while maintaining the instrument's validity and reliability. Named WIHIC (What Is Happening In This Classroom), the scale was developed by Fraser (1996) and has been extensively used in research studies in Australia, the USA, Canada, Singapore, Indonesia, Korea, Malaysia, and Saudi Arabia, demonstrating its cultural neutrality. The classroom learning environment scale has evolved over time, with various names and modifications. The researcher found it highly suitable for examining the learning environment in public secondary schools.

3.4.2 Anxiety Scale

This questionnaire was utilized to assess the anxiety levels of secondary school students in English class. It was also translated into Urdu, with input from subject specialists in both Urdu and English to refine the translation based on their recommendations. The

Anxiety Scale was a widely used tool for measuring anxiety levels in various language learning contexts. Originally exploited by Horwitz et al. in 1986, it underwent modifications in 2001. The questionnaire consists of 24 items, divided into three dimensions: Communication anxiety, Test Anxiety, and Fear of Negative Evaluation, with every measurement comprising eight items.

3.4.3 Attitude Scale

The researcher developed this questionnaire based on relevant literature concerning attitudes toward learning English language. It was designed to measure students' attitudes toward education English. The questionnaire consists of twenty-four items, divided into two subscales of eight items each. These subscales assess the scope of embracing of Language Attitude and pleasure of English Lessons. Initially created in English, the questionnaire was translated to address students' difficulties, and with assistance from the supervisor and subject specialists, several items were customized and enhanced.

3.5 Improvement of Tools

Improving an instrument is a crucial and detailed aspect of a research study. For this study, the process was conducted in two steps. First, subject specialists in Urdu and English, along with the supervisor's expert opinion, were consulted for the translation of the three questionnaires. The instruments were initially translated into Urdu, then back-translated into English by the specialists, and finally translated into Urdu again to meet the translation requirements. This process helped establish the content and face validity of the instruments. Subsequently, a pilot test was conducted with 30 students from the Hafizabad district, and found on their responses, some items were revised. Initially, the

English language scale consisted of 24 items. Following the pilot test and expert feedback, 7 items were removed, and items 6, 12, 17, and 24 were enhanced.

3.6 Data Collection

The data collection procedure spanned nearly six months. To maximize the response rate and ensure the return of complete questionnaires, three further copies of each device were distributed to each school. This approach aimed to address response attrition, such as incomplete, missing, overwritten, or ambiguously filled questionnaires. Consequently, 75 copies of each instrument were distributed instead of the 66 initially planned. Out of these, 70 copies were returned. After further scrutiny, incomplete and incorrectly filled questionnaires were excluded, resulting in 66 complete copies of each device being set aside for study. Most of the data was collected in person.

3.7 Data Analysis

Data analysis was conducted using SPSS, with statistical operations applied to the data. Students who had fully completed all three questionnaires were assigned identification numbers, along with gender and area markers, to facilitate appropriate analyses. To meet the study's objectives, the dependability and strength of the instruments were assessed. Reliability was strong-minded using Cronbach's alpha coefficient for all instruments, which was found to be high, above 80, indicating that the instruments were reliable. Validity was established through expert opinions and item-total correlation. One-way ANOVA was used to examine mean differences and F ratios in the district in the sample. Pearson correlation was employed to examine the potential relationships among the Motivation Scale, the English Language Anxiety Scale, and the Attitude Scales.

3.7.1 Pilot Test

To check the reliability of the scale the data was installed in SPSS and reliability was measured. The Cronbach,s Alpha of the scale was .822which is greater than >.822.Total items were 24 and number of respondents were 30.Respondents were the millennials selected from different public schools. In this way the scale was found reliable for further study.

Table No 3.1

Reliability of Anxiety in English Language Learning (N=30)

Variables	N	α	No of Items
Anxiety	30	.822	24

Note. N = no of participants, an = Anxiety in English Language Learning

The table 3.1 shows the descriptive statistic and reliability coefficient of measure i.e. causes of anxiety which was conducted on 30 participants for pilot study. Usually pilot tests were conducted on small population .The measures of scale showed good reliability coefficient. The questions in the survey were easily understood by the participants. Minor changes in causes of anxiety in English language learning were carried out to make it more comprehensible .Same questionnaire was then finalized for further data collection.

Table 3.2

Item Statistics

	Mean	Std. Deviation	N
Total Anxiety	22.1000	4.15518	30
Total Attitude	23.6333	6.78987	30
Total Motivation	20.5333	5.03596	30

N=30

Anxiety Means=22.100 SD=4.15518

Attitude Means=23.6333 SD=6.78987

Motivation Means=20.5333 SD=5.03596

CHAPTER FOUR: ANALYSIS AND PRESENTATION OF DATA

INTRODUCTION

This chapter presented the analysis and explanation of the data. The Statistical Package for Social Sciences (SPSS) was used for statistical analysis. Each of the three questionnaires was analyzed individually and then interpreted based on the statistical results. First, the dependability of the questionnaires was assessed using Cronbach's alpha coefficients, which demonstrated burly and high domestic stability for both the total scales. For validity, item-total correlations were designed for each item and subscale, showing high significance at the .001 level. Gender differences were examined using t-tests on the Motivation Scale, the English Language Anxiety Scale, and the Attitude Scale. One-way ANOVA was employed to identify potential differences across the districts included in the study, with F ratios calculated for each scale to determine the significance levels, thereby supporting or refuting the hypothesis. Finally, the correlation was applied to explore probable relationships among the three instruments. Relationships were measured among the learning English Anxiety, Motivation and the Attitude Scale, the English Language Anxiety Scale and the Attitude Scale, and ultimately, the relationships among the learning environment, English language anxiety, and attitudes toward learning English were examined. The analysis and explanation of the data are presented below:

4.1 Item-wise Analysis of Learning Environment scale through frequencies, percentage, Mean and SD

Variables Motivation, Attitude and Anxiety

4.1.1 Motivation Independent Variable

Table No 4.1.1

Descriptive statistics of subscale Role of Motivation (N=200)

		Frequencies of Response						
	Items	M	SD	SA	A	N	D	SD
1:	Item No 1	2.9000	1.35987	21.0	24.5	8.0	36.5	10.0
2:	Item No 2	2.4150	1.13986	19.5	49.0	5.5	22.5	3.5
3:	Item No 3	3.5100	3.85020	11.0	30.0	5.5	36.0	16.5
4:	Item No 4	2.7350	1.35052	25.5	24.0	9.0	34.5	7.0
5:	Item No 5	2.3100	1.23349	32.5	33.5	7.5	23.5	3.0
6:	Item No 6	2.5100	1.23349	28.0	45.5	6.0	17.5	2.0
7:	Item No 7	2.3950	1.30672	30.5	35.0	6.0	21.5	7.0
8:	Item No 8	2.6700	1.24856	30.5	24.5	9.0	31.5	4.5

