

**RELATIONSHIP OF CLASSROOM ENVIRONMENT  
WITH ANXIETY AND ATTITUDE OF SECONDARY  
SCHOOL STUDENTS TOWARDS THE  
LEARNING OF ENGLISH**



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2011**

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LEARNING OF ENGLISH OF SECONDARY  
SCHOOL STUDENTS**

**Muhammad Athar Hussain  
Reg. No. 41-SS/PHD (EDU)/ 05**

Submitted in partial fulfillment of the requirements for the  
PhD degree in Education at the faculty of Social Sciences  
International Islamic University  
Islamabad.

**Supervisor**  
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**Month, Year**  
February, 2011

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah,  
The Beneficent, the merciful.*

*Dedicated*

*To*

My Father

Who showed the paths of simplicity, reverence & modesty!

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## FORWARDING SHEET

The thesis entitled “RELATIONSHIP OF CLASSROOM ENVIRONMENT WITH ANXIETY AND ATTITUDE TOWARDS THE LEARNING OF ENGLISH OF SECONDARY SCHOOL STUDENTS” submitted by Muhammad Athar Hussain in partial fulfillment of the requirements of PhD degree in Education has been completed under my guidance and supervision. I am satisfied with the quality and originality of student’s research work.

Supervisor \_\_\_\_\_

Prof. Dr. Muhammad Zafar Iqbal

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## STATEMENT OF UNDERSTANDING

I, Muhammad Athar Hussain Reg. No. 41-SS/PHDEDU/05, student of PhD Education, International Islamic University Islamabad do hereby solemnly declare that the thesis entitled 'RELATIONSHIP OF CLASSROOM ENVIRONMENT WITH ANXIETY AND ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS THE LEARNING OF ENGLISH' submitted by me in partial fulfillment for the requirements of PhD degree is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and so will not be submitted in future for any degree from a University or an institution.

Signature: \_\_\_\_\_

Date: February 25, 2011.

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(Acceptance By The Viva Voce Committee)

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**MUHAMMAD ATHAR HUSSAIN**

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## ABSTRACT

The study was conducted to investigate whether there was relationship of classroom learning environment with anxiety and attitude of secondary school students, gender differences and location-wise differences in Pakistani context. Data were collected from 720 secondary school students in 06 districts of the Punjab Province. Three questionnaires were used, one for learning environment, second for measuring English language anxiety and third for measuring students attitude towards English language.

After the instruments were found to be reliable and valid, Data were analyzed statistically. Mean score of each item of the three questionnaires was calculated to find central tendency of responses. Gender differences and location-wise differences were analyzed by using t-test and ANOVA was calculated to find out mean differences on classroom learning environment, foreign language anxiety and attitude towards English among six districts. Pearson Correlation was calculated to find out relationship between learning environment and foreign language anxiety, learning environment and attitude towards English and then between foreign language anxiety and attitude scale.

Analysis showed that significant differences were found between male and female students on classroom learning environment, foreign language anxiety and attitude towards English. It further concluded that female students were more favorable on classroom learning environment, less anxious than males in English class and had more positive attitude towards the learning of English. Significant differences were found between rural and urban students on all dimensions of classroom learning environment except Equity on which there was found no difference. Urban students were found to be



more favorable on classroom learning environment, less anxious than rural in English and had more positive attitude towards the learning of English than the rural students.

ANOVA results concluded that there was significant difference on mean score among the districts on the three questionnaires. In order to examine the specific differences among districts, post-hoc multiple comparison test (Tukey's HSD) was performed. Significant negative correlation was found between classroom learning environment and foreign language classroom anxiety, and significant positive correlation was found between classroom learning environment and attitude towards the learning of English. Relationship between foreign language classroom anxiety and attitude towards the learning of English was found to be significantly negative.

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## ABBREVIATIONS

BALLI	Beliefs about Language Learning Inventory
CES	Classroom Environment Scale
CLES	Constructivist Learning Environment Survey
CUCEI	College and University Classroom Environment Inventory
ESL	English as Second Language
EFL	English as Foreign Language
EIL	English as International Language
FLCAS	Foreign Language Classroom Anxiety Scale
ICEQ	Individualized Classroom Environment Questionnaire
LEI	Learning Environment Inventory
MLAT	Modern Languages Aptitude Test
SLEI	Science Laboratory Environment Inventory
WIHIC	What Is Happening In This Classroom?

# CHAPTER 1

## 1.1 INTRODUCTION

Education is considered to be a change agent all over the globe. It brings about advancement of human intellect and material sophistication in all walks of life. Teaching and learning are basic components of an education system that are brought into implementation in a classroom of an educational institution. The field of learning environment refers to “the social, psychological and pedagogical contexts in which learning occurs and which affect students’ achievement and attitudes (Fraser et al, 1996). Many international research studies have been conducted on investigation, assessment and understanding the psychosocial dimensions of classroom learning environment. Such studies have established learning environment as a potential field of study. Classroom learning environment refers to a space or a place where learners and teachers interact with each other and use a variety of tools and information resources in their pursuit of learning activities (Wilson, 1996).

Various characteristics of the learning environment have been found to influence learning outcomes (Henderson et al. 2000), including class arrangements, computers, laboratory experiment kits, teaching methods, learning styles and assessment methods (Doppelt & Barak, 2002).



Learning environment has great impact on attitudes of students and it plays a more vital role in minimizing language anxiety when a teacher organizes and controls it. The students are facilitated in learning and attaining their goals with the flexible and interactive nature of classroom environment. The learning dimensions can make a difference in the learning styles of the students in the classroom. It is significant in increasing or decreasing anxiety in the classroom (McRobbie, Roth & Lucus, 1997). While exploring the learning dimensions of classroom environments, the researchers have to keep many implications in mind which might exert great influence on future educational practice. Classroom events are supposed to be parts and divisions of interactions that the teachers use to accomplish their teaching activities. These events determine who is to participate, their tasks (what has to be done and learned) and how students would interact to each other and to other characters of the environment. The material, their conditions and physical arrangements also affect the learning of the students. Most of the teachers have a certain set of things that they repeatedly perform throughout the year (Scott Enright; Mary Lou McCloskey, 1995). The field of learning environments became more interesting and important when studies showed that the students' learning outcomes and their attitude towards leaning are closely interlinked with classroom environment.

The term learning environment relates to the psychology, sociology and pedagogy of the contexts in which learning takes place and their influence on students' achievement in the cognitive and affective domains (Doppelt & Schumm, 2008). Classroom environment is the total of all social, emotional, mental and physical factors that makes overall contribution to the total teaching learning process

within the classroom. A democratic classroom might be one that gives more sense of freedom and large degree of permissiveness to foster healthy teacher-pupil relationship and where students are allowed to work independently. On the other hand, an autocratic environment may be described as controlled by the teacher in which teacher decides the goals and the learning activities to be taught. The students do not participate in the selection of learning activities (Richardson, 1993). Yarrow et al (1997) conducted a study by administering College and University Classroom Environment Inventory (CUCEI) to improve the classroom learning climate of pre-service secondary teachers and ultimately of the students. In another study, students viewed their actual environment less favorable than the preferred environment (Haimes, 2002).

Coleman (1990) states participation in classroom activities are related with feelings of personal worth and related to greater peer approval and satisfaction with one's role. Traditional classroom requires pupils to work in the class on the same subject at the same time as instructed by the teacher and interaction between the teacher and the students usually occur in groups and in a very structured manner. On the contrary the open classroom environment is more flexible where students feel more freedom and can move around the building. This environment is individualized in which students work on their own speed. Classroom learning environment plays a vital role in determining the effectiveness and ineffectiveness of teaching and learning in English in Pakistan. English, being a foreign language is considered to be a cause of anxiety due to classroom psychosocial environmental factors among the students. The issue that anxiety in English affects students' foreign language learning has been

recognized by many researchers. Emotional and effective feelings of the students are considered very important part of learning environment. Such feelings tend to be developed regarding certain subjects which students like and dislike. Feelings of satisfaction and joy are taken useful in the classroom, while feelings of fear and anxiety are also part of classroom, particularly in the subjects in which students get more anxious (Taylor, 2004). In the past few decades, the factor of anxiety has been identified as one of the most important factor in foreign language learning (Young, 1991). Many studies have been conducted to investigate quantitative relationship between foreign language anxiety and foreign language learning. Young (1991) used a questionnaire to examine what kind of activities caused anxiety among high school students. Similarly Price (1993) took interview of ten high school students to get their views on foreign language anxiety. Both studies indicated that the students experienced foreign language anxiety not only in speaking activities but particularly speaking in front of others also. Apart from this, teachers' personal qualities like friendliness and cooperation greatly affected the level of anxiety in the learning of foreign language. In Pakistan, anxiety in English learning as a foreign language is a crucial issue especially at secondary level where students have to undergo board examination. There are many factors of anxiety in our English classrooms.

International discussions have concluded that language learning is closely related to the attitudes of the learners towards the language (Starks & Paltridge, 1996). Four aspects of attitude has been identified which all refer to the term attitude. They include emotions aroused in a situation, emotions associated with a stimulus, expected consequences and relationship of a situation to personal values (Hanula,

2002). Attitude is a learned pre-disposition or tendency on the part of individual to respond positively or negatively to some objects, situations, concepts, or another person (Aiken, 1996). Lefton (1997) contended that attitude is a learned pre disposition to respond in a consistently favorable or unfavorable manner to a given object. Students' attitude to specific subject depends on the surrounding environment given to them. Classroom environment determines the level of satisfaction or dissatisfaction, and feelings of joy and fear towards a particular subject. In Pakistan, most of the secondary school students have feelings of anxiety in the subject of English as a foreign language. The poor status of English in our country is a burning issue that paved the way for the researcher to conduct research on the factors of classroom learning environment and students' anxiety and attitude towards English.

## **1.2 STATEMENT OF THE PROBLEM**

Few studies have been conducted to investigate the possible relationship between the learning environment of an English classroom and areas of anxiety and attitude towards the learning of English. The lack of research into foreign language anxiety and into learning environment has been identified as one of the priority issues to be questioned and explored in future. The status of English language teaching has been one of the burning questions in Pakistan and few research studies have been conducted at doctoral level on how classroom environment influences the students' language anxiety and attitudes towards the learning of English at secondary level in Pakistani context. The present study highlights the level of anxiety of secondary school students in learning English as foreign language and how it is correlated with the attitude of the students as well as with the learning environment of the classroom. Within the field of learning

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environment, efforts have been made to investigate into the relationship between various dimensions of the learning environment and other areas of teaching-learning process. In particular, many researchers attempted to inquire into the relationships between learning environments and attitudes towards a specific subject area. Keeping the possible impact of classroom learning environment on students' attitudes and their level of being anxious towards a specific subject in mind, this study was conducted on the topic of "Relationship of classroom environment with anxiety and attitude of secondary school students towards the learning of English".

### **1.3 OBJECTIVES OF THE STUDY**

The objectives of the study were:

1. To study classroom learning environment.
2. To measure secondary school students anxiety and attitude towards English.
3. To determine the associations between classroom environment and (i) students anxiety in English (ii) Students attitude towards English
4. compare the anxiety level, attitude and learning environment dimensions gender-wise and location-wise
5. To find out relationship of learning environment with anxiety and attitude towards the learning of English.

### **1.4 RESEARCH QUESTIONS:**

The study was designed to address the following research questions:

1. What is Classroom Learning Environment?
2. How do secondary students perceive the learning environment?

3. What is the anxiety level and attitude of secondary students towards the learning of English?
4. To what extent there are gender differences in perceptions of learning environment, anxiety and attitude in English?
5. To what extent there is relationship between classroom learning environment and secondary school students' anxiety in English?
6. To what extent there is relationship between classroom learning environment and secondary school students' attitude towards English?
7. To what extent there is relationship between English language anxiety and students' attitude towards English?

## **1.5 SIGNIFICANCE OF THE STUDY**

This study might be of vital significance in the field of classroom environment with reference to students' anxiety and attitude towards teaching and learning of English in Pakistan. The study combines the three distinct areas of classroom learning environment, students' anxiety in English and their attitude towards English language learning. The study might have practical significance for policy-makers, teacher-trainers, teachers, head-masters and students in the fields of classroom environment, attitude towards English and anxiety in English at secondary level in Pakistan.

The practical significance of the study might involve the students to study English without being anxious and fearful, and develop a more positive attitude in language learning. The study might also guide the teachers to manage and control the learning environment in such a way that helps in reducing the anxiety. The study is likely to provide useful information on students' opinions and perceptions regarding learning

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environment foreign language anxiety and attitude that the teachers of English can apply to their classroom instructions.

The methodological importance might include the reliability and validity of the instruments used to measure learning environment, foreign language anxiety and attitude towards the learning of English. The results of the instruments proved that they were appropriate for the study for which they were used to investigate. The study would open new vistas for enhancing classroom environment with regard to English language teaching with special focus on students' anxiety and attitudes towards the learning of English.

## **1.6 METHOD OF THE STUDY**

Survey method was used to collect data from the participants of this study. The nature of the study was descriptive and correlational which aimed at looking into the relationship of classroom environment with anxiety and attitude of the students. The quantitative research method and analysis were used for investigating possible relationships, differences and associations among various variables.

### **1.6.1 POPULATION OF THE STUDY**

The population of this study comprised all the 10<sup>th</sup> grade students studying in public sector secondary schools of the Punjab province. Thus all the public sector secondary schools of Punjab province were also included in the population.

### **1.6.2 SAMPLE OF THE STUDY**

The sample of the study was 720 students from 06 districts of the Punjab province. Stratified random sampling technique was used to get the sample of the study. Among these 720 students, 360 were urban who were further bifurcated into 180 males and 180 females. Similarly, 360 were rural students divided into 180 males and 180 females. From each selected district, 04 urban and 04 rural schools were selected among these four schools, two were males and two were females. From each selected school, fifteen students were selected randomly. The detailed description of sampling frame is given in chapter three.

### **1.6.3 RESEARCH INSTRUMENTS**

Three survey instruments were utilized to collect data for quantitative analysis. The first instrument “What Is Happening In this Classroom (WIHIC)” was used to find out students’ perceptions on learning dimensions of classroom environment. The second instrument “Foreign Language Anxiety Scale (FLCAS)” was used to measure the anxiety level of the students in the learning of English language. The third questionnaire “Attitude scale” was employed to determine the attitude of the students towards the learning of English. These three instruments were validated through pilot testing and after being valid and reliable; they were administered in person to the selected sample.

### **1.6.4 DATA COLLECTION**

After administering the questionnaires, data was collected in person by the researcher from maximum places. However, where it became difficult to collect in



person, it was collected through registered mail. For two districts, telephonic conversation was used to remind the concerned quarters and thus data was collected within the period of almost six months.

### **1.6.5 DATA ANALYSIS**

To address the research questions, the data were statistically analyzed. Mean, standard deviation, and correlation coefficient were obtained. Pearson Correlation was calculated to determine the relationship or the degree of relationship. t-test was used to find out the difference between male and female, urban and rural students in respect of their perceptions about learning environment, level of foreign language anxiety and their attitude towards the learning of English. ANOVA was also applied to find out the difference among six districts regarding classroom learning environment, foreign language anxiety and attitude towards the learning of English.

### **1.6.6 DELIMITATION OF THE STUDY**

The study was delimited to:

- i. Province of the Punjab.
- ii. Only public sector secondary schools.
- iii. 10<sup>th</sup> grade students.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

Education is an indispensable means for human language development and a basic right of every citizen. At the dawn of 21<sup>st</sup> century, it has attained tremendous importance, despite the fact that is confronted with multifaceted challenges and issues especially in Pakistan. The country has not only to bridge the vast gap in the education and literacy of the past decades but has to prepare itself for meeting the challenges of the new era characterized by swiftly progressing language technology. Pakistan has acquired development in the education sector in terms of expanding the number of language institutions. Nevertheless, in the face of rapidly increasing number of languages, participating rate, standard of education, the gender and regional disparity, the facilities are inadequate. The education sector needs improvement for future socio-economic development and equity. Much is needed to done both in qualitative and quantitative terms.

The present study aimed at investigating the possible relationship between secondary school students' perception about classroom learning environment and their level of anxiety, attitude towards the learning of English. A comprehensive review of the related literature has been discussed in this chapter. The three main areas that is, learning environment, foreign language anxiety and attitude towards English were discussed in details respectively. The purpose of the literature review is to present a

clearer picture and understanding of the theoretical framework and the foundation on which the present study is based.

## **2.1 SECONDARY EDUCATION**

Secondary education is a stage, where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behavior start taking shape and problems of adjustment with the new roles in life assume critical significance. For four years of secondary education, therefore, provides an excellent opportunity for the educators and educationists to conceive and launch programs that initiate the learners into proper forms of behavior and attitudes, which lead to decent productive and peaceful life in future (AEPAM, 2002). Secondary education has traditionally been considered a half way house between elementary education and the higher education. With the growing focus on higher education and tremendous efforts to increase literacy rate and making elementary education compulsory, secondary education sometimes is ignored and underestimated. At present, secondary education is perhaps the weakest link in the educational set up. The importance of this sector is that it is the stage, which brings the child to touch with world of work. It also provides the foundations for the pursuit of scholarship and acquirement of skills of a higher order. It is really nation-building in the sense that it helps to develop highest potential, aptitudes, interests and qualities of children to enable them to take an active part in nation's developmental activities (Rao, 1997).

Secondary education is of vital importance in any system of education. The position of secondary education in a society is generally paradoxical. It is expected to play

a transitional role between basic education and higher education, as well to play a terminal role by providing necessary manpower for the development of the country. It is the stage when boys and the girls are experiencing the most intensive experience of their lives both physically and emotionally. The output of the secondary schools primarily comprises those who want to enter in life by availing in future employment opportunities (Morsy 1990). Secondary education provides direction and dimension towards future career. The students need more diversification and vocationalization of education at secondary level in order to determine their future life.

### **2.1.2 SECONDARY EDUCATION IN PAKISTAN**

Secondary education in Pakistan is meant for grade IX and X. But the transitionally middle schooling from grade VI to VIII is also considered a part of secondary education. Education policies introduced from time to time urge that grades XI and XII presently known as higher secondary education should ultimately be merged in the secondary stage.

## **2.2 LANGUAGE LANDSCAPE IN PAKISTAN**

Language is an indispensable form of human communication. It is the storage of a nation's history and culture and is a strong source of national consciousness. The issue of language plays a vital role in the life of a nation especially in the field of education as well as in the political situation and the socio-economic structure of the country. Pakistan is a diversified society. Punjabis, Sindhis, Balochis, and Pathans corresponding to the four provinces of the country Punjab, Sindh, Balochistan, and North West Frontier Province. Each group has its own language and cultural differences, often with marked sub-divisions within each group. Not less than 24 languages and a number of dialects are spoken in

Pakistan. Punjab has Punjabi and Saraiki. In Sindh, Sindhi in rural Sindh, Urdu in urban Sindh and Gujrati among influential minorities. In the North West Frontier Province (N.W.F.P), Pushto is the language of the majority of the population. Though one district in NWFP Hazara, uses Hindko as the medium of communication. Despite having the smallest population Baluchistan has multiple languages; it has Balochi, Pushto, Brohi and a sprinkling of Seraiki and Punjabi.