Note: SA=Strongly Agree, A=Agree=Neutral=Disagrees=Strongly Disagree

In response to the Item No 1, reflects that 45.5% respondents (SA21%+24.5%A) were agreed with statement about the Motivation in English learning anxiety .In response to the Item No 2reflects that 68.5% respondents (SA, 19.5+A49%) were agree with statement about Motivation in English learning. In response to the Item No 3reflects that41.5 % respondents (SA, 11.5+A, 30%) were Agree with statement about the Motivation. In response to the Item No 4reflects that 49.5% respondents (SA, 25.5+A, 24%) were agree with statement about Motivation. In response to the Item No 5reflects that 66% respondents (SA, 32.5%+A, 33.5%) were Agree with statement about anxiety. In response to the Item No 6 reflects that 73.5% respondents (SA, 28%+A, 45.5%) were Agree with statement about Motivation. In response to the Item No 7 reflects that 65.5% respondents (SA, 30.5%+A, 35%) were Agree with statement about Motivation. In response to the Item No 8 reflects that 55% respondents (SA, 30.5%+A, 24.5%) were Agree with statement about Motivation in English learning anxiety for Public school students of Hafizabad. Motivation was an Independent variable to know the causes of anxiety in English learning.

4.1.2 Attitude Independent Variable

Table No 4.2.2

Descriptive statistics of subscale Role of Attitude (N=200)

		Frequencies of Response						
	Items	M	SD	SA	A	N	D	SD
1:	Item No 1	3.1000	1.21961	12.0	25.5	11.0	43.5	8.0
2:	Item No 2	3.1950	1.25092	10.5	27.0	6.5	44.5	11.5
3:	Item No 3	3.1700	1.30754	14.0	23.0	8.0	42.0	13.0
4:	Item No 4	3.2600	1.29646	13.0	21.0	7.0	45.0	14.0
5:	Item No 5	2.7000	1.27992	19.0	35.5	10.5	26.5	8.5
6:	Item No 6	3.2800	1.27662	10.5	23.5	9.5	40.5	16.0
7:	Item No 7	3.0200	1.26793	20.5	37.0	7.5	26.0	8.5
8:	Item No 8	2.8450	3.06889	20.0	44.0	7.5	20.5	8.0

Note: SA=Strongly Agree, A=Agree=Neutral=Disagrees=Strongly Disagree

In response to the Item No 1, reflects that 37.5% respondents (SA12%+25.5%A) were agreed with statement about the Attitude in English learning anxiety .In response to the Item No 2reflects that 37.5% respondents (SA, 10.5%+A27%) were agree with statement

about Attitude in English learning. In response to the Item No 3 reflects that 37% respondents (SA, 14%+A, 23%) were Agree with statement about the Attitude. In response to the Item No 4 reflects that 34% respondents (SA, 13%+A, 21%) were agree with statement about Attitude in English learning. In response to the Item No 5 reflects that 54.5% respondents (SA, 19%+A, 35.5%) were Agree with statement about Attitude. In response to the Item No 6 reflects that 33.5% respondents (SA, 10.5%+A, 23.5%) were Agree with statement about Attitude. In response to the Item No 7 reflects that 57.5% respondents (SA, 20.5%+A, 37%) were Agree with statement about Attitude. In response to the Item No 8 reflects that 64% respondents (SA, 20%+A, 44%) were Agree with statement about Attitude in English learning anxiety for Public school students of Hafizabad. Attitude was an Independent variable to identify the anxiety in English Learning for public school students in Hafizabad.

4.1.3 Anxiety Dependent Variable

Table No 4.1.3

Descriptive statistics of subscale Role of Anxiety (N=200)

	Items	M	SD	SA	Frequencies of Response			
					A	N	D	SD
1	Item No 1	2.9050	1.230261	8.0	44.5	8.5	27.0	12.0
2	Item No 2	3.1700	1.094111	2.5	37.0	9.5	43.0	8.0
3	Item No 3	2.9250	1.23978	10.5	40.0	5.0	35.0	9.0
4	Item No 4	3.2050	1.269261	12.0	23.5	9.0	43.0	12.5
5	Item No 5	2.9800	1.295371	13.0	33.5	8.0	33.5	12.0
6	Item No 6	2.8900	1.163901	11.5	35.0	10.5	39.0	4.0
7	Item No 7	2.8600	1.19891	13.5	33.5	12.0	35.5	5.5
8	Item No 8	2.8050	1.25092	14.0	39.0	8.0	30.5	8.5

Note: SA=Strongly Agree, A=Agree=Neutral=Disagrees=Strongly Disagree

In response to the Item No 1, reflects that 52% respondents (SA8%+44%A) were agreed with statement about the causes in English learning anxiety .In response to the Item No 2reflects that 39.5% respondents (SA, 9.5+A37%) were agree with statement about

anxiety in English learning. In response to the Item No 3 reflects that 50.5% respondents (SA, 10.5+A, 40%) were Agree with statement about the anxiety. In response to the Item No 4 reflects that 35.5% respondents (SA, 12+A, 23.5%) were agree with statement about anxiety. In response to the Item No 5 reflects that 46% respondents (SA, 13%+A, 33%) were Agree with statement about anxiety. In response to the Item No 6 reflects that 46.5% respondents (SA, 11.5+A, 35%) were Agree with statement about anxiety. In response to the Item No 7 reflects that 46.5% respondents (SA, 13.5+A, 33%) were Agree with statement about anxiety. In response to the Item No 8 reflects that 53% respondents (SA, 14%+A, 39%) were Agree with statement about anxiety in English learning for Public school students of Hafizabad. Anxiety was a dependent variable to know the causes of anxiety in English learning.

4.2 T-test

Table No 4.2

Gender difference with CI %

Variables	Male		Female		T(200)	95%CI		Cohen's d
	(n=92) M	SD	(n=108) M	SD		LB	UB	
T.Anx	23.6304	4.75029	23.8333	3.39736		23.233	24.389	

Note. CI=Confidence Level, LB=Lower Bound, UB=Upper Bound,

The results of Independent sample revealed non- significant gender difference in terms of impact on milleninnials. The Cohen's d value was found to be 0.00 which suggested small effect size and showed smaller difference between the means of both the variables.

4.3 ANOVA

Table No 4.3

Class Difference

Variables	8 th		9 th		10 th	
	(n=49)		(n=74)		(n=77)	
	M	SD	M	SD	M	SD
T,Anx	24.3061	3.18985	23.9324	4.99131	23.1948	3.52076

One way ANOVA indicated that no significant difference was found in all the groups, where's variability in the score of anxiety was accounted with the small effect size and showed smaller difference between the means of all the variables.

4.4 Analysis of Correlation among Motivation scale, English learning anxiety scale and Attitude scale.

To survey the relationships among the extent of motivation, English language classroom anxiety, and the attitude scale, a correlation analysis was conducted. Previous research had frequently analyzed the relationship between the motivation scale and other

variables, like that attitudes and anxiety, revealing strong connections (Aldridge, 2003; Fraser, 1996). Similarly, one of the objectives of this research was to explore the relationship among classroom motivation and English language anxiety, and subsequently with the attitude scale. To achieve this, correlation analyses was performed to determine the relationships among motivation and language anxiety, motivation and the attitude, and finally between English learning anxiety and the attitude.

Table 4.4.1

Correlation between Motivation, Attitude and Anxiety (200)

Variables	1	2	3
Mo	1	.285**	.246**
At	.285**	1	.264**
An	.246**	.246**	1

Note. **<0.01, Mo=Motivation, At=Attitude, An=Anxiety

Results of correlation analysis showed significant positive correlation among all the three variables. Role of Motivation and attitude have a positive impact on the anxiety is at 0.01 level is significant. Non-significant result was found among all the variables. Furthermore, the main variables of the study, including Motivation attitude and anxiety have a positive significant relationship with each other. Correlation between different variables, shows that if the use of Motivation and attitude has a positive impact at anxiety in English Language learning.

The results show that scores on the Motivation scale and the Attitude scale are significantly correlated. There was a correlation among Motivation and the overall Attitude scale ($r = -1$, $p < .001$), as well as with the subscales implementation of English

Language Attitude ($r = -1, p < .001$) and satisfaction of English Lessons ($r = -.285, p < .001$). This suggests that anxiety in English language classes is strongly related to students' positive or negative attitudes. The negative correlation indicates that students with lower levels of acceptance and satisfaction tend to have higher anxiety in the English language classroom. Additionally, each subscale of anxiety (sig-2tailed) is pessimistically correlated with the subscales of the Attitude scale.

The Communication nervousness subscale (sig-2tailed) shows that students who were anxious about contact likely to had lower adoption and enjoyment in learning English. The data indicate that Communication Apprehension correlates negatively with the overall Attitude scale ($r = -.264, p < .001$), the Adoption of Language Attitude subscale ($r = -.264, p < .001$), and the Enjoyment of English Lessons subscale ($r = -.264, p < .001$). This clearly reveals that in classrooms where students experience communication apprehension, they might have a unhelpful attitude toward learning English.

The Test Anxiety scale shows a pessimistic correlation with the Adoption of English Language Attitude ($r = -.285, p < .001$) and Enjoyment of English Lessons ($r = -.285, p < .001$). This suggests that students who experience anxiety about their performance tend to have a negative attitude toward language learning.

The dread of negative assessment subscale also reveals a negative correlation with the total Attitude scale ($r = -.264, p < .001$), the Adoption of Language Attitude subscale ($r = -1, p < .001$), and the Enjoyment of English Lessons subscale ($r = -.1, p < .001$). This negative correlation indicates that students who feel anxious about being negatively

evaluated are likely to have lower levels of adoption and enjoyment in English language classrooms.

4.5 Discussion

The research was approved to examine students' perceptions on classroom knowledge atmosphere to discover some of the scope of erudition atmosphere. The study was intended to discover gender differences and to discover correlation of Motivation with anxiety and attitude of Public school students of Hafizabad towards the education of English. The main hub of the learning was on results connection among these three variables, that is, Motivation, English learning anxiety and attitude towards English. Conclusion indicated that student's superficial psychosocial magnitude of learning situation optimistic in their classroom. Result on Students Cohesiveness showed that students sustain from one more and they were welcoming in their classroom. They like good interpersonal associations along with themselves. This was connected to hypothesis of six magnitude of effectual learning atmosphere by Patterson (1992). It showed that sustaining each other and meaningful each other proves cooperative in classrooms. They also got substantial teacher sustain concerning their erudition troubles that is supported by Stone (2005) who discussed in prose that learners gain knowledge of best and find out new belongings when they were permissible to feel, see the sights research and inquire issue with the shore up of the instructor. Result on contribution and analysis scope exposed that learners were confident to get mixed up in education actions to inquire questions. They appreciate the effort they had to act, that is, assignment course. This is correlated to Elliot's (2000) explanation of successful instructor and personality of education atmosphere procedure that includes session clarity, instructional selection,

mission course and appointment in the education process. Zandvliet and Fraser (2005) also hold up the similar assumption that students' pleasure with education, their classroom freedom, participation and charge direction were reliant on instructor' attitudes, instructional practices, education situation and education progression. They felt that they were functioning in a gathering and each one was liked to be agreed alike handling in the class. This also chains Shuell (1996) explore decision that connection of teacher among the students mainly depended on what did you say? The teacher did in the classroom. On the other hand, girls are further optimistic and constructive on Motivation than the boys. Quite a few studies (Fraser & Rickards, 1997. Goh & Wong, 1997. Fisher, 2000) described major masculinity differences on Motivation sustaining the result that girls be further optimistic towards class atmosphere. These studies provided in sequence to the teachers to be familiar with and recognize the knowledge requirements and benefit of girls and boys to lead them and explain their erudition harms (Quek et al, 2002). Important differences on perceptions of Motivation connecting male and female students are pragmatic (Dorman, 1994). These outcomes are as well in conformity with the outcome of Kanokporn Charik's doctoral thesis (2006) that he conducted on classroom atmosphere and students' stance in English class in Thailand.

English language unease increases while there was required of significant every one's manner and responsibilities inside the classroom. Students think message anxiety, they were fearful owing to their pitiable recital and had fright of pessimistic assessment for the reason that they do not suffer convinced in the class or occasionally they are not permitted to talk in relation to their thoughts in the class. Results proved that Motivation has optimistic correlation by means of attitude towards English language education.

These findings were dependable with the results of Naiman (1978) and advocate that one achievable motive why attitudinal variables concerned in moment 246 language attainments was purely that they provide to construct the student passionate about scholarship the additional language. Studies anxious with the relation of succeeding language instruction to attitudes illustrate that erudition succeeding language influences attitudinal personality. As Dunn & Harris (1998) have discussed that Motivation is anxious with the position, experiences and discriminations of the students. Twenge (2000) accessible that anxiety increases with when there was an ecological risk increases. Students would found adopting optimistic attitude towards English language education and would be enjoying English coaching with having student cohesiveness, teacher sustain, participation, inquiry, task direction, collaboration and justice. A muscular relationship was reported connecting attitude of teacher trainees and education atmosphere (Myint & Goh, 2001). As claimed by Kaunter & Baumert (2006) that when students' perceptions in group of students were improved, this would effect in further steady decision and would reduce the special possessions of private liking or situational issue. Results of the study (Aldridge & Fraser, 2000) reported that ideal teachers were establishing who had upper level of cohesiveness, contribution and fairness as supposed by the students. The result also complete the result of Bret Allen's doctoral research studies on authority of Motivation on anxiety and attitude of Public school students which he conducted in 2004 in Australia. This suggested that Motivation acting an imperative function to build up enjoyable attitude towards English language learning as a result that students could get pleasure from teaching of the language as Starks & Paltridge (1996) put forward that attitude was strongly connected with language learning

procedure. Connection between contact anxiety, test anxiety, fear of pessimistic assessment and approval of English language learning attitude, and motivation of English lessons indicated depressing important connection that confirms that English language anxiety did not hold up to promote pleasant attitude to learn English .