Urdu is the only language in Pakistan which is understood by a large population in the country. According to Zaman, U.S. (1981), no single language can claim as a common mother tongue. The national language Urdu is not indigenous. The role of English remains controversial and the main regional languages though rich in literature and tradition rely heavily on the oral tradition and lack a unitary system of speech form. Even within a major language community, no speakers use a single form and the language remains as series of “styles” and “dialects” of varying degrees of mutual intelligibility.

### **2.3 ENGLISH AS A FOREIGN LANGUAGE IN PAKISTAN**

Pakistan was established in 1947 as part of the settlement of the English Colonial Administration. It was formerly a part of India and as such inherits amongst other features, its massive administrative machinery as well as non-native varieties of Indo-Pakistani English. English, therefore, enjoys a high status and plays an important role in all major domains of power. It is used in the civil administration and bureaucracy and it is the language of communication in the country’s legal system at the federal and provincial levels, although in the provincial district and session courts, Urdu is greatly

used in writing. According to Abbass, S. (1998), one should roughly estimate that writing in these courts is bilingual in lower courts, and for the superior courts, i.e. the Supreme Court and High Courts the written texts are in English. The language used in the Defense Forces is English and in the army, navy and air force the models used for training are British and English is the language of communication for office work. However, since 1974 Urdu is also used to train officers and personnel in the field. English is used in the media, together with Urdu and the regional languages. The major television and radio stations broadcast the news in both English and Urdu.

With the introduction of the satellite antennas, the viewers have ample opportunities to world media in English. English is used along with Urdu in the field of education. In all government schools Urdu is the medium of instruction with English as a compulsory subject from class 6<sup>th</sup> and now attempts have been made by various governments to introduce English from grade one, and now it is being taught from grade one. In the private sector the English medium schools continue to flourish and this “elitist policy” of the dual medium of instruction, that is, English and Urdu medium remains a constant source of concern for all educationists and parents.

#### **2.4 Status of English in Educational Policies and Reports of Pakistan**

Right from the inception of Pakistan, medium of instruction has been under hot discussion and with the passage of time became a controversial issue. No government could take clear cut stand on defining the status of English as a foreign language. Despite the concerns of intellectual circles of the country, English continues to be the language of high offices and elite class in Pakistan.

### **a) Report of the Karachi University Inquiry Committee (1956-1957)**

The arguments put forward by the Report was that “an up to date knowledge of Science in the Universities” was necessary and there was general admission to the fact that “Urdu or Bengali does not contain enough literature of the physical or the social sciences, but “the supporters of the national language think that once Urdu or Bengali is made the medium of instruction, sufficient literature would be produced in a short time, this is however, not certain. The group of scholars further argues, “English should remain a secondary language and every student will have access to English books” (p.14). The Report recommended that English should be retained as the medium of instruction in the Universities and that the teacher can supplement his English lectures with explanations in Urdu or Bengali. Report (1956-57) Emphasized however that what was needed was “not highly idiomatic English, but intelligible English as it is spoken and written in every foreign country” (p.15). In addition, the Report also considered the issue of technical terms and concluded that the terminology for sciences particularly the physical sciences should not be translated as “it is not difficult to coin new terms in Urdu or Bengali to take the place of English or the international terms” (p.16). The Report concluded the issue by saying that “nothing that is being said here is intended to discourage those who want to develop the national language”. The Report recommended however, that till the time the national language was developed and alone became the media of education, “English be retained in the sphere of education” (p.17), and that English was needed for reasons of diplomacy, national government and particularly University Education. It also

recommended “all efforts be made to accelerate the transition to the adoption of the national language as medium of instruction” (p.18).

### **b) Report Of The Sharif Commission On National Education -1959**

The Sharif Commission gave comprehensive comments on the issue of language and medium of instruction. The Report acknowledged that education is concerned with the propagation of culture, the spread of knowledge, and the strengthening of a sense of national unity, adding that language and the process of education are most intimately connected. It also looked at the historical perspective and recounted that although Urdu was the most widely understood language in the sub-continent, the common link for over a century provided by the English and it was through this language that modern language was acquired and communicated ( Commission on National Education 1959, p.281). English is “the most important and widely spoken language in the world today”. It, however, advised that the study of English as a second language will require special attention, and new techniques will have to develop to teach it well.

The Report considered the position of English in the educational system and keeping in view that it was the richest language in the modern world in respect of vocabulary and literature, and the fact that it was the most widely spoken language in the world, as well as the fact Pakistan had to keep pace with the advancement in scientific knowledge discovery, Report of the Sharif Commission on National Education (1959, p.288) “we feel that English must yield to the national language the paramount position that it has occupied in our educational system so far, we are at the same time convinced that English should have a permanent place in that system”. It was recommended,



therefore, “English should be taught as a compulsory subject form class 6 to 12 in schools and at the graduate level. But it should be taught as a functional language rather than as literature”. It also emphasized that the methods of teaching updated.

### **c) NOOR KHAN REPORT 1969**

The language barrier created by the British and resulting in English being used for administration and not by the masses, as well as a result of education policies requiring the medium of instruction at college and university levels to be English, has perpetuated the gulf between the rulers and the ruled. It however acknowledged that change in education policies was not sufficient by itself and that a definite programme of introducing the national language into official use was required. According to Noor Khan Report (1969) “Apart from the medium of instructions other reasons for this inequality in education were assigned to cadet colleges offering higher standards of education and limited access and facilities for people from remote areas such as Baluchistan and the Frontier region”.

### **d) The New Education Policy 1970**

This policy gave a separate heading named “Language Policy” to deal with the matter of medium of instruction. The policy highlighted the importance of language by stating that it has profound implication for the educational, social, cultural and political life of a nation. The policy stated that the basic criteria in selecting the right medium of instruction are ability to:

- i. Help students acquire knowledge as effortlessly as possible.

- ii. Communicate with clarity and objectivity, and above all,
- iii. Stimulate critical and creative thinking.

The policy emphasized on shifting to national languages and replacing English in a gradual manner. It was recommended in the policy that a commission would be set up to examine the question of the change over from English to the national language for official purposes and also that of complete switch over to the national languages as media of instruction. In the meantime, preparatory measures including the production of literature and textbooks should be stepped up.

#### **e) The Education Policy 1972-1980**

The Education Policy 1972-1980 has no provisions on language policy. It did not touch the area of medium of instruction, nor did it state anything on national and regional languages.

#### **f) NATIONAL EDUCATION POLICY- 1979**

The issue of medium of instruction was taken up in the National Education Policy (1979). It stated, “All Government sponsored English Medium Schools will adopt Urdu or an approved provincial language as the medium of instruction” (National Education Policy (1979, p.ix). In the National Educational Policy and Implementation Programme (1979, p.70) the issue of the medium of instruction was taken up in more detail. The document spelt out the policy statement of the Government as:

The continued existence of English medium schools, as a legacy of the colonial era negates the principle of development of unison of thought by integrating different

streams of education into a single unified and coherent system of education. It had therefore been decided that all Pakistani “English medium schools” throughout the country will be required to adopt Urdu or an approved provincial language as the medium of instruction. The nomenclature “English medium schools” will be abolished. The rationale included Pakistan’s “rich diversity of languages” and the importance of Urdu as “a great repository of Muslim culture” (National Education Policy (1979, p.70). The new education policy emphasized the need to evolve a policy, “whereby the status of Urdu as the national language is maintained and strengthened” (National Education Policy (1979, p.70). It emphasized that a sound policy on medium of instruction should take into account the position of the national language and the approved provincial language as well as the importance of English language particularly at the higher level of education. The role of English also examined by the education policy and it stated, “Any policy about medium of education cannot afford to neglect examination of the role of English in Pakistan (National Education Policy (1979, p.71). The study of English seen as necessary “to keep in touch with the modern knowledge” as well as that presently “there is a great paucity of books written in Urdu in scientific and professional fields”. Therefore seen as necessary to, “phase the change over and accomplish it in about five years at the intermediate and degree college level” (National Education Policy (1979, p.71).

**g) UNIVERSITY GRANTS COMMISSION REPORT- 1982**

University Grants Commission Report (1982) on the Study Group on the Teaching of Languages, proposed the setting up of a National Institute of Modern

Language and Research that could make useful recommendations with regard to “the number of languages taught to a child in our conditions, the age at which the teaching of these languages and allied matters, in order to obtain optimal results”. It should states that “The objective in the teaching of English should be to enable the student to understand and analyse English at an advanced level. English should taught as a second language in an effort efficient manner to acquire functional competency”. It further added, “At the graduate level, English should be taught as a distinct subject for professional purposes, and special intensive capsule courses designed for the purpose; regular English courses in functional/communicative English given if necessary, literature oriented syllabi avoided”. In this regard it recommended that, “At least 10,000 teachers should be trained in teaching English and Arabic language”, and “Of these, 7000 Arabic teachers would have to be appointed”. In addition, it suggested that English language teaching materials be overhauled in the proposed Institute of language and that teachers trained in the National Academy for Higher Education (NAHE) should be used to teach English in post-graduate departments of English in the universities and post-graduate courses established in the universities. It was also recommended that the time allocated to language teaching should range between 6-8 hours per week, language teachers be provided with teaching aids and supplementary materials and cassette recorders and that “Pre-service and in-service training courses be made compulsory for all language teachers”.

#### **h) HIGHER EDUCATION REPORT 2005-2006**

Higher Education Commission of Pakistan launched an exclusive language based project of English Language Teaching Reforms in 2004, still in progress in order to bring

qualitative improvement in English language teaching and learning to build capacity for effective and sustainable development of English language teachers in higher education of Pakistan. The ELTR project focused that the English Language Teaching Community should be trained through continuous professional development, short- and long-term courses focusing on pedagogical skills, communication skills, research skills, testing and evaluation skills and information technology skills like Computer Assisted Language Learning.

**i) NATIONAL EDUCATION POLICY 1998-2010**

The National Education Policy (1998-2002) highlighted the importance of medium of instruction. As mentioned in the policy that students passing secondary education should be able to speak and write Urdu or English fluently along with good communication skills. Therefore, the contents of the curriculum should consist of the components of language, basic science, and social sciences.

**j) National Education Policy 2009**

The National Education Policy 2009 gave special attention towards English keeping its importance in view at national and international market place. The Policy considers English an international language, and important for competition in a globalised world order. It describes that a major bias of the job market for white collar jobs appears in the form of a Candidate's proficiency in the English language. It is not easy to obtain a white collar job in either the public or private sectors without a minimum level proficiency in the English language. Most private and public schools do not have the capacity to

develop the requisite proficiency levels in their students. English language also works as one of the sources for social stratification between the elite and the nonelite. Employment opportunities and social mobility associated with proficiency in the English language have generated an across the board demand for learning English language in the country.

Following Policy Actions were laid down for English language in the Policy:

- i. Ministry of Education, in consultation with Provincial and Area education departments, relevant professional bodies and the wider public, shall develop a comprehensive plan of action for implementing the English language policy in the shortest possible time, paying particular attention to disadvantaged groups and less developed regions.
- ii. The curriculum from Class I onward shall comprise of English (as a subject), Urdu, one regional language and mathematics, along with an integrated subject.
- iii. English shall be used as the medium of instruction for sciences and mathematics from class IV onwards.
- iv. For the first five years, Provinces shall have the option to teach mathematics and science in English or Urdu/ official regional language; but after five years the teaching of these subjects shall be in English only.
- v. Opportunities shall be provided to children from low socio-economic strata to learn English language.
- vi. A comprehensive school language policy shall be developed in consultation with provincial and area governments and other stakeholders.

The above Policy Provision showed the concern of the government over learning of English in the national and international scenario.

## 2.5 IMPORTANCE OF ENGLISH AT NATIONAL AND GLOBAL LEVEL

The spread of English language in the twentieth century has been phenomenal. The number of speakers in English has increased tenfold since nineteenth century (Pennycook, 1994). The rise of English has been a matter of much debate in sociolinguistic circles. It is estimated that within a decade or so, the number of people who speak English as a Second Language will exceed the number of native speakers. The implications of this are likely to be far reaching with the center of authority shifting from native speakers (Graddol, 1997). Today, English is not only the language of the native speakers but has various varieties such as Indian English, Pakistani English etc. (Rahman, T. 1990). This has led to various contentious issues such as how standards can be maintain in English as a global lingua franca, as well as allows English as a Second Language to take on local norms (Kachru, 1982).

English is also the main language used for communication throughout the world. The spread of English can perhaps be best understood from the press release of the British Council's English 2000 project (1997) summarizing the position of English as: "Worldwide there are over 1400 million people living in countries where English has an official status. One out of five the world's population speaks English to some level of competence. Demand from the other four fifths is increasing... By the year 2000 it is estimated that over one million people will be learning English. English is the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science, technology, diplomacy, sport, international competitions, pop music and advertising". Rasool, N. (2000) suggests that the issues

rose in this complex language scenario, “support the argument that the language right of minority groups within nation state need to be addressed in relation to the diverse power interests that underscore national language policy formulation”.

For language teachers, “knowing” a language has not commonly been a question of pragmatic or strategic competence, yet linguistic competence has still to be adequately addressed in discussions of so-called “International English”. Indeed, some would argue that it has never been adequately addressed throughout the so-called “communicative” era. Considering English as a language increasingly used for international communication is not the same as defining English as an “International Language”. To become competent in a language, it has always been assumed that there is a body of linguistic knowledge that needs to be learned, whether this is phonological, grammatical or lexical, and often in relation to particular speech communities.

McKay (2002) underlines the inevitability of changes that will naturally occur in “English” as a result of its international role, stating, “those changes that do not impede intelligibility should be recognized as one of the natural consequences of the use of English as an international language.” But, there can be no “academy” acting as a “big brother” to regulate and to impose a unified notion of competence on the world’s English speakers. A pluralistic notion of “World Englishes” is easier to justify and valuable work is being done to describe different varieties in works such as Melchers and Shaw (2003) and McArthur (2002) who provide encyclopedic descriptive evidence of different varieties of English around the world.

The development of “English” and “Englishes” is more easily seen as a natural organic development, both difficult to predict and impossible to control. For educators,



however, the relationship between “intelligibility” and linguistic “competence” remains problematic. Achieving “intelligibility” in particular intercultural speech events depends on important pragmatic and intercultural abilities and is sometimes possible between people using not only different linguistic norms, but also between people with widely different levels of linguistic competence. Pragmatic failure is also regularly observed between people who have excellent linguistic knowledge.

A further aspect of linguistic competence to consider is bilingual and multilingual competence. More than half the world’s population is not monolingual. Crystal (2003) implies that bilingual competence is something less, rather than something more, than monolingual ability. Definitions of bilingualism reflect assumptions about the degree of proficiency people must achieve before they qualify as bilingual (whether comparable to a monolingual native speaker, or something less than this, even to the extent of minimal knowledge of a second language). To counter the negative impact of the dominance of English on other languages it is becoming increasingly important to think of trilingual competence as an aim. Paradoxically, however, EIL use is almost always in monolingual situations, between people who have no other lingua franca.

EIL competence, then, cannot be reduced to a single, limited, monolingual or mono-cultural concept. It is composed of a set of interlocking and interdependent competences that sometimes compensate for each other, sometimes counteract each other and sometimes reinforce each other. A normal human being and even a gifted communicator and linguist cannot expect to possess it totally. However, while acknowledging this reality, linguistic competence is in danger of being sidelined in considerations of EIL pedagogy.

The status of English as a “Language of International Communication” is no longer in dispute and rarely attracts the kind of critical scrutiny that an emerging field of inquiry requires. Important conceptualizations such as Kachru’s (1985) three concentric circles, (‘inner’, where English is used as a first language, ‘outer’, where it is used as a second official language and ‘expanding’, where it is still classified as a foreign language) also require further scrutiny in relation to competence. Modiano (1999), for example, importantly suggests that Kachru’s circles appear to predetermine competence according to nationality and argues that competence should be determined independently of origin.

The key factor is the increase of the relative use of English across non-native settings compared to its use within native settings or between native and non-native settings. Crystal (1997) points out that “the speed with which a global language scenario has arisen is truly remarkable”. A more recent study suggests that communication between non-native speakers now represents 80% of global English use. (Finster, 2004). The main factor in according a ‘global’ status to English is also highly significant for the notion of competence. This is the fact that non-native use of English appears to be rivaling if not overtaking native use in terms of quantity.

The implications of English as an International Language are extremely varied and have only just started to be seriously considered un-polemically. The emerging reality is that English ‘no longer belongs to its natives’. It is not so much that natives are suddenly being dispossessed, but more that non-natives are increasingly becoming ‘possessed’. A language is part of the identity of anyone who is able to use it and competence also reflects the degree to which we “possess” a language. It still belongs in

an essential way to its natives and they belong to it, to the extent that it is their main and inescapable means of communication and a deep and basic part of their cultural identity. However, as Graddol (1999) emphasizes, “Native” use of English is declining statistically and norms of use can no longer be codified as independent mono-cultural or mono-linguistic units.

McArthur (2002) identifies East Asia as an example of an area where the entire middle class seems to want English for their children as an international vehicle which they can use with the rest of the world – it’s not a British or an American thing. McArthur identifies East Asia as an example of an area where “the entire middle class seems to want English for their children as an international vehicle which they can use with the rest of the world – it’s not a British or an American thing.”

It implies that native norms may still dominate but they will also internationalize and blend with the varieties of new Englishes.

### **2.5.1 Teaching of English as a Global Language**

Sandra (2002) claims that for a language to be global means that the language has developed to where it is no longer linked to a single culture or nation but serves both global and local needs as a language of wider communication.

Arguments are made why English has spread as quickly and widely as it has; pointing out that it was due not only to complex historical, geographical, political, and economic factors, but also to migration patterns, and just plain good luck and timing. Given the growing number of bilingual users of English and the great diversity that exists among them, it is essential that more research be undertaken on the various ways these individuals make of English (Sandra, 2002).

If English continues to spread, it is clear that the majority of users in the coming decades will be bilinguals who use the language, alongside one or more others, largely for purposes of wider communication in meeting the pedagogical needs of such users it is essential that the native speaker fallacy be challenged. Challenging this fallacy will hopefully lead to a more complete picture of how English is used in many communities around the world, a better understanding of how it is acquired in various contexts, and a more accurate interpretation of the strengths of bilingual English-speaking professionals would be possible.