CHAPTER FIVE: SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter describes summary of the study, presents findings; discusses the results and states conclusion and recommendations.

5.1 SUMMARY

Anxiety in English language learning was a fast rising ground of study in learning method. It exerted vast influences upon students' attainment, attitude and learning course. The current study attempted to examine Public school students' perceptions about the classroom surroundings and it was planned to discover the connection between Motivation and English language learning anxiety for Public school students of Hafizabad, and connection between Motivation and students' attitude towards the learning of English in Pakistani context.

5.2 Objectives of the study

Objectives of the study were:

- To study the relationship between attitude, motivation and anxiety in English language learners in public schools of Hafizabad.
- To investigate the gender differences in terms of anxiety in English language learners in public schools of Hafizabad.
- To explore the difference in level of education and anxiety in English language learners in public schools of Hafizabad

Objectives of the study were about the causes of anxiety in English language learning for a public school student of Hafizabad. It was a different topic that was claimed by using different kind of variables. Three variables were used to claim the anxiety. These were Motivation, Attitude and Anxiety. This was a correlation study .In this study a relationship of all the three variables was also claimed. This study showed a strong relation to know the causes of anxiety in English language learning for public school students of Hafizabad. Two main dependent variables, Motivation and Attitude showed a strong relation to know the causes of anxiety in English Language Learning for public school students in Hafizabad.

The study was based on both males and females. It was a study of public school students of Hafizabad. Both boys and girls were exists in this study. To know the gender difference of both the males and females T-test was applied. It was a most important objective of the study that used to know the causes of anxiety at both the boys and girls. The population of the study was public school students of Hafizabad. It was also a big objective of study to know the causes of anxiety at secondary school level. Here the survey was conducted form the students of 8th, 9th and 10th classes. It was a main objective of the study that the anxiety is observed at this secondary level. These were the main objects of the study. The whole study was based on these objectives. Three main variables were used to identify the anxiety in English Language learning for public school students of Hafizabad.

5.3 Hypotheses

- There is likely to be a statistical significant correlation between attitude, motivation and anxiety in English language learners in public schools.

- There are not any gender differences in terms of anxiety in English language learners in public schools.
- There is not any statistical significant difference in levels of education and anxiety in English language.

This study was pure quantitative .There was not statistical significant correlation among attitude, motivation and anxiety in English language learning for public school students of Hafizabad. Three main dependent and independent variables were used to survey the causes of anxiety in English Language Learning for public school students of Hafizabad. These variables proved to be very significant to know the causes of anxiety in English language learning for public school students of Hafizabad. Motivation and Attitude relation showed a deep correlation with anxiety.

The first main hypothesis of the study obviously proved that there was a deep relationship between these variables. These two dependent variables clearly helped to know the causes of anxiety in English Language learning for public school students of Hafizabad.

The second main hypothesis of the study was gender difference. To observe the gender difference T-test was applied. This T-test helped that there was not a big gender difference seen in the survey.

The third main hypothesis of the study was class difference .The population of the study was public school students. The students were public school students .The survey was conducted at secondary school students. The population was 8th, 9th and 10th class students. To check the level of class difference ANOVA was applied .It cleared the class difference in a simple way.

The first chapter of the thesis provides a concise overview of the issue under investigation. The problem statement clarifies that the study aims to explore students' perceptions of their motivation, its impact on learning English, and its connection to anxiety and attitudes toward learning English. Additionally, this chapter outlines the study's significance and gives a brief depiction of the methodology applied.

The second chapter provides an in-depth assessment of the relevant literature, covering three main areas of the study. It first discusses motivation, reviews past research studies on motivation, explaining their relevance to the current study. Next, it explores the field of anxiety, specifically in the context of language learning, including general language anxiety and anxiety related to learning English. Finally, it addresses language attitude, emphasizing its close connection to language learning and motivation.

The third chapter details the study's population, sample, and design. It outlines the procedures followed and provides a thorough description of the instruments used. Aiming to examine the relationship between motivation, anxiety, and attitudes towards learning English, the study employed quantitative data analysis. Data were collected from a sample of 200 male and female public school students in District Hafizabad, Punjab province. Information on the classroom learning environment was gathered using a motivation scale, while students' anxiety in learning English as a foreign language was measured with the English Language Anxiety Scale, and their attitudes towards English were assessed using an attitude scale. The reliability of the three questionnaires was confirmed using Cronbach's alpha coefficient, which indicated they were apt for the study. The strength of the instruments was established through expert opinion and item-total correlation. After confirming the reliability and validity of the instruments, gender

differences were analyzed using a T-test. The relationships between motivation and both English language anxiety and attitudes towards English were examined using correlational analysis. Chapter four presents a detailed description of the quantitative data analysis.

5.2 FINDINGS

The study concentrated on three areas: the psychosocial scope of motivation, anxiety in the English language classroom, and attitudes towards English as a foreign language. The findings related to these areas, in line with the study's objectives, are presented individually.

5.2.1 Variable's Results

5.2.1.1 Motivation Results

Eight dimensions of Motivation were recognized and students' responses on each item of each component were designed through mean. The findings were:

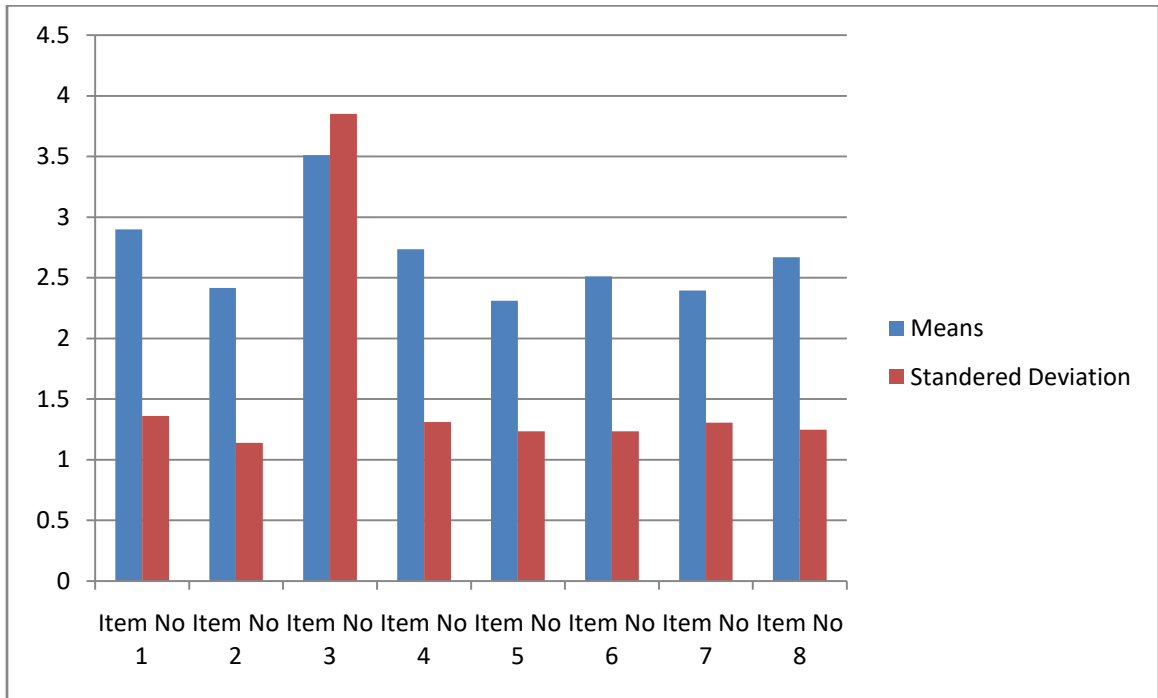


Figure 5.2.1.1

Graphical illustration of Motivation

Figure 5.2.1.1 shows the means and standard deviation of the items in the subscale.

Graphical demonstration of motivation in English learning anxiety impact on learners showed strong representation of Motivation. Above all the items, item 3 shows the greater response and indicates the highest mean which specifies that it helps them to increase the Motivational steps in English language learning for public school students of

Hafizabad. Most of the respondent's show that 60% are agrees with the Motivation in learning English .Table No (4.2.1)

5.2.1.2 Attitude Results

Eight dimensions of Attitude were recognized and students' responses on each item of each element were calculated through means. The findings were:

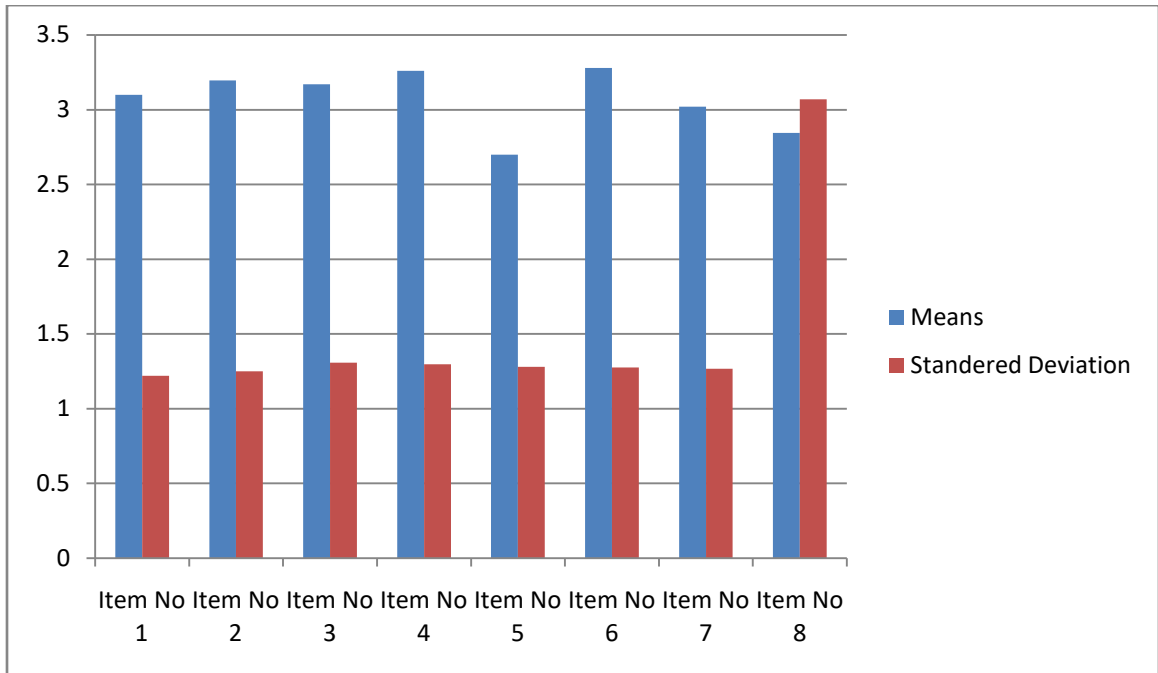


Figure 5.2.1.2

Graphical illustration of Attitude

Figure 5.2.1.2 shows the means and standard deviation of the items in the subscale.

Graphical demonstration of attitude in English learning anxiety impact on learners showed strong representation of attitude. Above all the items, item 6 shows the greater response and indicates the highest mean which specifies that it helps them to increase the Attitude steps in English language learning for public school students of Hafizabad. Most of the respondent's show that 60% are agrees with the Attitude in learning English. Table No (4.2.2)

5.2.1.3 Anxiety Results

Eight dimensions of Anxiety were identified and students' responses on each item of each dimension were calculated through mean. The findings were:

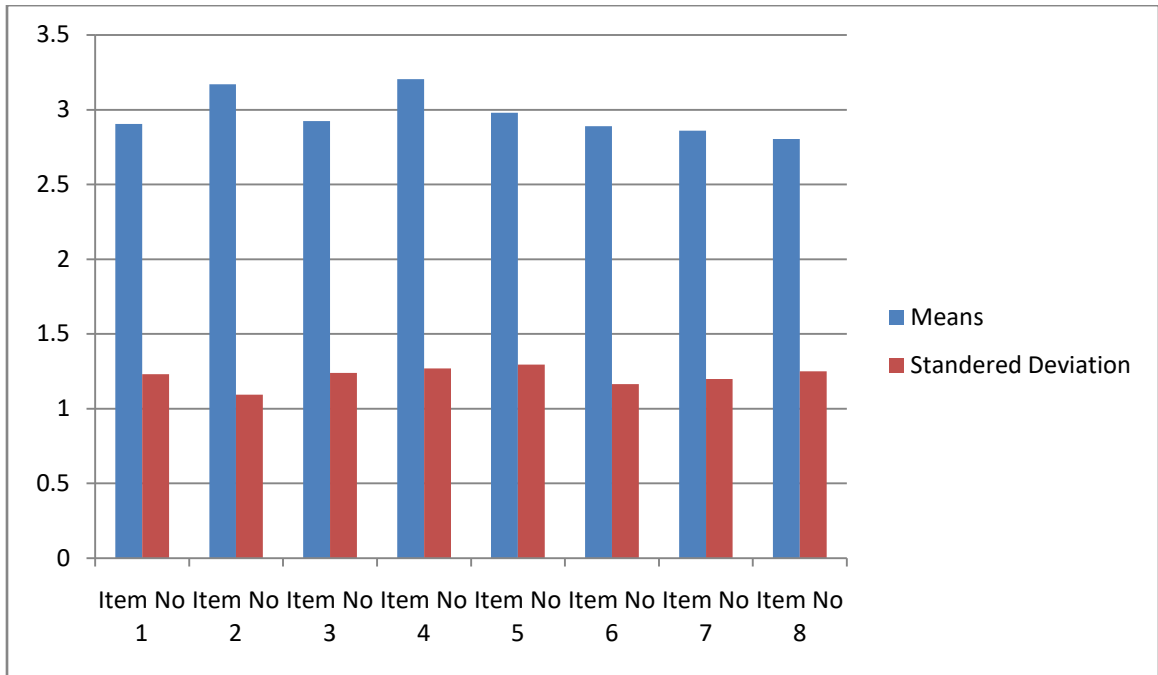


Figure 5.2.1.3

Graphical illustration of Anxiety

Figure 5.2.1.3 shows the means and standard deviation of the items in the subscale.