Today, many contend that English is an international language (Crystal 1997; Graddol 1997). This is not because it is the most widely spoken native language in the world, since by most estimates Mandarin has three times as many native speakers as English, but rather because of the growing number of speakers who are acquiring some familiarity with English as their second or third language. In fact, Graddol (1999) contends that in the not too distant future, second language speakers of English will surpass the number of native speakers. The increasing number of bilingual speakers of English means that many speakers of English will be using English alongside one or more other languages that they speak, and hence their uses of English may be more specific and limited than monolingual speakers of English. Because of this fact, Cook (1999) argues for the need to avoid comparing bilingual speakers of English to native speakers, and rather to recognize the much strength of bilingual users of English who have a rich linguistic repertoire to serve their communication needs. This emphasis on the strengths of bilingual speakers of English is also being heard in reference to bilingual teachers of English. Many bilingual teachers of English themselves are pointing to the

pedagogical advantages they have in knowing their students' culture and first language, and in being models of successful language learners. The growing number of bilingual speakers of English, however, is not the only important characteristic of English as an international language (EIL). Equally significant is the relationship that exists between EIL and the local culture. In defining an international language, Smith (1976) maintains that in the acquisition of an international language:

a) Learners do not need to internalize the cultural norms of native speakers of the language,

b) The ownership of an international language becomes 'de-nationalized', and

c) The educational goal of learning the language is to enable learners to communicate their ideas and culture to others. Smith's early call for a need to denationalize the use of English has more recently been emphasized by Kachru (1992), who argues that English must now be dissociated from the colonial past, and not necessarily be linked to 'westernization'. In a similar manner, Widdowson (1994) maintains that the time has now come for bilingual speakers of English to assume ownership of English, using it for their specific purposes, and modifying it to meet their needs. The separation of EIL from any one culture has, important implications for the teaching of EIL, among them the following:

- First, the cultural content of EIL materials should not be limited to native English-speaking cultures.

If one of the central educational goals of an international language is to enable learners to communicate their culture to others, then EIL materials should provide students with the vocabulary and information to do this by including local cultural content.

- Second, an appropriate pedagogy of EIL needs to be informed by local expectations regarding the role of the teacher and learner.

Presently, in many countries where English is being learned as a second language, educators look to countries where English is a native language for appropriate methods. In the process of doing so, many studies have advocated the adoption of Communicative Language Teaching (CLT) because it is widely used by native English-speaking teachers in their own countries. However, it is argued that just as the content of EIL materials must be separated from native-speaker models, so too must EIL methodology, by allowing a locally appropriate pedagogy to be implemented.

- Third, the strengths of bilingual teachers of English need to be recognized.

Those who see English as belonging to native speakers and native English-speaking cultures frequently contend that first language speakers of English are the most effective teachers of English. Yet if EIL has become ‘de-nationalized’, then it is time to recognize the much strength of bilingual teachers of English, particularly their familiarity with the local culture. There, like many countries around the world, the global status of English has resulted in English being a required subject in the school curriculum, beginning in grade 1 in Pakistan.

### **2.5.2 Globalization and Media in English Language Teaching**

Thus globalization is not just a nebulous macro phenomenon; instead it is an international force experienced at the local level, hence such terms as globalization—the combination of Global and local. English is well on its way to becoming the dominant global language.

As a result, virtually only those writing in English will have a chance of reaching a world audience and achieving 'classic status'. The outcome is clear, argues: just as in the sciences, those who wish to reach a world audience will write in English. "World literature will be an English literature (Crystal, 2004).

In science, as in literature, a person writing in a minor language has a better chance of publication than one writing in a major tongue, but will necessarily have a much smaller chance of translation and international recognition. The result in science is clear. Those who strive to make a mark in their discipline try to publish in English. By and large, the ones who stick to their home language – English excepted, of course – have lower ambitions and do less significant work. The same pressure to publish in English exists for those engaged in imaginative writing who wish to attain a world audience (Spring, 2008).

Without gainsaying, Globalization has impacted tremendously on the media. One important implication of this development is the revolution in information dissemination. Globalization is a widespread concept with a considerable degree of ambiguity. This ambiguity does not mean that it remains unclear or ill defined. Globalization has been viewed from different perspectives and dimensions particularly in relation to different interests, subject areas and scope. Hence it has been difficult adopting a standard definition. One perspective attempts to define it as a process of reinforcement and extension of the international flux of commerce, capitals, technology and labour force. Another perspective refers to institutional changes, which are brought about in the society by the increase of these flows and the development of the transnational corporations (Modiano, 1999).

Globalization is also defined as a set of processes changing the nature of human interaction across a wide range of spheres including the economic, political, social, technological and environmental. Furthermore, it is perceived as the process of integration of the world community into a common system either economic or social (Layi, 2004).

From different perspectives on globalization, certain features could be identified. These include spread of technology and ideas, development of institutional changes that cut across national boundaries as well as the homogenization of certain processes and behaviours. The advance in technology has made available computer equipment, facsimile machines, telex systems and satellite communications, to name a few (Layi, 2004). Here are some key reasons why English became a global language.

America has had a very great impact on modern society through science, technology, industry, military might etc. And that was another reason why English spread. And finally there's digitalization. This is another thing that has just added to this list, that is, the idea of technology and digitalization. American technology and then followed on by digitalization. American technology, Japanese technology, Asian technology – it doesn't really matter. Whatever the form of technology it helped to spread English as the global power.

### **2.5.3 The Importance of Culture in Language Teaching**

Why should we consider the teaching of a cultural skills set as part of language teaching and why should we consider it a fifth language skill, in addition to listening, speaking, reading and writing? There are two reasons. One is the international role of the English language and the other is globalization.



Many now argue that the role of the English language in the curriculum is a life skill and should be taught as a core curriculum subject like maths, and the mother tongue. The reason for this is globalization and the fact that to operate internationally people will need to be able to use a lingua franca. For the next twenty to thirty years at least, that language is likely to be English. That means that English will be a core communicative skill and will need to be taught early in the school curriculum. Many countries now introduce English at eight years old and many parents introduce their children to English at an even younger age, using 'early advantage' programmes (Graddol, 1997).

The second argument is globalization itself. one could say, 'We are all internationalists now'. We are or will be dealing with foreigners in our community, going abroad more, dealing at a distance with foreigners through outsourcing or email, phone and video-conferencing. And this isn't just for adults. Kids are interchanging experience and information through travel. This is the time to develop the intercultural skills that will serve them in adult life.

Up until recently, it is assumed that if you learned the language, you learned the culture but actually it isn't true. You can learn a lot of cultural features but it doesn't teach you sensitivity and awareness or even how to behave in certain situations. What the fifth language skill teaches you is the mindset and techniques to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures. It involves understanding how to use language to accept difference, to be flexible and tolerant of ways of doing things which might be different to yours. It is an attitudinal change that is expressed through the use of language (Krasner, 1999).

This means that language is not only part of how we define culture, it also reflects culture. Thus, the culture associated with a language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken. Culture is a much broader concept that is inherently tied to many of the linguistic concepts taught in second language classes.

Through initiatives such as the national standards for foreign language learning, language educators in the United States have made it a priority to incorporate the study of culture into their classroom curricula. Cultural knowledge is one of the five goal areas of the national standards:

Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. (National Standards in Foreign Language Education Project, 1996)

Linguists and anthropologists have long recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Linguistic competence alone is not enough for learners of a language to be competent in that language (Krasner, 1999). Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that behaviors and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior.

In many regards, culture is taught implicitly, imbedded in the linguistic forms that students are learning. To make students aware of the cultural features reflected in the language, teachers can make those cultural features an explicit topic of discussion in relation to the linguistic forms being studied. An English as a second language teacher could help students understand socially appropriate communication, such as making requests that show respect; for example, “Hey you, come here” may be a linguistically correct request, but it is not a culturally appropriate way for a student to address a teacher. Students will master a language only when they learn both its linguistic and cultural norms.

Kramersch (1993) describes the “third culture” of the language classroom—a neutral space that learners can create and use to explore and reflect on their own and the target culture and language. Some teachers and researchers have found it effective to present students with objects or ideas that are specific to the culture of study but are unfamiliar to the students.

The idea of teaching culture is nothing new to second language teachers. In many cases, teaching culture has meant focusing a few lessons on holidays, customary clothing, folk songs, and food. While these topics may be useful, without a broader context or frame they offer little in the way of enriching linguistic or social insight—especially if a goal of language instruction is to enable students to function effectively in another language and society. Understanding the cultural context of day-to-day conversational conventions such as greetings, farewells, forms of address, thanking, making requests, and giving or receiving compliments means more than just being able to produce grammatical sentences. It means knowing what is appropriate to say to whom, and in

what situations, and it means understanding the beliefs and values represented by the various forms and usages of the language (Krasner, 1999).

Culture must be fully incorporated as a vital component of language learning. Second language teachers should identify key cultural items in every aspect of the language that they teach. Students can be successful in speaking a second language only if cultural issues are an inherent part of the curriculum.

## **2.6 FOREIGN LANGUAGE LEARNING**

Foreign language learning is a complex process which does not deal with the meanings of the words only but it is associated with emotional, physical and intellectual response of the individual where message is received and sent. Learning of foreign language demands new ways of thinking, developing feelings and acting (Graf, 1985). It is important to note that while learning a foreign language, many psycho-social and cultural factors might affect learning process. The best strategy is to combine the principles of cognitive, affective and physical processes. The learners might utilize various methods and styles of foreign language learning depending on these factors (Strong, 1991). Foreign language learners hold different views, sometimes common, about language learning. Their opinion towards foreign language learning plays key role in their learning of that foreign language (Horwitz, 1991). Their perceptions about language learning are determined by socio-cultural and personal life experiences of the learners (Reizel, 1988). It is not easy to determine and analyze the beliefs and styles of learners towards foreign language learning. As in many studies they are dealt with

differently as in learning culture (Riley, 1997); the culture of learning foreign languages (Barcelos, 1995); theories of learning (Miller and Ginsberg 1990).

The learners relate their cultural experiences to language learning and sometime their academic skills and life experiences cause develop views about language learning. They are not only related to cognitive aspects but to social background also (Gardner et al, 1999). Many studies have investigated the influence of foreign language beliefs on language learning. The researchers have explored many interesting facts regarding foreign language learning and beliefs about it (Samimy and lee, 1997; Truitt, 1995; Coulombe, 2000 and Wenden, 1998). Studies indicated that the students are affected by socio-cultural factors while learning a foreign language. Their parents, peers and teachers influence upon their attitude of foreign language learning (Yan, 1998). Many researchers believed that foreign language is learnt with more ease and motivation if the learners are provided tension free environment. They are guided properly and nothing adverse is taken even if they are making mistakes in learning a foreign language (Dewaele, 2002).

Learning of foreign language is also linked with the attitude and motivation of the learners to take interest in the culture of that language. When one is ambitious to learn the values and culture of the people of a specific language, learning is increased (Ellis, 1997). Integrative motivation that is related to your interest to know and understand the target group is more effective and useful than instrumental motivation that is related to requirements of your degree or job (Chen, 2000).

Various terms are associated with the learning of a foreign language. English being an international link of communication is used as a foreign language, a second

language and sometime primary and secondary language. The term is used in the context of certain situation and educational system of a country. According to Marckwardt (1990), English is used as second language when all other subjects are taught in English in the education system of a country. And it is taken as a foreign language when taught as subject of studies. The purpose of learning a foreign language is to communicate and participate in the tasks of the language community in order to cooperate and understand each other. Report on English for secondary classes by the National Curriculum Committee noted that our students needed proficiency of moderate level in the basic skills of reading, writing, speaking and listening (Malik, 1998).

In our system of education, learning of English as a foreign language is hampered by unclear direction towards language policy. There is no doubt that English is a foreign language but our learners are victim of uncertainty and uneasiness. The standard of English teaching at primary, secondary and college level is not satisfactory and in a deteriorating condition. Teaching of English at secondary is more important as at this stage students learn grammar and write expressively. This stage lays a foundation for further higher education (Mueen, 1992).

## **2.7 SCHOOL ENVIRONMENT**

Environment includes all living and non-living things which directly or indirectly influence upon each other. Luthra (2002) stated that the term environment means “life support system” mainly consists of air, water and soil. The interplay of the natural and manmade features over civilization has led to various changes in the surroundings of mankind.

Environment in an education setting refers to the atmosphere, tone, ambience or climate that prevails that particular setting. Consequently, studies in the field of classroom learning environment focused on psychosocial aspects of human behavior (Dorman, 2008).

Environment is the sum total of all external conditions and influences affecting organism. It is the totality of what we live in, natural, or constructed, manmade machines, scientific appliances, equipments and natural conditions such as air, water and land which directly and indirectly affect human beings (Shahbaz, 2004). Environment is considered a complex set of physical, geographical, biological, social, cultural and political conditions that surrounds an individual and determines his performance.

School is considered to be the only means through which formal education is accomplished. It is an institution which fulfills the needs and requirements of the society. It is a place where the values, culture and ideas are created among the students. It is a social institution and is responsible for the growth, development and progress of the future generation. It plays a major role in molding the ideas, habits and attitudes of the children, with a view to producing well balanced personalities, mentally alert, physically strong, emotionally stable, culturally sound and socially efficient. It is the laboratory, where the problems of the society are solved. It is also a centre of cultural life. In school, we can protect our social values and can cooperate with the society. The school should have a conducive environment so that the requisite objectives of education can be achieved (Ali, 2002)

The school environment is the result of the interaction of teachers- students' relationship, teachers' academic and professional qualification, teachers' teaching

experience, availability and utilization of physical facilities and learning materials, as well as socio-economic background of students and other activities undertaken for achieving its objectives. All efforts should be made by the educational authorities to provide maximum facilities like classrooms, science laboratories, workshops, libraries, gardens, playgrounds, and equipments etc to the schools. It is essential that these factors should properly function for the quality of learning (AEPAM, 2006). School environment is the sum of all physical, emotional, social, mental, organizational and instructional factors that contribute to the total teaching learning process with in school having maximum influence on the quality and quantity of students –teachers’ actions and has also facilitating effects on the achievement of students (Rehman, 2001).

School environment is of a paramount importance to promote learning process. This type of atmosphere prevailing in the school is a perpetual inspiration for the children to learn more and more. The reason is that the children receive an intellectual type of frame of mind from the academic atmosphere and that type can be created by providing a separate room for the study, by providing books and journals and discussion. A good school library and a reading room can go a long way in creating academic type atmosphere in the school (Bhatia, 1997). Studies indicated that awareness to the school environment is essential to the future well being of this planet and its inhabitants. It enables young people to understand, analyze and evaluate the relationship between people and their surroundings. It is the responsibility of the educationists to provide such type of school environment to the students, which in recognizing values and clarify concepts to develop skills and attitudes necessary to understand and appreciate their culture and biological surroundings. Schools have the special responsibility to expense



pupils to learning experiences in their local environment and to alert them not only to resolve the emerging environmental problems, but also to prepare them to face the challenges of the future in best manners (Tabassam, 2001). All efforts should be made by the educational authorities, schools, and communities to provide facilities like classroom, science laboratories, garden plots, playgrounds and equipments to achieve the objective of the education. The teachers should set a personal example in undertaking such activities in the classroom (Bhatia, 1997).

### **2.7.1 CLASSROOM ENVIRONMENT**

A teacher has to create an environment in classroom that is most conducive to maximizing learning. In creating better classroom environment teachers need to establish an understanding of their students. It includes maximizing the amount of learning, minimizing the behavior problems, and creating a positive and safe environment.

According to Mynster (1997), “Environment is all that surrounds you at the moment; the sights, the sounds, the smells, the feelings, the temperature and everything”. Maycski (2005) says, “A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for teachers and optimizes the learning environment for students”. According to Quina (1989), “A modern scientific view should reveal teaching as a complicated work: an infinite number of interactions between learning probabilities, teaching processes and environmental conditions. The classroom environment comprises of three basic components i.e. physical, social and educational. By separating these out, the teacher can organize and

manage each. These will then provide for better management of overall educational process carried out in the classroom.

### **2.7.1.1 DIMENSIONS OF CLASSROOM ENVIRONMENT**

Studies discussed various dimensions of classroom environment which affect the learning environment and teaching learning process of an institution. Some of the dimensions are discussed with reference to classroom environment.

#### **a) ECOLOGICAL DIMENSIONS**

These encompass meteorological and geographical dimensions, as well as the physical design and architectural features (Weintsein, 1979).

#### **b) BEHAVIOR SETTINGS**

These are conceptualized as naturally occurring ecological units concerned with overall behavior and the ecological context in which it occurs

#### **c) PERSONAL CHARACTERISTICS**

Astin (1990) defined the character of an environment is assumed to depend on the nature of its members, while the dominant features of an environment are considered to depend on its members' typical characteristics.

Stockard (1992) discussed the following four dimensions of organizational climate:

- i) ECOLOGY:** The physical environment in which a group interacts.
- ii) MILIEU:** The social characteristics of individuals and groups participating in organization.
- iii) SOCIAL SYSTEM:** The patterned relationships of persons and groups.
- iv) CULTURE:** The collectively accepted beliefs, values and meanings of the group.

According to Patterson (1992), six dimensions of the environment are important in developing an affective learning environment:

1. A focus on meaning: Meaningful learning growth in performance, and creating processes/ products that make a difference in the world, embedding meaning in the context and artifacts of the environment.
2. Learning and Growth: In this dimension, students grow their performance level.
3. Support for each person: Align each person with their talents, what they like doing and what they do best, safe environment for taking risks, create alignments with values and interest of individuals, opportunities for professional growth, feedback.
4. Structure for each person: Clear performance criteria, scope, schedule, challenge and resources.
5. Collaboration that adds value: Supporting others, using effective practices such as assessment and compelling goals.
6. Energy: people using their energy in learning.

Stone (2005) mentioned that creating a stimulating and successful classroom environment enhances lives. Within the classroom settings, teachers have a choice and an opportunity to make today better than yesterday and tomorrow better than today. Creating a learning environment that allows each child to experience a great deal of success because success breeds success. Students learn best and discover new things when they are allowed to be curious, think, explore experiment and ask questions.

Much of our knowledge of effective teaching and classroom comes from the tradition of product-process research. This work focuses directly on how the instructional behaviors of teacher affect students learning and has been instrumental in improving teacher's day to day pedagogical practices. Learning environments are typically constructivist in nature, engaging learners in sense-making or reasoning about extensive resource sets. Learning environments typically include four components an enabling context, resources, a set of tools and scaffolds (Hannafin, 1999). On-task behavior and engagement in instructional tasks of appropriate difficulty are the conditions to be met in effective classroom. During the past decade ecological laws, concepts and practices have influenced almost every profession. In teaching as well as their increased awareness of the impact of broad classroom environmental variables influence children behaviors (Masrur, 1998).

### **2.7.1.2 CHARACTERISTICS OF CLASSROOM ENVIRONMENT**

Doyle (1999) pointed out six features of classroom environment that showed the complex nature of classroom setting.

#### **a) MULTIDIMENSIONALITY:**

The classroom is the setting for a broad range of events. Within its boundaries, students read, write, and discuss. They form friendship, argue, celebrate birthdays, and play games. Teacher not only instructs them but guides how to settle disputes also. They counsel students with students regarding problems and meet with parents to discuss students' progress. Somehow, the classroom environment must be able to accommodate all these activities.

**b) SIMULTANEITY:**

It is not uncommon to see a cluster of students discussing a story with the teacher, individual writing at their desks or on computers, pairs of students playing mathematics games and a small group working on a social studies moral.

**c) IMMEDIACY:**

It is impossible to think through every action ahead of time. A squabble erupts over the ownership of an action figure; a student complains that a neighbor is copying; a normally silent child makes a serious, but irrelevant comment during a group discussion. Furthermore, classroom events like these cannot always be anticipated, despite the most careful planning.

**d) UNPREDICTABILITY:**

It ensures that being a teacher is rarely boring, but unpredictability can also be exhausting.