Graphical demonstration of anxiety in English learning anxiety impact on learners showed strong representation of anxiety. Above all the items, item 4 shows the greater response and indicates the highest mean which specifies that it helps them to increase the Anxiety steps in English language learning for public school students of Hafizabad. Most of the respondent's show that 60% are agrees with the Anxiety in learning English .Table No (4.2.3)

5.3 T-test Results

5.3.1 Gender Difference

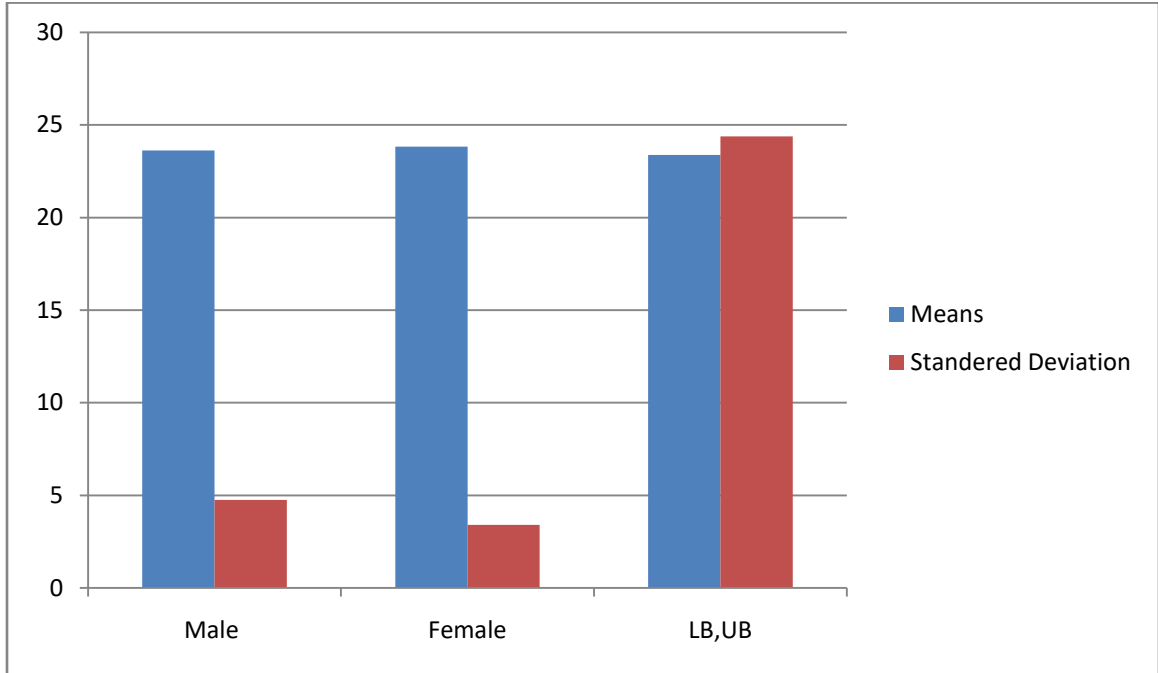


Figure 5.3.1

Graphical illustration of T-test

Figure 5.3.1 shows the means and standard deviation of the items in the subscale.

Graphical demonstration of gender difference in English learning anxiety impact on learners showed strong representation of anxiety. Above all the items, no item shows the greater response and indicates the highest mean which specifies that it helps them to increase the Anxiety steps in English language learning for public school students of Hafizabad. It is clearly observed that there is no gender difference seen in the survey. Here is some anxiety level for both the males and females. The students of public schools

of Hafizabad are facing the same issue in both the boys and girls secondary schools. The Mean score of boys 23.6304 and girls Mean score is 23.8333. Table No (4.3.1)

5.4 ANOVA Results

5.4.1 Class Difference

One way ANOVA indicated that no significant difference was found in all the groups, where's variability in the score of anxiety was accounted with the small effect size and showed smaller difference between the means of all the variables.

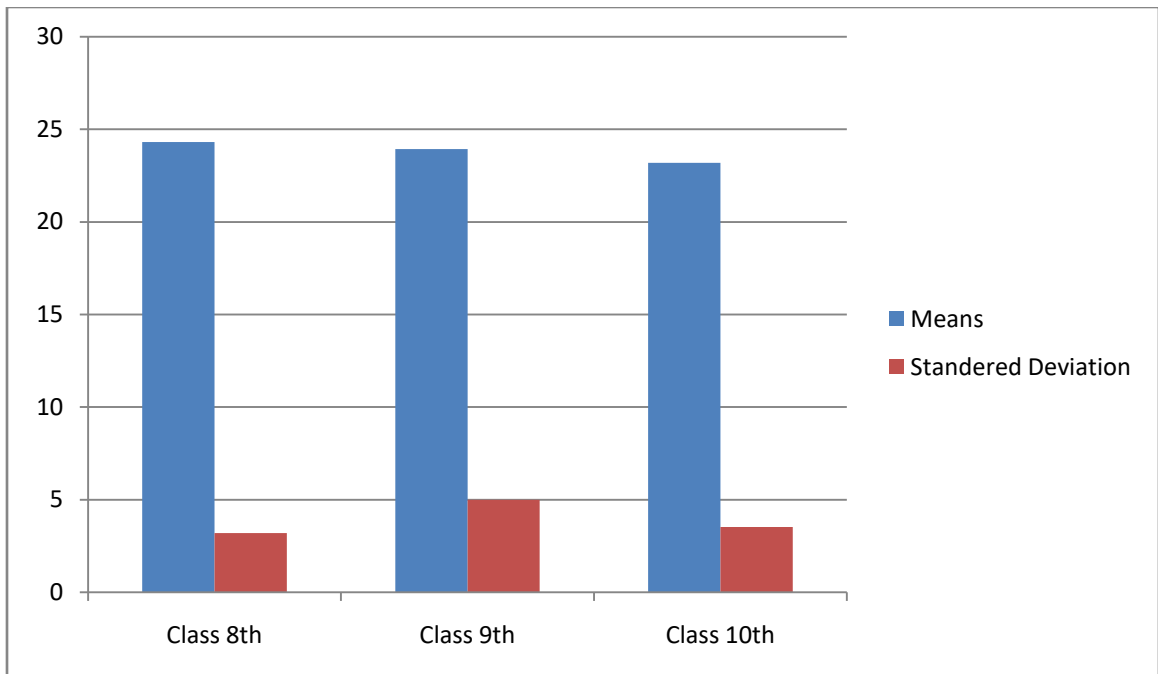


Figure 5.4.1

Graphical illustration of Anxiety

Figure 5.4.1 shows the means and standard deviation of the items in the subscale.