**e) LACK OF PRIVACY:**

Classrooms are remarkably public places. Within four walls, each person's behavior can be observed by many others. Teacher talks of feeling as though they are always on stage or living in fish bowls.

**f) HISTORY:**

This means that classes are like families, and remember past events both positive and negative. Many educationists elaborated different components of classroom. Some are discussed below.

## **2.7.2 COMPONENTS OF CLASSROOM ENVIRONMENT**

Charbonneau (1995) stated that there are three major components of the classroom environment, which need to be carefully considered.

### **2.7.2.1 ARRANGED ENVIRONMENT**

The arranged environment is what furnishings are used and where they are placed into inviting and smoothly functioning workspaces. These furnishings include tables of different sizes, shapes, and heights, chairs, stools, benches, movable shelves, storage areas such as cubbies and bins and soft areas with comfortable seating such as beanbag chairs and cushions and carpet.

### **2.7.2.2 PROVISIONED ENVIRONMENT**

The provisioned environment is the material and resources that go into a workspace; the work cards and guided explorations and the appropriate accompanying materials for block, scales, weights etc. as well as the raw materials for example, papers, pencils, fibers, paints, junk box material etc.

There are three more components of classroom environment as discussed by Bull (1989).

### **2.7.2.3 THE PHYSICAL COMPONENT**

This is provided by the surroundings in which children and teacher are working. It comprises of room structure, size of the classroom, type of furniture, blackboard, audiovisual aids, and seating arrangement etc. Each classroom has its own variety of furniture, materials, and equipment. The students share some of these, while others are for individual use. There are many other things that are restricted to use only by the teacher. Classrooms should be clean and pleasantly decorated with student creations, yet

free from distracting stimuli. The desks should be arranged to allow students to work cooperatively as well as allowing the teacher to circulate freely and efficiently.

A number of factors make the physical component of the classroom Teachers need to consider each of these in order to properly manage their classroom.

#### **a) VISUAL FACTOR**

It relates to the quality of lighting in different parts of the classroom. The level of natural and artificial light available in the classroom determines it. It also relates to the way the classroom environment is arranged i.e. visually stimulating, creating a desirable atmosphere, and any unwanted distractions e.g. windows overlooking playgrounds etc.

#### **b) ACOUSTIC (NOISE) FACTOR**

It is an important factor because there is heavy reliance on verbal communication in our classrooms. Most teachers and administrators are particularly sensitive to noise. There is a general feeling that a quiet classroom environment is better one, but it has been p) proved wrong by recent educationists.

John (1993. p. 65) says

A positive working buzz often indicates harmonious relations and collaborative learning. In fact when dealing with many topics pupils need to work cooperatively in order to learn new knowledge and skills. Thus we can conclude that classroom noise per se is not a real problem. However certain types of noise are and these can be partly controlled by careful planning. Noise level depends on school design and on classroom organization and on the

teaching method used during a particular lesson. Teachers should look into the main source of unnecessary noise in the classroom i.e. the corridor outside, Scrapping chairs and other furniture, the children etc. Teachers should consider the steps they can take to reduce the noise level in the classroom.

### c) **SPATIAL FACTOR**

It refers to the management of space and has a great impact on behavior especially on communication. It should be determined on the nature of the work to be performed, and on the importance of privacy and the noise levels resulting from the type or work performed. Spatial designs of classrooms have considerably changed over the period of time. These changes are due to economic factors social factors and changing trends in educational practices.

Hitchcock and Hughes (1989), the spatial organization of school or classroom provides possibilities for learning but at the same time constraints. The school building and classrooms themselves express and embody conceptions of teaching and learning. For proper management of space teachers should assess the number and type of furniture available in the classroom, link his teaching style to the arrangement of space and should carefully plan the movement and its timing. It is always best to move the desks before the lesson starts in order to minimize disruptions but this is not always possible.



#### **2.7.2.4 THE SOCIAL COMPONENT:**

The children and teachers who gather within these surroundings provide this aspect of the environment. This aspect of classroom environment comprises of students and teacher within a classroom or other educational setting. Each classroom is different from any other classroom in this respect. A teacher has to work with different types of students with different groups large and small and with individuals within larger group. Whatever the size or the type or activity a classroom is a collection of individuals who are different from each other and who bring different experiences to the classroom situation.

According to Bull and Solity (1987), teaching objectives are best served when teachers and pupils are cooperating towards a common purpose. One main purpose is, of course, the children efficient learning of educational tasks, and the physical and social components of the classroom is organized in such a way as to facilitate this. The social structure of classrooms varies remarkably from school to school and it significantly affects teacher's commitment, leadership cooperation and the quality of both Teacher's and student's school lives.

#### **2.7.2.5 THE EDUCATIONAL COMPONENT**

This derives from the content of the school's curricula, and from decisions, which teachers take as to what skills and information children need to be taught at particular ages and stages in their learning. It refers to the content of the curricula. It is influenced by the decisions as to what skills and information children need to be taught at a particular period of time. The Basic elements of the educational component or classroom are the

educational activities and tasks in which students are engaged the organization and presentation of these tasks, and the timing and patterning of activities during the school hours. Mynster (1997) stated that creating an environment conducive to concentration, study, and learning is more than having attractive stimulating sights, relaxing sounds, and good ventilation. It is creating a place where all feel comfortable and at ease, a place where the surroundings are neat and orderly. It is a place where there is mutual respect in a friendly, non-threatening atmosphere, a place where everyone can bloom and do their best.

It must be noted that good classroom environment also requires proper room and furniture arrangement according to the needs of students and of lessons on content activity.

After the components of the classroom various factors which exert impacts on the classroom environment are explained as under:

## **2.8 ASPECTS AND CONSTITUENTS OF CLASSROOM**

Classrooms are multidimensional as teachers keep records, schedules, monitor, collect and evaluate student work. Similarly many things happen at the same time i.e. during discussion teachers listen, help to improve student's answer and monitor, students for signs of comprehension. There is also a sense of immediacy because classroom events occur at a rapid pace and teachers have to respond to them as they happen. These events change daily and many are difficult to predict. Common norms and understanding develop among students after few weeks or months that set the tone for later happenings. A classroom comprises of many components. Some of these can be illustrated by listing the children, teachers, parents, buildings, materials and equipment. Other components might

be the arrangement of children into classes, curricular plans and policies, rules and responsibilities, timetable, school and class values and rules etc.

Joyce, Weil and Showers (1992, p.1) say, " Schools and classes are communities of students, brought together to explore the world and learn how to navigate it productively."

Classrooms are, therefore, quite complex organizations. These are not just complex because of the number of components that comprise them but also because the components interrelate and interpenetrate in many ways. Teachers need to have much information about classes in order to properly run and manage them. It may be summarized that various Components of a classroom are students, teacher, and teaching.

### **2.8.1 STUDENTS**

First priority of every class is to get students to work. It is pertinent that student Behavior, movement and interaction during a lesson are organized to enable teaching to take place most effectively .Each student is an individual and brings a different history, a different way of responding to and learning from the world, and a different dream for the future. Students differ widely, their ability to learn and in terms of how they view adults, teachers and others; and how they deal with various problems. It can only by connecting with their worlds in a way they can understand that they will learn.

Good and Brophy (1997, pp. 333, 334), have presented from Good and power(1976), five types of students. It can be summarized as follows:

**b) SUCCESSFUL STUDENTS** These students are task oriented, academically successful and cooperative. They take active part in lessons, complete their assignments and create few discipline problems. They like want to be liked by both teachers and peers.

**c) SOCIAL STUDENTS** These have the ability to achieve but like socializing with friends more than working on assignments. Teachers may not like these students because their frequent socializing creates management problems.

**d) DEPENDENT STUDENTS** These students often look to the teacher for support and regularly ask for direction and help. Teachers usually are concerned about the academic progress of these students and do what they can to help them. Peers may reject these students because they tend to be socially immature.

**e) ALIENATED STUDENTS** These students are unwilling learners and likely dropouts. Extremely alienated students reject school, are hostile and create problems, while others withdraw and refuse to take part in lessons. Teachers might reject students who express alienation openly and are indifferent towards those who express it passively.

**f) PHANTOM STUDENTS**

These students remain in the background and rarely Participate actively in group activities. Some of these are shy, nervous students; others are quite independent workers of average ability. If asked to name all of their students from memory, teachers are most likely to forget phantom students. Students who feel connected to the teacher and the class, who feel able to succeed and contribute, and who consider that their opinions are attended to, will have positive attitudes and will more likely use their energy constructively than those who feel that nothing they say or think matters to anyone.

Students who are happy and successful in school are not likely to disrupt learning for other students. Another component of the classroom that plays a vital role in classroom management and instruction process is teacher.

## **2.8.2 TEACHER**

Teachers stand at the crossing point of the transmission of knowledge, skills and Values. It is the quality of teachers on which the population of a country mainly depends for excellence. A teacher is supposed to transmit the culture and tradition of a society, and with the transmission he transforms them as well. This quality has made the teacher a maker of the nation.

Foutz (2005Jp. 3) says, "Effective classroom management begins with the teacher. The teacher must plan well so that the students will be able to meet their learning and Behavior objectives."

The role of leader is an essential complement to that of teacher. It ensures that teaching progress smoothly and efficiently. Once a class period starts and students and teachers enter the room; teachers can exercise control of the events of the classroom by assuming the role of a leader. Effective leadership is especially important in the early sessions. It is the time when teachers can rapidly establish and teach appropriate student behavior so that teaching learning process run smoothly in the future.

Ramsy (1999) said that the role of an effective leader is to create a climate that welcomes, supports, and rewards innovative thinking and problem solving.

Effective leadership is also dependent on the acceptance of leader's authority by all group members; in case of school, the students. It requires competence and command of the subject matter on the part of the teacher. Teacher's success depends on the way they treat people, and on how they take up the rights and responsibilities, which are associated with the position.

Teachers are concerned about whether teaching emphasis is placed primarily on course content, on interpersonal relationship, or on classroom discipline and control.

They take into consideration the kind of learning being promoted i.e. whether the emphasis is on the acquisition of skill, facts or understanding. They look at the pattern of communication, in the classroom i.e. whether it is teacher dominated controlled, teacher-student communication, or free communication with no teacher domination. Teachers keep an eye on the way in which educational tasks are organized i.e. whether students are working on the same task collectively, students are working on the same task individually, or students are working on different tasks individually or in groups. They care for motivational need of students i.e. Whether intrinsic or extrinsic motivational techniques are used. All these concerns of teachers are related to their classroom practices and teaching.

### **2.8.3 TEACHING**

Teaching is an art of assisting another to learn. It is imparting knowledge of skills. It includes the providing of information and of appropriate situations, conditions or

Activities designed to facilitate learning. It means to give instructions to educate. Oke and brown (1982) said that teaching has been defined as a n attempt to help someone acquire or change, some skill, attitude, knowledge, ideal or appreciation, to other words the teacher's task is to create or influence desirable change in behavior.

Effective teaching is positive and creates a sense of purpose in their classroom. It engages students in projects requiring knowledge and skill across several content areas and helps produce appropriate behaviors.

Panda (1997) stated that teaching involves a great deal of creative work and articulated execution of teaching skill. Subject matter competence, dutifulness and responsibility, concern for professional ethics and invisible attachment to fulfilling curricular expectation are such fundamental areas which stand out in the making of a good teacher.

Teachers consider the students, the situation, and their abilities and then decide on the method of teaching. They should drew on his strengths and be comfortable in what they do. Dunkin (1987) said that to try to teach is not just to engage in activities, but to pay attention to what is going on , to make diagnosis and to change one's behavior.

Teaching should suit the teacher and student abilities, knowledge of subject matter, types of teaching aimed at time and space context of the situation, number of students being taught, Student's relationship with the subject matter and teacher's relationship with the students.

According to Quina (1989), effective teaching stresses conscious analysis of cause and effect relationship between the teacher's and student's behavior. Teacher should also consider the audio-visual material required of teaching and the results that teaching will bring. Teacher may also need some specific information about the class

#### 2.8.4 Information needed about specific classes

Knowledge about classroom management is important in creating a safe and nurturing learning environment. Teachers should have knowledge of students' developmental level, interests, abilities and learning accomplishments.

Gilly and Bucher (1993) said that any teaching – learning relationship will be defined by certain constant features that relate to the nature of the task itself, each teaching –learning situation will also be influenced by a range of contextual influences such as the age of pupils, how many there are and their motivation for being there. It is important that teachers get information about students and class. John (1993) discussed this information in details. Following points can best summarized from his discussion.

- i. **AGE:** Teachers should try to find out the range of ages in his class. This information can easily be obtained from the school record.
- ii. **ABILITY:** Teachers should find out range of ability in the class as it is greatly related to the curriculum and classroom management.
- iii. **COMPOSITION OF THE CLASS:** It refers to the kind of students in the class i.e. children from ethnic groups, their needs, the students' cooperation with one another, and the presence of any problem students in the classroom.
- iv. **MOTIVATION LEVEL:** Teachers should find out the students' level of motivation the kind students, routines, teaching and learning styles that can best motivate the students and their concentration span on a particular lesson.
- v. **BEHAVIOR:** Teachers should get information about student behavior and the kind of teaching approach they best respond to. They should know about students with behavior problems and the way they can best be handled.



- vi. SIZE AND LAYOUT** Teachers should know about classroom arrangement and its purpose. They get information about the bases of students groups constructed i.e. ability, friendship according to their class numbers. They should assess the students' reaction to a change of seating.
- vii. PREVIOUS WORK.** Teachers should know about what students understand about the Topics to be taught .They should know about the previous work or students, and about their level of understanding.
- viii. EQUIPMENT.** Teachers should know about the equipment available for use in the classroom. They should know the safety precautions and the effects of this equipment on the lesson.
- ix. TIMING.** It relates to the time the lesson is due to take place, time allocated to the Period, and the lessons that precede and follow it. This information can be obtained by observations, talk to colleagues, and heads of Departments / principals. As discussed, teachers also need certain information about the classroom environment.

#### **x. THE ROOM ARRANGEMENT**

The arrangement and organization of classroom is a fundamental part of classroom management. It sets the scene for the events that take place during the teaching learning process. Good classroom arrangement helps teachers in management of students' activities and tasks during a lesson. According to Hitchcock and Hughes (1989, p. 172)," The ways in which objects and classrooms are organized and arranged is not arbitrary; indeed the organization of a classroom often reflects the kind of spirit in which learning can take place". Classroom arrangement depends upon the nature of learning activities.

There are many aspects of room arrangement. Some of these are student's interaction with each other, student's use of materials, student's interaction with the teacher, and patterns of movement in the classroom. Room arrangement requires that a teacher can make informed choices and John. (1993. p. 63) has presented description of the most common of seating arrangements.

**xi. CLUSTERS OR GROUPS:** These are usually made up of between four to six students, and are useful for small group discussions, cooperative learning and problem solving tasks. Problems can arise when teachers need to address the whole group. Movement can become disruptive and it can lead to considerable off-task discussion. Rows and Columns This is the traditional formation and is widely used in our schools. It is usually implied when the teacher wants the full attention of the class. However, the arrangement is not rigid and there are a number of variations. Desks/tables, for example, can be arranged horizontally so students can sit close to each other in fewer rows.

**xii. CIRCLES:** This formation is best implied for large group discussions. Teacher should not try to have presentations or complex demonstrations unless they are sure that every student is in this view and can actively participate in the lesson .. Classroom should be arranged to promote efficient learning and minimize behavior problems. Students must be able to see and hear instruction and have efficient access to learning materials. The classroom should also be flexible to allow for different types of learning activities. University of Nebraska (2005, p. 57) has given keys for classroom arrangement. These can be summarized as follows.

I. Students should be seated so that they are able to clearly see chalkboards, screens, presentations and displays.

2. Seats should be arranged so that teachers and students can easily move in the classroom and have easy access to frequently used materials. The teacher should have a place near the front of the room. Classroom rules should be clearly posted. Areas should be established to display student work. Room arrangement should be consistent with instructional goals and activities. Such a properly arranged environment will exert a good influence on students.

## **2.9 INFLUENCE OF CLASSROOM ENVIRONMENT**

There are various elements of classroom environment that influence attitudes, behavior and impressions. The environment provides the circumstances in which behavior takes place. It provides the consequences that follow behavior. The curricular or co-curricular activities, pattern of lessons, classroom organization, other materials and audio-visual aids influence the student's academic achievement and their behavior in relation to their teacher, educational activities and peers. These also have implications for future learning of students.

Joyce, Weil and Showers (1992, p.16) say, "The effects of an environment can be Direct designed to come from the activities and skills on which the activities are based, or, effects can be implicit learning environment" As the individual student becomes more complex, the environment needs to be changed with him or her if growth is to continue at an optimal rate,. It is not sufficient to provide presentations, clear instructions and interesting activities ...Students do not learn just by watching or by hearing about the

best way to do things. They learn by doing and by experiencing the consequences of their actions. Similarly the events that follow a behavior are important in determining if the behavior will be strengthened, maintained, ignored, or abandoned. Pleasant or desirable consequences increase the chances that the behavior will occur again and vice-versa. These serve to shape the pattern of behavior over a period of time and in different settings by strengthening some behavior and weakening others. Teachers provide most of the consequences of student's behavior in the classroom. By proper management of these consequences, the teacher can strengthen the desirable behavior in classroom and weaken behaviors that are undesirable and inappropriate. There are also certain student and teacher attitudes that influence classrooms.

## **2.10 CLASSROOM ENVIRONMENT AND SITUATIONAL FACTOR**

So far in this part we have looked at some of the more specifically pedagogical aspects of the teacher' work and how they affect the pupil; primary and secondary approaches to teaching , mixed ability teaching , equal opportunities and management and controls we examine some of the feature that make up the classroom environment and some situational factors that impinge on effective teaching and learning. There are countless such factors and are very important. We begin with a review of the physical environment and go on to consider successively the emotional environment, teacher-student relationship, the use of modeling and then teacher's attitudes and expectations (Gordon, 2003)

### **2.10.1 THE EMOTIONAL ENVIRONMENT**

It embraces such features as the teacher's voice, his attitudes and expectations, belief system, humors, techniques of control, favored leadership styles and the use of praise. These contribute to what may be described as emotional environment. This may be even more important than physical environment, for not even the most desirable ordering and use of the physical environment compensate for an improvised emotional one. Some of these factors determining or contribution to a classroom's emotional tone:

#### **a) VOICE:**

Teacher's voice is of considerable importance in establishing emotional tone in a classroom. If it is relaxed, tension-free atmosphere favorable to interaction and learning, it plays an important role. Further student's voices will not tend to reflect similar qualities. Conversely the emotional tone will be adversely affected by an anxious, high-pitched voice, which will tend to generate a cross-correspondingly tense atmosphere. It is none verbal aspects of speech-pitch manner and speed of delivery, smoothness and flow which contribute for good or ill to the classroom atmosphere.