Graphical demonstration of class difference in English learning anxiety impact on learners showed strong representation of anxiety. Above all the items item 1 shows the greater response and indicates the highest mean which specifies that it helps them to increase the Anxiety steps in English language learning for public school students of

Hafizabad. With the help of the survey in public schools of Hafizabad, the results of class levels come on the screen that the students of class 8th have much anxiety than that of the other classes. They are facing the problem of anxiety in English language learning at secondary level. The Mean score of class 8th is 24.3061, Mean score of 9th class is 23.9324 and the Mean score of class 10th is 23.1948. Table No (4.4.1)

5.5 Correlation Results

5.5.1 Correlation between Motivation, Attitude and Anxiety (200)

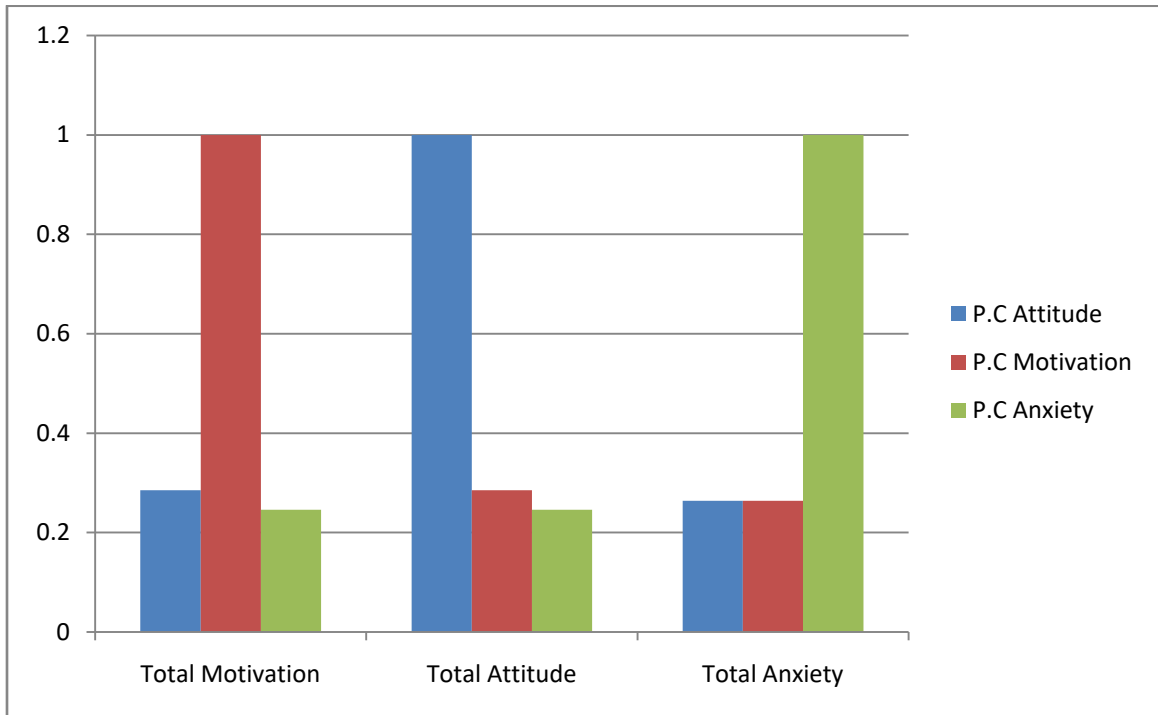


Figure 5.5.1

Graphical illustration of Correlation.

This graphic figure 5.5.1 is adapted from SPSS data results that clear the relationship between the dependent and independent variables. Here it can be observed that there is a strong relationship between Motivation, Attitude and Anxiety. Both the first two dependent variables rely on the Independent variable that clear the anxiety level in simple way. This study shows a good relationship between all the three variables. In item 1, here is a small difference between Motivation and Anxiety. In Item 2, it can be seen that Attitude and Anxiety have also a same relationship. Here is little bit of extra difference in Attitude. It results that Attitude has a higher level than that of other variables in the study. In Item 3, Motivation and Attitude looks same at this level. These variables do not have

any gap. The relationship of the entire variables can be claimed that there is strong correlation between of all the variables. Results are closer to one another Table No (4.5.1)

CHAPTER SIX: CONCLUSION AND FUTURE DIRECTION

6.1 Conclusion

The study was conducted in the public schools of Hafizabad, Pakistan. The purpose of the correlation study was to investigate the causes of anxiety of learning English amongst the students of public schools. The study shows a significant correlation between different factors including motivation, attitude as the causes of anxiety in learning English. Different statistical procedures were applied on the data to draw empirical evidences. Study has the following:

- i. The results show that the first covariate termed as gender shows no statistical differences. This result predicts that both male and female students of Hafizabad schools have shown same anxiety level while learning English Language. The level of anxiousness amongst all the students was same. Both boys and girls of schools of Hafizabad have shown that level of perception of English language is same.
- ii. The second covariate was 'education level'. Students of the classes included were eighth, ninth and tenth. The results of the three levels of education show that there exists no statistical difference amongst the students' regarding anxiety of English language.
- iii. The positive correlation between Motivation and Attitude shows that different factors play a pivotal to increase and decrease the level of anxiety amongst the students.
- iv. If the teachers are fully aware of the reasons and causes behind the anxiousness of

- v. Language learning, they can help out students to overcome their anxiety.
- vi. If students are motivated properly, they can increase their interest in English language learning.
- vii. Students positive attitudes towards learning English can help to lower the anxiety.

6.2 RECOMMENDATIONS

After completing the study and analyzing the results, following recommendations are devised by the researcher to improve the level of English language learning in educational institutes.

- i. The responsibility of English teachers is vital as they can devise strategies and they can plan activities to increase the motivation of students.
- ii. Teachers need to develop activities to develop the interest and positive attitude towards language learning.
- iii. Teachers need to observe the anxiousness levels of students and devise plan for Individual students.
- iv. Teachers ought to give confidence the students to take leadership roles in the class room and engage the class in healthy discussions in English language. This will enhance the interest levels of learners and it will also motivate the students.
- v. Language instructors can start casual conversations with students to reduce communication fears, test anxieties, and concerns about negative assessment.
- vi. Positive social interaction between teachers and students, as well as among students themselves, can be encouraged through informal classroom conversations and simple assignments, fostering a pleasant learning atmosphere.