#### **b) ATTITUDES AND EXPECTATIONS:**

Teacher assists in establishing the 'feeling tone' of a classroom. A student teacher who habitually maintains a cheerful, optimistic frame of mind, who accepts the attitude of his pupils, and who is able to appraise the students' abilities and efforts realistically will be well rewarded, not least in the kind of atmosphere produced. Teachers' beliefs determine classroom atmosphere and students' behavior. A study by Harvey, White and Hoffmeister is replicating earlier studies found that teacher's belief system determines the

general tone of atmosphere of the classroom, and that this in turn affects the children in significant ways.

**c) HUMOR:**

Patterson (1992) stated that humor is a great catalyst in a classroom; for if people can laugh together, they step out of the self-difference cast by age, sex and position. Teacher's humorless indignation and sad intensity may turn classroom into a dry and colorless environment.

**d) TEACHER-STUDENTS RELATIONSHIPS**

The influence of teachers on the immediate behavior of the students and on their intellectual and social development, the contribution which teachers make to the mental health and adjustment of the students, the students' likes and dislikes with regard to their teacher, and the effects on the teachers of daily contact with their student. At the heart of effective teacher-pupil relations lies respect for persons. Dawney considers that this involves 'treating children as individuals' recognizing and valuing their singular characteristics. She goes on to add that many factors contributing to effective teacher – student relationship, e.g. the personality of the students,, are clearly beyond the control of the teacher and have therefore to be taken as 'given' when interactions occur. Nonetheless, as kutnick observes, effective relationships do not just happen. Teacher must plan for particular relationship and not leave their occurrence to the hidden curriculum of everybody life in the classroom.

**e) MODELING:**

Many things are learned in classrooms without deliberate instruction by the teacher or deliberate practice by learner, and such observations are supported by a growing body of experimental evidence. The learner only needs to see a particular behavior demonstrated by another person before imitating it himself, sometimes consciously, sometimes not, the person who demonstrates the behavior is called the model and the form of learning, modeling (Good and Brophy, 2000). The learner observes the model's behavior in specific situation and on the basis of these observations makes inferences about the model's beliefs, attitudes, values and personality. Teacher's attitudes, expectations exert influence on classroom behavior. The attitudes and expectations a teacher holds with respect to the students, considerably affect their behavior. The setting can influence the way teachers and students feel, think, and behave. Moreover, creating a comfortable, functional classroom is one way of showing of students that they care about them.

Environmental psychologists point out that the effects of the classroom environment can be both direct and indirect (Goldstein, 1995). If students seated in straight rows are unable to carry on a class discussion because they cannot hear one another, the environment is directly hindering their participation. Students might also be affected indirectly if they infer from the seating arrangement that the teacher does not really want them to interact. The teacher genuinely desires class participation, but has simply not thought about the link between classroom environment and students behavior. Teachers who are environmentally competent can plan spatial arrangements that support their instructional plan. They know how to evaluate the effectiveness of a classroom

environment. When physical factor might be contributing to behavioral problems, and they can modify the classroom environment when the need arises. We are concerned not only with reducing distraction or minimizing congestion through good environmental design but also with ways the environment can foster children' security, increase their comfort , and stimulate their interest in learning tasks. It is the teacher who creates classroom environment on the demand of the contents and activities so teachers are indicated as a environmental designer below.

## **2.11 TEACHER AS AN ENVIRONMENTAL DESIGNER**

Smith (2003) stated that children are different and vary in many ways. They bring a diverse range of abilities, talents, attitudes, values, beliefs, experiences, backgrounds, interests, needs, physical skills, knowledge, and capacities to the classroom. It is teacher's responsibility to value each and every one of the students in their class, so that each student feels special and important. According to Elliott (2000), effective teachers are characterized by several behaviors as lesson clarity, instructional variety, task orientation and engagement in the learning process, praising students appropriately, and reflection. Clearly articulated objectives make learning more meaningful and useful by providing a structure for planning, delivering and assessing instruction. Subject matter knowledge is one the essential characteristics of an effective teacher a, and subject matter experts agree that skillful delivery of fundamental concepts include the use of a conspicuous strategy, strategically integrated training, and structured review session. Researchers indicate that using technology, such as multimedia and internet, can also significantly improve instruction and students' learning in the classroom.



## 2.12 MONITORING THE CLASSROOM ENVIRONMENT

Successful teachers monitor student behavior in the classroom. They make each student responsible for some work during the learning activity and then monitor to see that it was actually accomplished. These teachers are strong student motivation (Wood, 2001). Classroom arrangement is another important part of monitoring strategy. An orderly arrangement of desks and tables in a classroom contributes to a smooth, businesslike atmosphere that promotes effective use of instructional time. The ability to see at students at all time and the circulation patterns that teacher establishes also contribute to effective classroom arrangement. Questioning is also an effective monitoring strategy. Effective teachers ask questions and then look around the room before calling on anyone. The successful teachers monitor their classes by asking students to react to the answers of others. Such monitoring strategies as questioning techniques and classroom arrangement promote a smooth-flow and highly interactive learning environment with a high percentage of on-task student behavior.

## 2.13 ATTITUDES THAT INFLUENCE CLASSROOMS

Classroom is influenced by many factors; one of them being the attitudes of its various components i.e. teachers, students, and the general classroom morale.

**2.13.1 Student Attitudes.** Students are different in the ways they approach the educational tasks and the degree in which they apply themselves. Some students Do Anything asked to them. They complete every assignment on time and memorize every definition written to them. Some students are frustrating to teachers because they are

excessively dependent while some are contentious and distrustful. This attitude is reflected in their voice when they object to teacher comments, and in the jokes they make about the value of education. These students are angry and distrustful of teacher as authority figure.

According to Lowman (1987), there is an important psychological principle at work here. Both students and instructors generally will be treated by other as they expect to be treated. Research on interpersonal perceptions and behavior has clearly demonstrated an interactive effect. Personal attitude tend to produce reciprocal attitudes in other. Generally, most students expect teachers to be warm and friendly, and they are friendly and obedient in return. They sometimes, engage with teachers in warm, friendly and respectful talk. Friendly students are much more likely to get from teachers the positive behavior they seek.

**2.13.2 Teachers attitudes.** Teachers are different with respect to their attitudes and in what they expect from students. Some teachers, from the beginning of a course, trust students to be able and motivated about course content. On the other hand some teachers have little faith in most student's intellectual ability, commitment-towards the school and honesty. Teachers also show emotional reactions to the way students behave in and out of class.

**2.13.3 Class morale.** It refers to what the class considers about itself i.e. how eager the students appear on a given day, how responsive they are to questions and discussion and how they rate themselves with respect to other classes.

As stated by Lowman (1987. p. 26), Many classes show a gradual decline in student enthusiasm and involvement over the course of the term, often with few clues as to why a good beginning turned sour. Group morale may even deteriorate so much that an overt rebellion occurs... fortunately, such occurrences are rare.

Teacher morale may also vary over time. Some teachers grow increasingly dissatisfied with student performance and hope for a better class next year. But for others the pattern is opposite. They stay satisfied with the class and talk about what fine student they have this year. Some of these attitudes and behaviors are a direct result of the psychology, roles of student and teachers, and interaction of student and teacher concerns. Other factors that affect student participation in the classroom are the result of teacher domination of the class. Some of these are too much talking by the teacher, teacher's repetition or rewording of, answers, and teacher's point-to-point direction of the class, teacher's digressive questions, and teacher made conclusion. This domination creates passivity; the students learn not to think but to wait for teacher to move the lesson forward. It is therefore, necessary to take into account these factors in order to build a positive learning climate in the classroom.

## **2.14 BUILDING A POSITIVE LEARNING ENVIRONMENT**

It is essential that the climate for learning be positive. It means that students should expect to learn and receive assistance and help when they face any difficulty. Education world (2003) says, "The most important action an effective teacher takes at the beginning of the year is creating a climate for learning."

According to Hawley (1997) teachers should use the following tips for creating a peaceful classroom.

- I. Have a genuine interest in students. They should greet students; learn about their Culture, and attend to students as individuals.
2. Communicate classroom rules clearly and consider each incident's unique situation While making discipline related decisions. Address problem behavior directly and as it reduces the chance that it will expand.
3. Teachers should try to minimize the power difference in everyday communication by having a democratic attitude, and actively seek students' opinions. These steps provide the foundations for students to work on their educational tasks. Teachers should encourage positive' attitudes; broaden goals of lessons and activities. Increase opportunities for students to participate actively and ask questions that require students to think, analyze, synthesize, or evaluate ideas. They should convey confidence in communicating with others.

## **2.15 LEARNING ENVIRONMENT**

The classroom learning environment deals with the dynamics of classroom. It focuses on psychological, social and physical dimensions of the classroom. The overall school environment also exerts influence on the inside classroom environment. The inside classroom environment is concerned with the feelings, experiences and perception of the students (Dunn & Harris, 1998). Students' achievement is interdependent on psycho-social interactions that happen in the classroom. These interactions sometime make a difference with reference to students' achievement and their academic goals

(McRobbie et al., 1997). Academic research is fast increasing in the field of learning environment. For the past forty years, many studies were conducted on the nature of classroom environment. During this process, findings indicated that the classroom environment is linked with the attitude and outcomes of the students. To measure the learning environment of the classroom, various scales were developed like college and university classroom environment inventory (Fraser & Treagust, 1990), My Class Inventory (Fisher & Fraser, 1989) and what is happening in this Classroom (Fraser et al., 1996). With the passage of time, some more instruments pertaining to classroom environment were developed and validated for their wider use in specific classroom contexts. Wubbels and Levy (1991) developed a instrument 'questionnaire on Teacher Interaction, which aimed at measuring the interpersonal teacher behavior. Teh and Fraser (1994) attempted to investigate computer assisted learning environments through the development and administration of 'The Geography Classroom Environment Inventory. The Constructivist Classroom Inventory by Taylor (1997) was used to explore constructivist dimensions of the classroom.

Research in learning environment has steadily grown since the late 1960s and early 1970s and learning environment has exerted immense influence on students' learning. (soerjaningsihetal, 2001). In teaching learning process, relationship of teacher with the students largely depends on what the teacher does in the classroom (Shuell, 1996). The students' learning in the classroom is linked to the way in which they perceive, interpret and process information in the instructional situation. Students' perceptions are used to assess the learning environment and in exploring the effects of learning environment on students and achievement and attitude (Clausen, 2002). When students' perceptions in

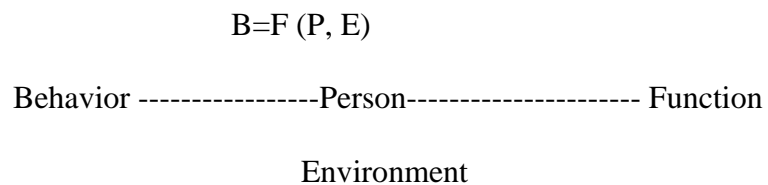
class are enhanced, this would result in more stable judgment and will decrease the effects of personal preference or situational factor (Kaunter and Baumert, 2006).

With the growing trend and focus on the field of classroom learning environment, it became a rich area of interest for the researchers. The availability of many instruments made it easier and possible to investigate into learning environments in specific context. The student-teacher interaction and relationship were investigated, assessed and perceived in different contexts indicating interesting results (Walberg, 1991, Fraser, 1998). Lim (1993) conducted a study in secondary school environments which attempted to compare different types of learning environments and educational streams. Khoo and Fraser (1997) explored the learning environments in adult education computer education in secondary and primary classes. The whole process of teaching and learning contributed towards the psycho-social dimensions of the classroom environment. Student-teacher relationship, classroom management, individual differences, instructional techniques have become a compulsory part of learning environment. Teacher plays a key role in the making of classroom climate. He is the agent who imparts instruction, monitors the performance and modifies the behavior. The teacher makes decisions and adjustments to enhance motivation, pupil-teacher relationship, engagement and productive work. Participation in classroom activities is linked with the satisfaction and feelings of personal growth.

Classroom learning environment is described as an array of inner characteristics that differentiate one school from the other and influences upon the behaviors of the teachers and the students (Hoy and Miskel, 2005). Students' achievement and attitudes are affected by the factors within the classroom. Their satisfaction with their learning,

their classroom independence, involvement and task orientation are dependent on teachers' behaviors, instructional practices, learning setting and learning process (Zandvliet and Fraser, 2005).

The term 'Learning environment' is used in variety of ways. It has various connotations and meanings which particularly focus on learning task, learning capability and denotes to psychosocial environment of the classroom. Several studies have revealed that survey instruments were used to measure the students' perceptions of their classroom environment and the results of these studies proved to valid predictors of learning and towards the effectiveness of the environment of an educational organization. The learning environment research has been a focal point in Lewin theory of Classic human behavior. In his theory, behavior, function, person and environment are interconnected. His Classic human behavior is represented as given below:



He stated that both person and environment are determinants of behavior. He further elaborates that in psychology, the whole situation is kept in mind while describing the behavior. The human behavior is resultant of two interlinked vectors, that is, person and environment operating in the vibrant area of life space. Thus environment and the person determine the various dimensions of behavior and its expected functions. The coding and systematic observation of verbal and non-verbal communication and events in the classroom constitute the various components of the classroom environment. (Peterson & Walberg, 1979). In earlier research at secondary level, stress was given on

investigating the relationship between students' perceptions of classroom environments and their achievement in cognitive, effective and psychomotor areas. Many studies were conducted using CLI, CES, and CUCLI in many countries like Canada, United States, Australia, Singapore and New Zealand. These studies have firmly established that classroom environment dimensions are closely linked with student performance and efficiency.

Several studies were conducted to investigate the gender differences about classroom environments. The findings described that there significant gender differences on scales on of learning environments (Fraser & Rickards, 1997; Goh & Wong, 1997; Fisher, 2000). Even these studies reflected that the girls were more positive and thought the classroom environments more favorable than the boys. These studies provided information to the teachers to know and understand the learning needs and interests of the girls and the boys and the ways to guide them and solve their learning problems (Quek et al, 2002). Studies pointed out the significant differences in the area of urban and rural classes as well. The class plays an active role because the group belongs to a specific dynamic group. The background of the students involves all the independent variables that determine the nature of learning environments. Findings of various studies showed that urban class groups were better in perceiving learning environments than the rural class groups. Urban and rural location is associated with the favorable and unfavorable perceptions of the students. However, the urban class showed better favorable attitude towards the learning environment (Bikkar, 1979). Better achievement is possible in classrooms that function in a Favorable environment under the teacher's direction, and where there is minimum loss of time and work disruption. Proper classroom management



can solve many problems. The key to the process lies making students feel capable, connected, and able to contribute. It requires that teachers develop knowledge about various aspects and components of the classroom.

Learning environment is also taken as an instructional design and that instruction is considered as an environment that signifies to a place or space where learning occurs. The learning environment at least includes a setting or a space and a learner where the learner has to act. In this environment, he collects information and interprets them by interacting with others (Wilson, 1996). The instructional design lays down principles and concepts to support teacher and designers in the learning environment. According to Wilson, the constructivist learning environment is place where the students work together, cooperate with each other and assist each other in order to obtain the desired learning goals and to involve in problem solving activities.

### **2.15.1 RESEARCH STUDIES ON CLASSROOM LEARNING ENVIRONMENT**

Classroom environment as a term is the sum of all physical, social, mental and emotional factors that contribute to the total teaching-learning process within the classroom. Coleman (1989) found that interaction and participation in classroom and school activities caused greater peer approval and satisfaction at personal and social level. According to Jued (1990), the students remained busy in work allotted by the teacher in the traditional environment. Interaction between student and the teacher usually occurred in groups. This kind of classroom environment is structured and teacher centered. While on the contrary, the open environment provided freedom and flexibility. Interaction often happens individually and in small groups. The students are free to move

around the building and free to leave the class without much debate. Bloom (1964) explored the variables pertaining to environment subscales as study habits, social pressure and reward for academic achievement. Moos (1979) developed various social climate scales for secondary school environments. These instruments attempted to get respondents' perceptions on classroom environment in a specific situation.

Many dimensions of classroom environment were investigated at secondary level. One of them was the method of behavior control in classroom (Donald, 1959). Past researches in classroom learning environment made it possible and interesting to explore new aspects of classroom atmosphere. In a democratic classroom, students enjoy greater flexibility to interact with the teacher. They have liberty to work independently. In an autocratic environment, students do not have choice to participate in the selection of learning activities. Work is imposed on them and teacher plays a restricted role. The teaching-learning process is greatly influenced by the environment that is provided to the students and the teacher (Richardson, 1973).

Studies showed that the use of classroom environment scales indicated that psycho-social environment was not the same in public schools and the private schools. The differences were found regarding the perceptions of male and female students (Dorman, 1994). The criteria of classroom environment as measured by the perception of the students proved helpful in curriculum evaluation. Studies revealed that both teachers and the students viewed actual classroom environment and preferred classroom environment differently. Even the teachers perceived the classroom environment more positively than the students in the same classroom. Focus was given on actual classroom

environment and preferred environment in order to improve it for teaching-learning process (Fraser, 1994).

The term learning environment tells about psychological, sociological and pedagogical dimensions of the contexts in which learning happens and their influence on learners' cognitive and effective domains. Various questionnaires have been used in the past to assess learning environment and its influences. Learning environment studies have investigated academic achievement and learning outcomes in the cognitive and effective domains to explain the involved variably broadly. (Doppelt, 2004).

Classroom environment provides a vast variety of life to the learners. It is different for different students. There are some students who interact with their classmates and the teacher frequently and some students feel hesitant and even anxious in interacting with the teacher. Students get interest and attention of the teachers according to teachers favor and choice. Some become favorites while others face indifference, bias and sometime hostility. In this regards, studies indicate that the students who score high get teachers' attention and low scorer are generally ignored. Social class is another factor that makes the teacher feels favorable or unfavorable towards the students (Jackson, 1968). Many more studies were conducted on the assessment, conceptualization, investigation, peer interaction and pupil-teacher reaction in the classroom that brought various aspects of learning environment in light. Studies were also conducted on the interpersonal relationships between students and the teacher and the learning outcomes at secondary level (Goh & Fraser, 1996). Another study conducted in Singapore by Myint and Goh, 2001 reported that there was strong relationship between attitude of teacher trainees and the learning environment. They used college and university classroom

environment inventory to assess the learning environment that yielded high reliable result pertaining to cross cultural validity of the instrument and the alpha reliability that ranged from 0.70 to 0.90 and overall alpha reliability was found to be 0.92. There were significant associations as shown by the data that positive learning environment led to foster positive attitude among graduate trainee teachers at tertiary level.

Fraser and Sunny (2008) conducted research in Korean context using science laboratory classroom environment inventory. They translated SLEI in Korean language and conducted cross validation. The sample of the study were three streams of students i.e. independent science stream, science oriented stream and humanities stream. The results indicated significant differences between science stream and humanities stream. There were found association between attitudes and science laboratory environment inventory. The Korean version of SLEI was first time used in this study and showed high level of reliability and validity.

Aldridge and Fraser (2000) conducted research in Australia and Taiwan using WIHIC. The study was conducted in a cross cultural setting in junior secondary science classes consisting of 1081 students from 50 classes in Australia and 1879 students from 50 classed in Taiwan. The study showed validity and reliability of the instrument. WIHIC was also validated in China, in Singapore, Korea (Kim, 2000); USA (Den Brok, 2006); Fraser (2008) and Indonesia (Margianti, 2004). The results showed that exemplary teachers could be identified through students' perception on classroom learning environment. Those teachers were found exemplary who had higher level of cohesiveness, involvement and equity as perceived by the students.