- vii. Creating a favorable classroom environment involves ensuring that all students receive equal treatment and encouragement by assigning tasks at the same level and providing individualized encouragement based on each student's efforts.
- viii. Teachers can offer their utmost support by actively engaging in classroom discussions to address both social and academic challenges faced by students.
- ix. An interactive teaching approach could be implemented in English language, enabling students to engage in discussions and potentially reduce their anxiety surrounding the English language.
- x. Student's low academic performance should not be met with punishment; instead, they supposed to be encouraged to actively participate and engage in classroom activities through motivation.
- xi. Students' pleasure in English learning strength is improved by building teaching easier and motivating.
- xii. English instructors could undergo training aimed at inspiring students to develop a positive outlook on learning English. This could involve introducing students to library resources, English films, and programs, while also dispelling their apprehension of the language through everyday phrases and interactions.
- xiii. PCB (Punjab Curriculum Board) can design second language syllabus easier and according to the levels that may be enjoyable for all the public school students.
- xiv. SNC (Single National Curriculum) is a good initiative of the Government .It should be promoted at country levels. It may help to reduce the public school student's class difference that can develop the motivation for learning English at public level.

6.3 SUGGESTION FOR FUTURE RESEARCH

The presents study only explored the correlation between attitudes and motivation with anxiety and found out the major causes of anxiety amongst the learners English language of Hafizabad.

- i. This study can provide the base to develop a detailed survey in which other variables can be included.
- ii. This study was conducted through survey and analyses quantitatively. A further in-depth qualitative study can be conducted to learn about other causes of anxiety.
- iii. The study can be conducted in other cities to confirm the output of this study.
- iv. A comparative study can be conducted at school and college level with larger data to investigate about the anxiety levels.

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Appendix A

Causes of anxiety in English learning for Public school students in Hafizabad

Survey form

Anxiety

1 .I don't get anxious when I have to answer a question in my English class.

1 جب مجھے انگلش میں جواب دینا ہو تو میں پریشان نہیں ہوتا۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

2 I would get nervous if I had to speak English to a tour.

3 . مجھے کسی دورے پر انگریزی بولنی ہو تو میں پریشان نہیں ہوتا ۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

4 I get nervous when I am speaking in my English class

جب میں اپنی انگریزی کلاس میں بولتا ہوں تو میں گھبرا جاتا ہوں۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

5 I think that learning English is dull

مجھے لگتا ہے کہ انگریزی سیکھنا سست ہے۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

6 Students who claim they get nervous in English classes are just making excuses

جو طلبا یہ دعویٰ کرتے ہیں کہ وہ انگریزی کی کلاسوں میں گھبرا جاتے ہیں وہ صرف بہانے بنا رہے ہیں۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree.

7 I have a hard time thinking of anything positive about my English class.

. مجھے اپنی انگلش کلاس کے بارے میں کسی مثبت چیز کے بارے میں سوچنا مشکل ہو رہا ہے۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

8 I feel anxious if someone asks me something in English

. اگر کوئی مجھ سے انگریزی میں کچھ پوچھے تو مجھے بے چینی محسوس ہوتی ہے

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree.

9 I am sometimes anxious that the other students in class will laugh at me when I speak English.

. میں کبھی کبھی پریشان ہوتا ہوں کہ جب میں بولتا ہوں تو کلاس میں دوسرے طلباء مجھ پر ہنسیں گے

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

Motivation

1. I haven't any great wish to learn more than the basics of English

. انگریزی کی بنیادی باتوں سے زیادہ سیکھنے کی میری کوئی بڑی خواہش نہیں ہے۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree.

2. Studying English is important because it will allow me to be more at ease with people

who speak English.

انگریزی کا مطالعہ کرنا ضروری ہے کیونکہ اس سے مجھے لوگوں کے ساتھ زیادہ آرام سے رہنے کا موقع ملے گا۔ جو
انگریزی بولتا ہے۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

3. My English class is really a waste of time.

- . میری انگریزی کلاس واقعی وقت کا ضیاع ہے

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

4. Studying foreign languages is not enjoyable

- . غیر ملکی زبانوں کا مطالعہ خوشگوار نہیں ہے

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

5. Studying English is important because I will need it for my career.

. انگریزی پڑھنا ضروری ہے کیونکہ مجھے اپنے کیریئر کے لیے اس کی ضرورت ہوگی

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

6. Studying English is important because it will allow me to meet and converse with

More and varied people.

انگریزی کا مطالعہ اہم ہے کیونکہ اس سے مجھے ملنے اور بات چیت کرنے کا موقع ملے گا
- زیادہ اور متنوع لوگ

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

7 My English teacher has a dynamic and interesting teaching style.

میرے انگریزی کے استاد کا تدریسی انداز متحرک اور دلچسپ ہے

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

8. I tend to give up and not pay attention when I don't understand my English teacher's

Explanation of something.

جب میں اپنے انگریزی ٹیچر کو نہیں سمجھتا ہوں تو میں ہار مانتے اور توجہ نہ دینے کا رجحان رکھتا ہوں۔

کسی چیز کی وضاحت۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

Attitude

1. I don't pay much attention to the feedback I receive in my English class

. میں اپنی انگریزی کلاس میں موصول ہونے والے تاثرات پر زیادہ توجہ نہیں دیتا

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

2. When I leave school, I will give up the study of English because I am not interested in

. جب میں اسکول چھوڑوں گا تو میں انگریزی کا مطالعہ ترک کر دوں گا کیونکہ مجھے اس میں کوئی دلچسپی نہیں ہے۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

3. I think my English class is boring

. مجھے لگتا ہے کہ میری انگریزی کلاس بورنگ ہے

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

4. To be honest, I really have little interest in my English class

. سچ پوچھیں تو مجھے اپنی انگریزی کلاس میں واقعی کوئی دلچسپی نہیں ہے

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree.

5. It worries me that other students in my class seem to speak English better than I do

. یہ مجھے پریشان کرتا ہے کہ میری کلاس کے دوسرے طلباء مجھ سے بہتر انگریزی بولتے ہیں

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree.

6. To be honest, I don't like my English class

. سچ پوچھیں تو مجھے اپنی انگلش کلاس پسند نہیں ہے

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

7. I think that learning English is dull

. مجھے لگتا ہے کہ انگریزی سیکھنا سست ہے

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

8. I would rather see a TV program dubbed into our language than in its own language
with

Subtitles.

میں ایک ٹی وی پروگرام کو ہماری زبان میں ڈب کرنے کے بجائے اس کی اپنی زبان میں دیکھنا پسند کروں گا۔

سب ٹائٹلز۔

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

Thank you

Appendix B

Anxiety in English Learning for public school students in Hafizabad

ORIGINALITY REPORT

15%

SIMILARITY INDEX

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