Hofstein (1996) found a strong correlation between students' academic achievement and learning environment of high school biology students. Studies show that the constructivist conception of learning and its pedagogical application go side by side with the learning environment (Dochy, 2005).

Nijhuis (2005) also reported that there exists a relationship between teacher's strategies and learning environment. In some of the studies, findings revealed that with positive classroom learning environment, teacher can teach better and students are able to learn better (Hansen and Childs, 1998). Favorable learning environment also improves academic and professional standard of the school and leads to higher achievements (Goddard, 2000; Heck, 2000).

In recent years, some important areas of contemporary classroom environment research include monitoring the implementation of outcome-based learning environments in science classrooms in south Africa (Aldridge et al, 2006), the association between professional development and learning environment ( Gabler and Fraser, 2007), exploring students and parents perceptions about classroom learning environment (Allen and Fraser, 2007), and determining links between students learning concept, learning environment and student-teacher interaction (Waldrip et al, 2005). The specific research and classroom context was kept in mind in the preparation of instruments on classroom learning environment.

Due to fast growing trend to investigate classroom environment and its effects, many related instruments were validated particularly with reference to ten dimensions i.e. relationship between classroom environment and behavioral outcomes, evaluation of educational innovations, differences between students' and teachers' perceptions about

classroom, comparison of girls and boys perceptions about learning environment and influence of learning environment on attitudes of the learners in a particular subject.

Fraser et al (1996) worked on WIHI instrument to assess classroom learning environment. This added some new dimension along with some dimension from the past questionnaires on learning environment. The WIHIC included dimensions that contain recent trends and concerns in classroom learning like equity and cooperation, and promotion of comprehending rather than rote-learning.

The WIHIC is developed in a way that its words aim at eliciting the students' perceptions about their role within the classroom rather than the whole class. Such personal forms of classroom learning environment scales are harmonious with the constructivist learning theory. Initially WIHIC was used to assess the learning environment in Australia (Dorman et al, 2006), Canada (Zandvliet, 2005), New Zealand (Saunders and Fishers, 2006), Indonesia (Wahyudi and Treagust, 2006), Singapore (Khoo and Fraser, 2008), Turkey (Telli et al, 2006) and USA (Allen and Fraser, 2007; Ogbuehi and Fraser, 2007). So the WIHIC has become increasingly popular since its development for the assessment of classroom learning environment.

Moos (1979) presented conceptual framework for human environments in early 1970s which classifies environment such as relationship, personal growth and system maintenance and system change dimensions. The relationship dimensions are related to the nature and intensity of personal relationship, personal growth dimensions are concerned with opportunities for personal development and self-enhancement. While system maintenance and system change dimension assess the extent to which the environment is orderly, clear in expectations, maintains control and is responsive to

change. According to this framework, the WIHIC is classified as student cohesiveness, Teacher support and Involvement as relationship dimensions; Investigation, Task Orientation and Cooperation as personal growth dimension and Equity as a system maintenance and system change dimension (Jeffrey P. Dorman, 2008).

One important and sustaining development in classroom environment theory since the early 1970s has been Moos' (1979) conceptual framework for human environments over the last four decades the measurement of classroom learning environments has become an established and acceptable topic for research (Fraser, 1994). The development of learning environment survey instruments began in the 1960s when, as part of the research and evaluation activities of the Harvard Project Physics, Walberg and Anderson (1968) developed the first version of the Learning Environment Inventory (LEI). At about the same time, Trickett and Moos (1973) were developing a series of environment measures which concluded with the Classroom Environment Scale (CES). These two Questionnaires have provided considerable impetus for the study of the classroom learning environment.

Such instruments have been used in studies to compare student cognitive and affective outcomes in different countries (Fraser & Treagust, 1986), and have shown that the environment setting varies between different types of schools, different classroom sizes, and different subjects. Associations have been discovered between the learning environment and teacher personality, class size, and the ratio of boys to girls in class.

Literature on classroom learning environment and its assessment through students' perceptions has been growing rapidly and the area of learning environment has undergone significant diversification and internationalization (Fraser, 1998). Learning

environment is considered to enhance the quality of academic and professional skills of the students and the teachers. The learning environment scale has resulted in remarkable changes in learning and instruction of specific class context (Wildman et.al, 2000). Thus the assessment of classroom learning environment provides a useful and independent method of analyzing the educational setting of an organization.

## **2.16 ROLE OF ANXIETY IN LEARNING**

A common finding reported in laboratory studies is that the influence of anxiety is related to the complexity of the task. It appears, though not universally, that anxiety enhances learning when the task is simple and disrupts learning when the task is complex. According to Taylor 1951, anxiety often is facilitating. High anxious students perform better than low anxious students. When the task is complex; the opposite result has been obtained for both verbal task, and perceptual motor skills (Fraser & Spence, 1953). There are Exceptions to this generalization, some of which may be attributed to differences in the types of anxiety, or method of measuring anxiety. For example, it was found in one study that task induced anxiety produced significant decrements in performance, but anxiety as measured by a commonly used test of anxiety was unrelated to performance (Davidson 1956). Another important factor in the relative strengths of the correct and incorrect responses for the increased drive associated with anxiety prompts both type of behaviors. The role of the relative strength of competing habits, as in a response hierarchy, was demonstrated in an experiment in which children were required to make certain responses to colored lights (Palerm, 1957). One group was permitted to respond at its own pace while the other was instructed to respond each time within a 1-



second interval. The latter procedure, due to the time pressure, produced a stressful condition. In the test session, it was found that when the correct response had been practiced earlier, the stress subject, performed better than the non-stress subjects. When the situation was reversed that an incorrect response has received more practices, the stress group performed more poorly than the non-stress group. Furthermore, it was found that the greater differences in the strength, of the correct and incorrect habits, the greater the differences in performance between two groups. These tend to report facilitating effects of anxiety on learning where the task is easy or where a dominant habit is correct and interfering effects where the task is difficult or the dominant response is incorrect (Ruebust, 1983).

In one experiment, subjects were asked to fill out a brief four items questionnaire describing “how you feel right now” at four points during the experimental session at the very beginning after they had finished a difficult task, after they had finished an easy task and at the end of session, after a three minute period in which they did nothing. The results indicated that the highest levels of anxiety were reached during the complex task period and that the lowest levels were attained during the easy task period (Hanson 1976).

A student who rates high on trait anxiety is likely to feel powerless when teachers make demands on him. Such demands raise his impact level and the functions less efficiently. Consequently, he sets up defense against the demand. He may for example say that there is no point in trying because he is going to fail any way. He may even engage in activities that are sure to produce failure in order to prove that he was right. These self fulfilling

prophecies have three effects of preserving the individuals' psychological defense and of reducing his level of involvement.

Students who are characteristically low-anxiety individual may also have defenses. They may enjoy non stressful activities and will resist teacher attempts to get them involved (Lindgren 1976). According to Bugelski (1956) students with very high or low anxiety levels are sources of problems for teachers, because anxiety and learning are intimately associated. Attention is basic to all forms of paroles, solving and learning as it was pointed out in a research study. Attention may result from any number of motives desire for reward. Desire to escape punishment, curiosity, or whatever, basic is to attention in anxiety. The task of the teacher is to create the proper level of anxiety. The problem of deciding how much anxiety is a difficult one, because too much anxiety will create a need to avoid the learning situation and too little anxiety will result in a lack of attention therefore it is suggested that students curiosity may be aroused because curiosity is a disguised form of anxiety. Children tend to curious about forms of endeavor in which they have had some initial success.

F.N, Cox (1970) reported that the children who are troubled by an overabundance of anxiety have difficulty in making progress in learning task, that are important or necessary if they are to meet their basic needs adequately and are to go toward emotional social and intellectual maturity. Such anxiety leads children to develop patterns of behavior that are not in their interest. For example the students who take an examination in a state of high anxiety is likely to misinterpret or misread test question, forget important facts and produce a test paper. That does not reflect his true level of competence of ability. What seems to stimulate the most effective learning anxiety in the

middle ranges? In one study, a test of anxiety was administered to 10<sup>th</sup> grade students in Melbourne, Australia and divided them into three groups representing high, middle and low anxiety. The middle anxiety groups, academic performance were significantly better than that of the other two groups. The poorest performance was that of the high anxiety group.

Other research in this field brings out some interesting results if somewhat puzzling relationships between anxiety and learning apparently, a high level of anxiety aids the learning of simple material but interferes with the learning of complex material. W. Pickrel (1972) found that persons scoring high on a test of “manifest anxiety” were able to solve problem with only a few alternative solution a faster than group scoring low on the same test. However, when the performance of the two groups was compared on a series of more complex task that involved a great number of alternatives, the low anxiety subjects did better than the high anxiety group. Evidence that high anxiety students have more difficulty with complex material is also provided by research conducted by Sheldon J. Korchin and Seymour Levine (1969) who found that high anxiety and low anxiety students did equally well in learning simple word associations, but that low anxiety students did better in learning a series of “False equations” a more complex kind of task (Lindgren, 1982).

Most teaching problems stem from a super abundance of anxiety rather than a lack of it. There are many conditions that aggravate and intensify anxiety. For example the emphasis on competition, the importance of increasing one, status and role, the separation of families and the general inability that many people experience in trying to live according to their own ideals and standards. Parents and teachers develop increased

feelings of anxiety as a result of the everyday pressure; they communicate these feelings to children. Some students are psychologically strong enough to resist the effect of an atmosphere that is laden with anxiety, others are not. The effective teacher is one who is able to sense the level of anxiety in his classroom and take steps to reduce it (Lindgren, 1982).

### **2.16.1 ANXIETY AND CLASSROOM TEACHER**

If the teacher is not taking interest in helping the child to develop an aptitude or interest in things considered to be of value, he is passing judgment on the child's competence at the skills associated with the interest without giving the opportunities necessary for their skills. He is not showing personal enthusiasm and involvement in the interest. If the teacher is not reacting angrily after due opportunity, child does not develop the feeling towards the interest that the teacher himself has. A negative reaction of this kind is usually counterproductive and that it turns the child further against the interest either through hostility towards the teacher, or through anxiety (Lindgren, 1982).

According to Brause 1992, teachers are expected to be experts from the beginning experts at getting students to display the same "learning behavior" that ideally the experienced faculty obtains from their most proficient students. These expectations camouflage any real inquiry into which classrooms are most effective in promoting students learning. If there is lack of such activities students will develop anxieties.

When working with high anxious children the job of the teacher is therefore primarily to understand and sympathize with their problems and to give practical proof of

his sympathy by not exposing them unnecessary to stressful situation. He should also of course try to equip them with the skills necessary for dealing competently with most of the problems they are likely to meet, and should help to build their confidence by giving them experience of success. Thus what teacher is trying to do is not so much radically to alter the child personality, as to help him to cope more effectively with the kind of person he is.

Linda Beckman 1979 arranged a situation in which women students teacher were led to believe that they were teaching mathematical concepts to children who were observing them through a one way mirror. Each teacher did four presentations, for five minutes each. After each presentation, the children did a set of problems. The children, responses were rigged in such a way that performance started out as excellent and then deteriorated started out as poor and then improved started out as excellent and remained excellent or started out as poor and remained poor. Whenever the teachers were asked to explain the children performance, they tended to credit the improvement in some children to their teaching and to blame the deterioration in performance of others on the conditions under which the experimenter required them to teach. Even when the teachers tended to blame their deterioration teaching for the deteriorating performance, they were inclined to say something like, yes, my teaching was responsible , but these conditions made it impossible for me to teach effectively. In other words, under stress of anxiety teacher were inclined to take personal credit for students successes and to blame the situation for student failures. Such teacher is a source of anxiety for his students, Lindgren 1982.

Teaching is very exposed affair; every teacher operates under the direct scrutiny of the students in his classroom, as well as the indirect observation of administrators,

community and parents. Few professional workers are on stage as much as teachers are. One inevitable consequence of this exposure is anxiety. The most effective teacher keeps this anxiety well under control and actually uses it as a stimulus to promote their best efforts. The least effective teachers are those who are either untouched by anxiety or are completely disorganized by it. The best that can be said for anxiety is that it makes teaching stimulating and interesting and the worst that can be said is that it induces teacher fatigue and leads teacher to behave in ways that are diffusive or even somewhat neurotic.

The greater the stress placed by teachers on the results of tests and examination, the greater the fear and anxiety developed in children. A natural consequence of this fear and anxiety is a lowering of moral standard when William J. Lode 1969 conducted a survey of education practices; he found excessive cheating on test, to be the norm on classrooms where teachers were very formal and autocratic whereas friendly democratic classrooms were characterized by less cheating. He concluded that cheating was symptomatic of poor morale, caused by anxiety created by the teacher.

High anxiety at the time an individual attempts to recall something he has learned also blocks remembering. All teachers have worked with student whose excessive worry at the time of an examination caused a poor performance. Methods designed to reduce anxiety at the time of examination have shown significant gains in retention. In one such experiment students given the opportunity to defend to explain their answer to objective test items by writing their comment, on the back of their answer book, made significantly high scores than students who did not have their opportunity, even when the written comments were given no weight in scoring the test papers. Moreover, it has been

demonstrated that when an instructor deliberately creates an atmosphere fielded with tension by such remarks on , do not raise you r hand or attempt to ask any questions once this test has begun or the cheat will be expelled from the room. Student, fit lower test scores than when the teacher is more, pleasant and relaxed, Simpson 1975.

Sometimes difficulties arise because parents' understanding of a reading at home scheme diverges from that of teacher. For example, a scheme introduced at the beginning of the school year May go so well that at the end of term teachers decide to send books home for the school holidays too. This could come as a surprise to some parents who may prefer holidays to be a complete break from school, especially if they go away.

One of the most potent sources of anxiety in children is fear of teacher. We see these particularly in unhappy classrooms where teacher anger or ridicule from class mates is the usual consequences of failure. But some sources of anxiety are less obvious than this. Trwon and Leeth 1975, and Bennett 1976 produce evidence that habitually anxious children may find the informal class, where they are often unsure of what is expected of them, more anxiety provoking then a more formal, less ambiguous environment. Even in high class, were habitual anxiety seems to be more of an advantage than it does at primary school. Simpson 1975.

When a group of mothers were asked what problems their children had faced in elementary school the mothers said, they found the aggressiveness of other children hard to take, particularly when it was desired against them. Furthermore, they found it hard to understand or accept the behavior of other children when it differed from their students, of goodness and badness. Either one of these condition realizing that one is the target for

aggression or adjusting one's sense of values to the behavior of children would be by itself a prime source of anxiety. (Lindgren, 1982).

By helping students reduce the level of their anxiety, teachers are making it possible for them to become involved in the task of learning and the development of more material standards of behavior. Sometime the reduction may be accomplished through the medium of a group session whereby group gets its trouble off its chest and sometimes it can be reduced through a change of scene or a restructuring of the learning situation. Lindgren 1982, said that a class teacher wanted to discuss some topic with his students, but no one seemed to have anything to say. He assumed the students were somewhat anxious about initiating discussion. As he looked about the group, it seemed to him that some of them would like to participate but were shy about speaking up. So he broke the class up into groups of six students each of them discuss the issues for six minutes. Then he brought them together again in discussion want much better then, because the students discovered that they did have something to say about the topic, and they were less anxious about expressing their opinion openly.

One of the outstanding characteristics of experienced and effective teachers is their ability to sense the anxiety level of the classroom group. They are aware that little learning will take place if the group is more concerned about its anxiety than it is about learning. Students who are anxious are preoccupied with their anxiety. Lindgren 1982, reports that Genevieve elementary school student anxiety, is so acute that she is unable to participate in class routine. However, after she and her teacher have had a chance to talk by themselves bits, she will feel less anxious. Teacher helped her by talking more and more with her and Genevieve became integrated into to class.



## 2.16.2 CLASSROOM ANXIETY

One of the strongest intrinsic motivational variables in the classroom is anxiety. While there may be several reasons for classroom anxiety, such as personality conflict, deficit peer relations, or lack of orientation towards academic achievement, most research has focused on task and test anxiety. Scharf 1964, studied high anxiety and low anxiety objects with problem solving tasks involving anagrams. The subjects were divided into three test groups, high anxiety, low anxiety and stress neutral. No differences were found between high and low anxiety groups in solving easy anagrams, but low anxiety students performed significantly better when the anagrams were difficult and when a time period was placed on the task. Another study by Sarason 1970 indicated that students with low test anxiety performed better in school than did students with high test anxiety, and a comparable study in which anxiety level was considered in relation to the scholastic aptitude level , Spielberger, 1970, confirmed the high achievement of low anxiety student.

Since anxiety is primarily intrinsic, it is usually beyond the control of the teacher in classroom. But it is important that the teacher at least attempts to become aware of the different states among the students so that high anxiety students can be given some special concern. For example if class teacher knows that student becomes very anxious at the prospect of having to give an oral report, perhaps the teacher can accept a written one as an alternative. In addition, teachers should strive to avoid creating tension producing situation with in the classroom for, generally speaking, a teacher initiated anxiety does

not tend to increase either motivation or learning and learner supportive instruction approaches have proven to be more effective.

Sometimes classroom anxiety is severe enough that students will be motivated to avoid certain classroom learning and behavioral conditions. This is especially true under the threat of punishment or reprimand by the teacher. Such disciplinary techniques frequently produce anxiety, emotional upset, and guilt among the students. Even less open or severe forms of teacher disapproval, such as students, knowledge that he has not achieved up to the teacher's expectation, may produce detrimental effects on classroom learning condition. Lewin (1964) found, for example that knowledge of failure might cause the students to avoid settings an aspiration level for himself. It is clear that the teacher should be cautious of the ways punishment is used. A student should not be punished because of inability to accomplish an assignment. Nor should misbehaving student be given additional assignment. Either action misused the purpose and the content of the learning situation and affects the interest and motivational level of the student. Generally if a student cannot apply a rule to a problem should be given additional help in order to accomplish the task, to punished, otherwise situation will create anxiety (Thornbury, 1982).

Morale is affected if the group members experience stress and anxiety. There are some conditions that predictably cause stress and anxiety which may be avoided. For example school conditions may be anxiety producing for the classroom organization as well as for individuals. Group disapproval may produce anxiety. If the class is told repeatedly that it is not doing as well as it should, a prolonged anxiety and possible indecisiveness and dependence may result as well as a gradual lowering of morale of the

class, each individual is affected negatively. He cannot perform at an optimum level because low morale produces an atmosphere that is not conducive to work. When class members feel anxious, they do not perceive correctly or clearly (Banny 1990).

A great deal of students' misbehavior may be caused by anxious reaction of taking tests, speaking in front of others or being judged for performance (Nagey 1981). Emotional difficulties may be potent factor in backwardness, broken homes where there is conflict, and homes where there is lack of affection and insecurity, will all create the conditions in which backwardness may develop and finally lead children toward anxiety. The child will thus be under a double handicap. Not only will he lack the stimulation necessary for his healthy development but these emotional problems will interfere with what learning he may be making. Emotional difficulties caused by anxiety at school are not peculiar to the backward child. But such school generated anxiety will be more serious for the backward child than for the normal child. Harsh disciplines, unreasonable demands on the children, lack of understanding of his particular problem causes anxiety (Eston 1966).

Anxiety caused by fear of the teacher or even by being unusual circumstances such as in a strange room for an examination will tend to act as an inhibitor of a child's activity. The teacher should therefore to the best of his ability, ensure that any specific anxiety generated in connection with the solving of problems.

Anxiety relating to test may have an effect on students' performance. Many students become very tense with pronounced physiological symptoms, before and during an examination. The test anxiety does not seem to make too much difference for extremely high and low aptitude students, but for the majority of students, the level of

anxiety is clearly related to grade point average. Students with high anxiety do much more poorly than those of comparable aptitude with low anxiety. Furthermore the grade point average of highly anxious students has been raised by therapy in a school counseling centre.

From general classroom experience the teacher soon discovers that a mild degree of anxiety motivates and can be useful aid to learning, but too much can have an inhibiting effect and interfere with it. Precisely what degree of anxiety motivates and what degree inhibits varies from child to child and from task to task. The more the difficult the task, the more likely a given degree of anxiety is to interfere with it. One of the most potent sources in children is the fear of failure. We see this particularly in examination where a great deal is often at stake, or in unhappy classrooms where the teacher ridicules with the classmates is the usual consequences of failure (Fontana 1990).

When working with highly anxious children the job of the teacher is therefore, primarily to understand and sympathize with their problems and to give practical proof of his sympathy by not exposing them unnecessarily to stressful situation. He should also, of course, try to teach them with the skills, necessary for dealing competently with most of the problems they are likely to meet, and should help to build their confidence by giving them the experience of success which is essential if children are to make satisfactory progress.

#### **2.16.2.1 GENERAL ANXIETY**

The term anxiety presents various connotations in different context. According to Darwin (1872), it is an arousal of emotions due to fear or threat. Emotions serve the purpose of existing of or elimination of danger or threat in one's inner self. Some psychological and

physiological reactions are associated with anxiety and; fear and anxiety warn about the threat and danger that is reflected in emotions (Twenge, 2002). In the beginning of Twentieth century, anxiety was associated with fear as Freud mentioned it in his writings. Later, anxiety began to link with apprehension. Then in some studies, anxiety and fear were explained in differently; that is, fear was supposed to be caused by some real object and the reasons for anxiety were unknown. Twenge (2002) presented overall anxiety model that is, anxiety increases with when there is an environmental threat increases. In general, feelings of nervousness, tension, worry, apprehension and that of negative attitude are associated with the term anxiety.

#### **2.16.2.2 STATE ANXIETY**

State anxiety is that type of anxiety that is related to one's temporary feelings of fear or threat of something. It is not a permanent characteristic of an individual's personality but is it transitory and ends when a particular type of situation is over. It is like a situation of an examination or test in which students are going to appear but before that they are anxious and after it is over, they are no more anxious.

#### **2.16.2.3 TRAIT ANXIETY**

Trait is different from state anxiety as it is associated with an individual permanently. It becomes a permanent part of one's personality. It is a stable condition in which one is anxious and it is reflected through behavioral reactions. Most of the time, the individual takes a normal situation as dangerous and threatening. However, there are different views about state anxiety and trait anxiety and researchers are not unanimous on one exact

point. As in some case, transitory emotions of fear and apprehension lead towards constant state of personality. Phillip (2000) used State-Trait anxiety inventory to measure state anxiety and trait anxiety and he found that the subscale of state anxiety and that of trait anxiety were valid and reliable as they showed stability coefficients from .68 to .86.

#### **2.16.2.4 SITUATION SPECIFIC ANXIETY**

The term situation specific anxiety as its name shows is associated with a specific situation, subject and object. The idea of situation specific anxiety emerged later and it began to explain that anxiety in a specific situation or with specific subject like mathematics anxiety, during second language teaching and learning, language anxiety (MacIntyre and Gardner, 1994b). Similarly foreign language anxiety is considered a situation specific anxiety as the learners undergo a specific situation of language learning. The learners might feel anxious while speaking or reading or giving test (MacIntyre and Gardner, 1991a).

#### **2.16.2.5 FACILITATING ANXIETY**

The term facilitating anxiety as the name suggests, is associated with the notion that it helps in learning and the performance of the learners is increased. Sometime facilitating and debilitating both anxieties work together and sometime one does not exist. It depends on the situation in which the learner performs. However, as the research studies indicated that only moderate level of anxiety gave maximum better results. Individuals with no anxiety or being too much anxious showed low performance.

#### **2.16.2.6 DEBILITATING ANXIETY**

It refers to low or poor performance and learning. Due to debilitating anxiety, there happened no arousal of any type of emotions that was detrimental to learning, especially in a foreign language learning classroom. Alpert and Haber conducted a research on the constructs of facilitating anxiety in a test that anxiety helps in learning and then on debilitating anxiety that anxiety interferes in learning. The study indicated significant results. Some researchers thought that test anxiety is related to trait anxiety as it becomes a stable characteristic of an individual's personality (Hancock, 2001). Some research studies stated that test anxiety cause poor performance and are related to each other. When anxiety becomes trait then it yields unsatisfactory performance. Fear or threat of evaluation, negative evaluation causes test anxiety leading to trait anxiety.

#### **2.17 ANXIETY IN LANGUAGE LEARNING**

Anxiety and language learning is a very complicated phenomenon. In the past, many studies were conducted on this s phenomenon and different results were reported. Early studies reported negative correlation between test anxiety and performance. Many other studies reported positive correlation between anxiety and language acquisition. However, later in 1990s, anxiety in language learning became an interesting field for language teacher. Then studies focused on and reported that debilitating anxiety affected language acquisition (Onwuegbuzie, 2000; Phillip, 1992; Aida, 1994; Cheng, 1994). The greater work was done in this regard by Horwitz et al. Their studies reported that language anxiety is due to the negative emotional reactions of the students towards language lerannng (Horwitz et al, 2000).

Young (1991) called measuring anxiety in language learning a complex multidimensional phenomenon. Various test batteries and instruments were used in the past and then various models were devised to investigate the matter of language acquisition. The social educational model of second language acquisition reported the different characteristics that differentiate one individual from another individual in the process of language learning. These characteristics include interest and willingness of an individual to interact with the members of other group, then attitude towards different aspects of language learning i.e. textbooks, teacher etc; motivation of the learners to learn the language and the situation in which the individual learn language (Gardner and MacIntyre, 1993). Different ways and techniques were used to measure language anxiety and many met with criticism. Spielmann and Radnofsky (2001) conducted research on language tension in a French school using natural setting through interviews and observation. Pappamihiel (2002) conducted an investigation using English Language Anxiety scale in two different settings, one was second language learner and other was main-stream. The participants expressed their feelings and thoughts on the topic and both groups were homogeneous in anxiety level in term of gender, age and range.

## **2.18 FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE**

The Foreign Language Classroom Anxiety Scale was used widely originally, through translation and adaption. Since it was first used and later on, it gave very consistent results and found to be very valid and reliable instrument to be used for foreign language anxiety (Horwitz, 1986; Aida, 1994; Abreu, 2003). Horwitz and her associates developed this scale to measure foreign language anxiety in situation specific setting and



so that this scale would be used later by many researchers. Before the development of foreign language classroom anxiety scale, there was not any widely used instrument for this purpose except one that is 'attitude and motivation battery' which had limited scope. Horwitz and her associated felt that in a foreign language classroom, the learners expressed signs of anxiety in form of trembling, perspiring, palpitation, freezing and going blank during the lecture. The learners felt a particular type of apprehension, tension and worry in situation like test, exam or speaking during. Then Horwitz et al defined foreign language classroom anxiety as "it is a distinct complex of self-perception, feelings, beliefs and behaviors related to classroom language learning arising from the uniqueness of the language learning process. They also reported that language anxiety was related to performance evaluation that further was related to three aspects that is, communication apprehension, test anxiety and fear of negative evaluation. The first aspect suggests apprehension in speaking in a foreign language class or communicating with others in foreign language. It is also related to reading apprehension, listing and writing apprehension. The second aspect is related to test anxiety, that the students are afraid of being failed. They feel anxiety when they could not perform better and have fear of getting failure. The third aspect is related to negative evaluation. That the students fear of examination and think about negative evaluation and got anxious.

## **2.19 AREA OF ATTITUDE**

Attitudes and attitude change have been discussed at least since the beginning of this century. The study of attitudes has been an important area of interest to psychologists, who often were also interested in related concepts such as propaganda. Educators have

been interested in attitudes because of their possible impact on learning, and while attitudes have not been convincingly linked to achievement, they have been long considered an important component of the most important outcome of learning. Attitude has been a difficult concept to define adequately, primarily because it has been defined by so many, but also because of the word's differing lay uses and connotations. One of the earliest definitions of attitude was proposed (Simonson & Maushak, 2001). They defined attitude as:

A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. More recently, Zimbardo, and Leippe (1991) defined attitude as:

An evaluative disposition toward some object based upon cognitions, affective reactions, behavioral intentions, and past behaviors ... that can influence cognitions, affective responses, and future intentions and behaviors.

Attitudes are latent and not directly observable in themselves, but they act to organize or provide direction to actions and behaviors that are observable. Many refer to attitudes as "predispositions to respond" (Zimbardo & Leippe, 1991). Attitudes are related to how people perceive the situations in which they find themselves. Also, attitudes vary in direction (either positive or negative), in degree (the amount of being positive or being negative), and in intensity (the amount of commitment with which a position is held; Smith, 1982).

Attitude positions are the summary aggregation of four components: (a) affective responses, (b) cognitions, (c) behaviors, and (d) behavioral intentions (Zimbardo & Leippe, 1991). The *affective* component of attitude is said to consist of a person's evaluation of, liking of, or emotional response to some situation, object, or person. Affective responses reflect one's attitude with sensations of pleasure, sadness, or other levels of physical arousal- For example, for the attitude construct of *computer anxiety*, a topic of current interest, the affective component would be a person's liking of the computer and his feeling of excitement, or dread, when she or he used one.

The *cognitive* component of an attitude is conceptualized as a person's factual knowledge of the situation, object, or person, including oneself. In other words, the cognitive component refers to how much a person knows about a topic, such as computers. The cognitive component of computer anxiety would be based on how much a person knows about computers and her level of understanding of computer operation.

The *behavioral* component of an attitude involves the person's overt behavior directed toward a situation, object, or person. For example, the behavioral component of computer anxiety would be related to how often a person had used a computer, and what kind of experience he had. Persons, who routinely use computers, especially if they choose to use them freely, would be more likely to have positive attitudes toward computers, and be less anxious, than would others who have fewer experiences with computers.

Finally, the *behavioral intention* component involves the person's plans to perform in a certain way, even if sometimes these plans are never acted upon. An example, once again, is the construct of computer anxiety. Computer anxiety is defined by Maurer and

Simonson (1994) as "the fear or apprehension felt by an individual when considering the implications of utilizing computer technology, or when actually using computer technology." The behavioral intention component of this attitude construct would be the "apprehension felt by an individual when considering the implications of utilizing computer technology." In other words, if people knew that they were going to have to use computers in an upcoming class, this would partially shape their level of computer anxiety. If the class were to be a difficult one, say in statistics, then computer anxiety would be likely to be increased.

Traditionally when instruction is designed, there are two categories of outcomes in mind: those directed toward cognitive goals, and those related to the attitudes of the learner. There is little necessity to argue the importance of the acquisition of knowledge by a student as a result of instruction. Achievement is the paramount objective of most instructional activities; however, it may also be important to recognize the need for establishing attitudinal goals and for planning activities designed to facilitate affective outcomes in learners as a consequence of an instructional situation. The most powerful rationale for the need to promote attitude positions in learners would be to demonstrate a direct relationship between attitudes and achievement, or liking and learning.

The impact of attitude on learning is only one reason for interest in attitudes. There are other arguments that explain why attitudes of learners are important. First, most educators would agree that there are times when it is legitimate, and important, for learners to accept the truth of certain ideas-in other words, to accept an attitudinal position. The importance of voting is an attitude position that most would agree is important. student

attitudes toward a situation can tell the teacher a great deal about the impact of that situation on the learning process. Obviously, attitudes need to be measured in order to know if they have been influenced. As a result of quantitatively and qualitatively assessing the opinions of students toward the learning activities in which they are participating, it may be possible to improve the quality of procedures. One of the most important techniques of evaluation is to ascertain attitudes toward some event, object, or person. End-of-course evaluations of attitude toward courses and course content are a standard activity in schools and training centers.

### **2.19.1 ATTITUDE MEASUREMENT TECHNIQUES**

There are four widely used and accepted categories, or approaches, for collecting attitude information. These approaches are:

- Self-reports, where the members of a group report directly about their own attitudes. Self-reports include all procedures by which a person is asked to report on his or her own attitudes. This information can be provided orally through the use of interviews, surveys, or polls, or in written form through questionnaires, rating scales, logs, journals, or diaries. Self-reports represent the most direct type of attitude assessment and should be employed, unless the people who are being investigated are unable or unwilling to provide the necessary information.
- Reports of others, where others report about the attitudes of a person or group. When the people whose attitudes are being investigated are unable or unlikely to provide accurate information, others can be questioned using interviews,

questionnaires, logs, journals, reports, or observation techniques. Parents of children can be asked how their children feel about X, where X is the attitude construct under investigation.

- Sociometric procedures, where members of a group report about their attitudes toward one another. Sociometrics are used when the researcher desires a picture of the patterns within a group. Members of groups can be asked questions like "Who in your group fits the description of XT' where X is the attitude position being studied.
- Records, which are systematic accounts of regular occurrences, such as attendance reports, sign-in sheets, library checkout records, and inventories. Records are very helpful when they contain information relevant to the attitude area in question. For example, when a researcher is trying to determine if a school wide program to develop a higher level of school pride is working, the school's maintenance records might give an index of the program's effectiveness. If school pride is improving, then vandalism should decline, and maintenance costs should be lower. The amount of trash picked up from the school's floors might yield relevant information, too. Students who have 'school pride are less likely to throw trash on the floor.

Within each of these categories, there are strategies for measuring attitude-related behaviors. Most commonly, attitude measurement is accomplished by one of the following techniques:

- Questionnaires and rating scales. Questionnaires and rating scales are instruments that present information to a respondent in writing and then require a written response, such as a check, a circle, a word, a sentence, or several sentences. Attitude rating scales are special kinds of questionnaires. They are developed according to strict procedures that ensure that responses can be summed to yield a single score representing one attitude. Questionnaires and rating scales are often used because they permit anonymity; permit the responder time to answer, can be given to many people simultaneously, provide uniformity across measurement situations, permit relatively easy data interpretation, and can be mailed or administered directly. Their main disadvantage is they do not permit as much flexibility as do some other techniques.
- Interviews. Interviews are face-to-face meetings between two or more people in which the respondent answers questions. A survey is a highly structured interview. Often surveys are conducted over the telephone, an approximation of face-to-face interviewing. A poll is a headcount. Respondents are given a limited number of options and asked to select one. For example, word-of-mouth procedures, such as interviews, surveys, and polls, are useful because they can be read to people who cannot read or who may not understand written questions. They guarantee a relatively high response rate, they are best for some kinds of information especially when people might change their answers if responses were written, and they are very flexible. There are two major problems with interviews. First, they are very time consuming. Second, it is possible that the interviewer may influence the respondent.

- Written reports, such as logs, journals, and diaries. Logs, journals, and diaries are descriptions of activities, experiences, and feelings written during the course of the Program. Generally they are running accounts consisting of many entries prepared on an event, on a daily or weekly basis. The main advantage of this approach is that reports provide a wealth of information about a person's experiences and feelings. The main problem is in extracting, categorizing, and interpreting the information. Written reports require a great deal of time by both the respondent and the researcher.
- Observations. These procedures require that a person dedicate his or her attention to the behaviors of an individual or group in a natural setting for a certain period of time. The main advantage of this approach is its increased credibility when pre-trained, disinterested, unbiased observers are used. Formal observations often bring to attention actions and attitudes that might otherwise be overlooked. Observations are extremely time-consuming, and sometimes observers produce discomfort in those they are observing. The presence of an observer almost always alters what is taking place in a situation.

A specific strategy for attitude measurement should be chosen which is appropriate for the type of attitude construct of interest, the type of learner, and the situation being examined (Henerson, Morris & Fitz-Gibbon, 1987). The procedures summarized above are those most often used. Others strategies are available, but attitude researchers are cautioned to select a technique appropriate to their research questions and a technique they are competent to carry out.



## 2.19.2 ATTITUDE AND LANGUAGE LEARNING

Language attitude is related to a particular mindset that shows one's liking and disliking towards a specific phenomenon. Learning is closely related to the positive attitude of the learners and in case of language learning the attitude of the learners cannot be ignored. They are closely linked with language learning process (Starks & Paltridge, 1996). Certain beliefs, perceptions and interests determine the way to develop a certain type of attitude for and against a particular subject and person. Motivating the learners to learn a specific language also affect their learning and developing their attitudes towards language learning. Motivation involves the efforts and intentions of the learners to attain their goals and developing favorable attitudes through motivation help them a lot to learn smoothly (Gardner, 1995). In the Longman dictionary of applied linguistics (1992), it is stated that the attitude with speakers of different language varieties have towards each others' languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions or linguistics difficulty or simplicity, ease difficulty of learning, degree of importance, elegance, social status etc. attitudes towards a language may also show what people feel about the speakers of that language. According to Wenden (1991), attitudes include three elements; first attitude is related to a cognitive aspect of the learner which describes their perceptions and convictions about a particular situation. The second component is evaluative side of attitudes that shows liking or disliking towards a specific situation and objects. The third is behavioral component of the attitude that focuses on the adoptability of certain behavior for learning a particular subject. There are others factors which are related to social, cultural and

personal dimensions of the learners which play an important role in forming the attitude (Bernat, 2005).

Research on attitudes and motivation (Ryan, E.B. et al, 1979) has mainly focused on two important areas that include; 1) the effect of language attitudes to second language acquisition; and 2) the effect of second language acquisition on attitudes, particularly the effects of second language acquisition programs.

Allport, E.W. (1954) defined attitudes as it encompasses most of the agreed meaning. He states “an attitude is a mental and neural state of readiness, organized through experience, exerting a dynamic influence upon the individual’s responses to all objects and situations with which it is related”. Research in the area so second language acquisition adopts an approach in which it considers not only the empirical associations between attitudes and second language acquisition but also makes an effort to understand the functions served by the attitudes (Ryan, E.B. et.al, 1979).

Most of the research makes a contrast between integrative and instrumental orientations. An integrative orientation refers to an interest in learning a second language in order to facilitate interaction with the other language community. An instrumental orientation, on the other hand, focuses on the utilitarian aspects of learning a language like a means to “higher education” or “a good job”. In general, therefore, there has been considerable research demonstrating that attitudinal and motivational variables related to achievement in second language, and that this association is independent of language aptitude.

With regard to research conducted to explore the relation between attitudes to classroom behavior, studies suggest that attitude variables influence how students

approach the language-classroom situation. The findings of studies in this area (Naiman, N. et.al, 1978) are consistent and suggest that one possible reason why attitudinal variables implicated in second language acquisition is simply that they serve to make the student enthusiastic about learning the other language. Studies concerned with the relation of second language training to attitudes show that learning second language influences attitudinal characteristics. Lambert, W.E. (1967) proposes that as individuals acquire a second language, they begin to identify with the other language community and to experience feelings of alienation. There appears to be a close relation between language and ethnic identity. Ryan, E.B et al. (1979), states “the value of language as a chief symbol of group identity is one of the major forces of preservation of non standard speech styles or dialects.

Classroom learning environment is an array of inner characteristics that differentiate one school from the other and influences upon the behaviors of the teachers (Hoy and Miskel, 2005). Students’ achievement and attitudes are affected by the factors within the classroom. Their satisfaction with their learning, their classroom independence, involvement and task orientation are dependent on teachers’ behaviors, instructional practices, learning setting and learning process (Zandvliet and Fraser, 2005).

The school managers who want to improve the standard of their institution; they should examine students’ attitudes towards them and their perception towards learning environment (Johnson & Johnson, 1991).

Some Studies stated that possible differences between boys’ and girls’ perception of their classroom learning environment but in some studies, gender were not the issue. The boys were found more involved in their classroom but recognize learning environment less

cooperative than the girls' did (Moss and Fraser, 2001). Girls were found to be more cooperative, organized and prone to task orientation. They were also more satisfied with their learning environment than the boys (Verkuyten and thijs, 2002).



## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter deals with the design, methods and procedures of the study. The chapter gives comprehensive details about how the research study was conducted and what it was about. The present study aimed at describing the possible relationship between classroom learning environment and students' anxiety and attitude towards the learning of English. To conduct this study, following was the procedure:

#### 3.1 DESIGN

Broadly describing, the nature of study was descriptive. It was a quantitative survey study that focused on investigating the gender and location difference on classroom learning environment, foreign language classroom anxiety and attitude towards the learning of English. The study examined the possible relationship first between classroom learning environment and English language anxiety, secondly between classroom learning environment and attitude scale, then between foreign language anxiety and attitude scale and finally relationship of classroom learning environment with English language anxiety and attitude towards the learning of English, and for this purpose a survey was conducted by administering three instruments. As the study aimed at finding out possible relationships among three variables, so further it was correlational study because a correlational study describes in quantitative terms the degree to which two or more variables are related. The present study provided quantitatively the possible existing relationship among three variables and to what extent

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they are related by describing scores within a certain range on one measure that was related to scores within a certain range on another measure. Hence, it was a descriptive correlation study conducted through survey.

### **3.2 POPULATION OF THE STUDY**

The population of this study was all the secondary school students studying in public sector secondary schools of Punjab province. Thus all the public sector secondary schools of Punjab province were included in the population. The public sector secondary schools in Punjab province at district headquarters (urban area) have common characteristics and that of Thesil and sub-thesil (rural area) share many common things with each other that sometimes include culture, traditions, physical condition, socio-economic conditions, level of facilities and teachers throughout the Province.

### **3.3 SAMPLE OF THE STUDY**

The sample of the study was 720 students from 06 districts of the Punjab province. Stratified random sampling technique was used to get the sample of the study. Among these 720 students, 360 were urban who were further bifurcated into 180 males and 180 females. Similarly, 360 were rural students divided into 180 males and 180 females. From each selected district, 04 urban and 04 rural schools were selected among these four schools, two were males and two were females. From each selected school, fifteen students were selected randomly. The sampling frame is given below to illustrate further details of the sample:

Sr.No	Aspects	Population	Sampling		
1	Districts in Punjab	35	06		
2	Secondary schools	4669	48	In each selected district	Students from each selected school.
3	Urban	1134	24	04	15
	Male	591	12	02	$15 \times 12 = 180$
	Female	543	12	02	$15 \times 12 = 180$
4	Rural	3535	24	04	15
	Male	2367	12	02	$15 \times 12 = 180$
	Female	1168	12	02	$15 \times 12 = 180$
6	Total 10 grade students (389017)			Grand Total	720
	Total Urban (Male & Female)		360		
7	Total Rural (Male & Female)		360		

### 3.4 INSTRUMENTATION AND MODIFICATION

The researcher used three questionnaires for the study out of which two questionnaires, Classroom Learning Environment scale and Foreign Language Classroom Anxiety scale were adopted with certain modifications and the third questionnaire, Attitude scale towards the learning of English was developed by the researcher. For the two adopted questionnaires, permission was taken from the concerned persons who developed the questionnaires. The detailed description of each scale is given below:

### **3.4.1 CLASSROOM LEARNING ENVIRONMENT SCALE**

Classroom Learning Environment scale was used to explore the psychosocial learning dimensions of the classroom that influence on the learning of the students. It has seven subscales i.e. Student Cohesiveness, Teacher Support, Involvement, Investigation, Task Orientation, Cooperation and Equity. Each subscale consisted of eight items. Dorman (2003) published a review of the questionnaire that the questionnaire was useful to assess the learning environment of classroom in many countries and cultures and has shown high level of reliability and validity. Keeping Pakistani context in view, the questionnaire was translated into Urdu language that is easily understandable to secondary school students and in order to maintain validity and reliability of the instrument. Classroom Learning Environment scale was named as WIHIC, that is, What Is Happening In this Classroom. It was developed by Fraser (1996) and was widely used in many research studies conducted in countries like Australia, U.S.A, Canada, Singapore, Indonesia, Korea, Malaysia and Saudi Arab that showed it being a culture free instrument. The classroom learning environment scale has a long history of its development and usage with different names and modification with the passage of time. The researcher found it very comprehensive to use it to investigate the learning environment of secondary schools of Pakistan. Items no 25, 26, 29, 32, 51 and 54 were simplified.

### **3.4.2 FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE**

This questionnaire was used to measure the level of anxiety of secondary school students in English class. The questionnaire was translated into Urdu language and



while translating, subject specialists of both Urdu and English languages were consulted and translation was improved in the light of their suggestions. Foreign Language Classroom Anxiety scale is the most widely used instrument to measure the level of anxiety in various language settings. This questionnaire was developed by Horwitz et al 1986 and later made certain modification in 2001. It has 33 items that focus on three dimensions, that is, Communication Apprehension, Test Anxiety and Fear of Negative evaluation; each dimension consists of eleven items. Items no 6, 13, 20, 25 and 30 were simplified.

### **3.4.3 ATTITUDE SCALE**

This questionnaire was developed by the researcher keeping the related literature in view over attitude towards learning of a foreign language. This questionnaire was used to measure the attitude of the students towards the learning of English. It has twenty eight items and two subscales with fourteen items for each. The subscales describe the dimensions of Adoption of language attitude and Enjoyment towards English lessons. First this was developed in English but keeping the difficulty of the students in mind, it was translated and with the help of supervisor and subject specialists, some items were modified and improved.

### **3.5 RELIABILITY OF TOOLS**

Reliability of the three instruments was determined through Cronbach alpha coefficient. The Cronbach alpha coefficient formula was used to check the reliability of the whole questionnaire and then of its subscales. For all three questionnaires and then for subscales, the data showed high alpha coefficient that

established the internal consistency of the instruments. The Cronbach alpha reliability ranged from .71 to .85 for the subscales of learning environment scale and .95 for the whole scale that indicated that the instrument is strongly reliable. For the Foreign Language Classroom Anxiety scale, the Cronbach alpha reliability ranged from .75 to .80 for subscales and for overall it was found at .92 that established high internal consistency of the instrument. For the third questionnaire, that is, for Attitude scale, it ranged from .83 to .88 for subscales and for overall scale it was .92 that showed that the instrument was reliable.

### **3.6 IMPROVEMENT OF TOOLS**

Improvement of an instrument is a very pertinent and critical area in a research study. For the present study it was established in two steps. First, for translation of the three questionnaires, subject specialists of Urdu and English languages were approached and consulted along with the expert opinion of the supervisor. The translated version of the three questionnaires was finalized after translating the instruments into Urdu and then back translation into English from subject specialist, and then for the second time, they were translated into Urdu after fulfilling the translation requirement. In this way, content and face validity of the instruments were determined. After that, pilot testing was conducted and 50 students were selected for this purpose from Rawalpindi district and in the light of their responses, some items were revised. For classroom learning environment scale, items number 25, 26,29,32,51 and 52 were improved. For English language classroom anxiety scale, items number 6, 13, 20, 25, and 30 were improved. For attitude towards English language scale, initially 35 items were developed.

In the light of the responses during pilot testing and experts' opinion, 7 items were deleted and items number 6, 12, 17, and 25 were improved.

### **3.7 DATA COLLECTION**

The process of collecting data took almost six months. In order to get maximum response rate and to get complete filled in questionnaires back from the concerned quarters, three additional copies of each instrument for each school were distributed. This was done to eliminate response attrition i.e. incomplete, missing copies, over-writing or vaguely filled in questionnaires which might be received during this process. Thus instead of 720 copies of each instrument as per sample, 864 copies of each instrument were distributed and out of which 768 copies were received back. In further scrutiny, incomplete and wrongly filled questionnaires were separated and finally 720 copies complete in all respects, of each instrument were set for analysis. From most of the places, the data were collected in person; however, registered mail and telephonic conversation were used for two districts.

### **3.8 DATA ANALYSIS**

Data were analyzed by applying statistical operations through SPSS. The students, who had fully filled the three questionnaires, had been allotted identification numbers, gender and areas markers in order to run appropriate analyses smoothly. In order to meet the objectives of the study, reliability and validity of the instruments were checked to find them reliable and valid for the study. Reliability was determined through Cronbach alpha coefficient for all instruments. It was found to be high at reasonable level

i.e. above .80 and thus the three instruments were found to be reliable. Validity of the three instruments was determined through experts' opinions and item-total correlation. Gender differences and location-wise differences were determined by applying t-test regarding each scale and subscale. One way ANOVA was used to check the mean differences and *F* ratio among the districts of the sample. In order to examine the specific differences and to identify the districts of differences, post-hoc multiple comparison test (Tukey's HSD) was performed. To investigate the possible relationship between Learning environment scale and English language anxiety scale, and with attitude scales, Pearson correlation was used.

## Chapter 4

### ANALYSIS AND PRESENTATION OF DATA

#### INTRODUCTION

This chapter presents analysis and interpretation of the data. Statistical Package for Social Sciences (SPSS) was used to analyze the data statistically. The three questionnaires were analyzed one by one and then interpreted in the light of the statistical results. First the reliability of the three questionnaires was determined through Cronbach alpha coefficients. All the three questionnaires yielded strong and high internal consistency of the total scale and of the subscales. Then for validity, item total correlation was calculated for each item of the scale and of the subscale. The item total correlation was found highly significant at .001. Gender differences were determined through t-test on Learning Environment scale, then on Foreign language anxiety scale and then on Attitude scale. Location-wise (Urban and Rural) differences were determined by applying t-test for each scale.

One-way ANOVA was used to find out possible differences among districts of the study. *F* ratio was calculated for each scale and subscale to see the significance level to support or not to support the null hypothesis. In order to examine the specific differences and to identify the districts of differences, post-hoc multiple comparison test (Tukey's HSD) was performed. Finally Pearson correlation was used to investigate possible relationship among the three instruments. First relationship between Learning Environment with Foreign language anxiety scale was measured. Then Learning Environment scale was correlated with Attitude scale, English language anxiety scale with the Attitude scale and

finally relationship of learning environment with English language anxiety and attitude towards the learning of English was checked. The analysis and interpretation of the data is given below:

### 4.3 Item-wise Analysis of Learning Environment scale through frequencies, percentage, Mean and Standard Deviation

Table 4.3.1 **Making Friends in the Class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
1	I make friends among students in the class.	SA	268	37.2	3.93	1.183
		A	301	41.8		
		UNC	36	5		
		DA	66	9.2		
		SDA	49	6.8		

N= 720

Table 4.3.1 reflects that 79% respondents agreed with the statement. Only 5% were uncertain in their responses, while 16% of the respondents disagreed. The mean score is 3.93; SD= 1.183.

Table 4.3.2 **Knowing Other Students in the Class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
2	I know other students in the class	SA	200	27.8	3.65	1.257
		A	294	40.8		
		UNC	60	8.3		
		DA	106	14.7		
		SDA	60	8.3		

N= 720

Table 4.3.2 reflects that 68.6% respondents agreed with the statement. Only 8.3% were uncertain in their responses, while 23% of the respondents disagreed. The mean score is 3.65; SD= 1.257.

Table 4.3.3 **Friendly to Members of the Class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
3	I am friendly to members of the class	SA	283	39.3	3.97	1.161
		A	283	39.3		
		UNC	43	6		
		DA	71	9.9		
		SDA	40	5.6		

N= 720

Table 4.3.3 reflects that 78.6% respondents agreed with the statement. Only 6% were uncertain in their responses, while 15.5% of the respondents disagreed. The mean score is 3.97; SD= 1.161.

Table 4.3.4 **Members of the class as friends**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
4	Members of the class are my friends.	SA	207	28.8	3.74	1.135
		A	271	37.6		
		UNC	118	16.4		
		DA	93	12.9		
		SDA	31	4.3		

N= 720

Table 4.3.4 reflects that 66.4% respondents agreed with the statement. Only 16.4% were uncertain in their responses, while 17.2% of the respondents disagreed. The mean score is 3.74; SD= 1.135.



Table 4.3.5 **Working well with class members**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
5	I work well with other class members.	SA	210	29.2	3.86	1.128
		A	350	48.6		
		UNC	60	8.3		
		DA	48	6.7		
		SDA	52	7.2		

N= 720

Table 4.3.5 reflects that 77.8% respondents agreed with the statement. 8.3% were uncertain in their responses, while 13.9% of the respondents disagreed. The mean score is 3.86; SD = 1.128.

Table 4.3.6 **Helping other class members**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
6	I help other class members who are having trouble with their work.	SA	276	38.3	3.93	1.181
		A	278	38.6		
		UNC	41	5.7		
		DA	87	12.1		
		SDA	38	5.3		

N= 720

Table 4.3.6 reflects that 76.9% respondents agreed with the statement. 5.7% were uncertain in their responses, while 17.4% of the respondents disagreed. The mean score is 3.93; SD= 1.181.

Table 4.3.7

**Students' liking for me**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
7	Students in this class like me.	SA	130	18.1	3.45	1.095
		A	226	31.4		
		UNC	248	34.4		
		DA	68	9.4		
		SDA	48	6.7		

N= 720

Table 4.3.7 reflects that 49.5% respondents agreed with the statement. 34.4% were uncertain in their responses, while 16.1% of the respondents disagreed. The mean score is 3.45; SD= 1.095.

Table 4.3.8

**Getting help from other students**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
8	In this class, I get help from other students.	SA	306	42.5	4.05	1.123
		A	278	38.6		
		UNC	37	5.1		
		DA	65	9		
		SDA	34	4.7		

N= 720

Table 4.3.8 reflects that 81.1% respondents agreed with the statement. 5.1% were uncertain in their responses, while 13.7% of the respondents disagreed. The mean score is 4.05; SD= 1.123.

Table 4.3.9

**Teacher's personal interest**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
9	The teacher takes a personal interest in me.	SA	232	32.2	3.80	1.247
		A	314	43.6		
		UNC	37	5.1		
		DA	71	9.9		
		SDA	66	9.2		

N= 720

Table 4.3.9 reflects that 75.8% respondents agreed with the statement. 5.1% were uncertain in their responses, while 19.1% of the respondents disagreed. The mean score is 3.80; SD= 1.247.

Table 4.3.10

**Teacher's help for me**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
10	The teacher goes out of way to help me.	SA	202	28.1	3.63	1.284
		A	288	40		
		UNC	59	8.2		
		DA	103	14.3		
		SDA	68	9.4		

N= 720

Table 4.3.10 reflects that 68.1% respondents agreed with the statement. 8.2% were uncertain in their responses, while 23.7% of the respondents disagreed. The mean score is 3.63; SD= 1.284.

Table 4.3.11

**Teacher's consideration for feelings**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
11	The teacher considers my feelings.	SA	275	38.2	3.93	1.188
		A	286	39.7		
		UNC	43	6		
		DA	69	9.6		
		SDA	47	6.5		

N= 720

Table 4.3.11 reflects that 77.9% respondents agreed with the statement. 6% were uncertain in their responses, while 16.1% of the respondents disagreed. The mean score is 3.93; SD= 1.188.

Table 4.3.12

**Teacher's help in time of trouble**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
12	The teacher helps me when I have trouble with the work.	SA	198	27.5	3.65	1.196
		A	262	36.4		
		UNC	121	16.8		
		DA	91	12.6		
		SDA	48	6.7		

N= 720

Table 4.3.12 reflects that 63.9% respondents agreed with the statement. 16.8% were uncertain in their responses, while 19.3% of the respondents disagreed. The mean score is 3.65; SD= 1.196.

Table 4.3.13

**Teacher's talking with me**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
13	The teacher talks with me.	SA	307	42.6	4.03	1.158
		A	270	37.5		
		UNC	38	5.3		
		DA	65	9		
		SDA	40	5.6		

N= 720

Table 4.3.13 reflects that 80.1% respondents agreed with the statement. 5.3% were uncertain in their responses, while 14.6% of the respondents disagreed. The mean score is 4.03; SD= 1.158.

Table 4.3.14

**Teacher's interest in problems**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
14	The teacher is interested in my problems.	SA	253	35.1	3.71	1.361
		A	256	35.6		
		UNC	43	6		
		DA	83	11.5		
		SDA	85	11.8		

N= 720

Table 4.3.14 reflects that 70.7% respondents agreed with the statement. 6% were uncertain in their responses, while 23.3% of the respondents disagreed. The mean score is 3.71; SD= 1.361.

Table 4.3.15

**Teacher's movement in the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
15	The teacher moves about the class to talk with me.	SA	266	36.9	3.82	1.301
		A	270	37.5		
		UNC	42	5.8		
		DA	69	9.6		
		SDA	73	10.1		

N= 720

Table 4.3.15 reflects that 74.4% respondents agreed with the statement. 5.8% were uncertain in their responses, while 19.7% of the respondents disagreed. The mean score is 3.82; SD= 1.301.

Table 4.3.16

**Teacher's questions help to understand**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
16	The teacher' questions help me to understand.	SA	279	38.8	3.90	1.239
		A	274	38.1		
		UNC	42	5.8		
		DA	67	9.3		
		SDA	58	8.1		

N= 720

Table 4.3.16 reflects that 76.9% respondents agreed with the statement. 5.8% were uncertain in their responses, while 17.4% of the respondents disagreed. The mean score is 3.90; SD= 1.239.

Table 4.3.17

**Discussion of ideas in this class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
17	I discuss ideas in this class.	SA	257	35.7	3.86	1.257
		A	301	41.8		
		UNC	35	4.9		
		DA	57	7.9		
		SDA	70	9.7		

N= 720

Table 4.3.17 reflects that 77.5% respondents agreed with the statement. 4.9% were uncertain in their responses, while 17.6% of the respondents disagreed. The mean score is 3.86; SD= 1.257.

Table 4.3.18

**Opinions during class discussions**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
18	I give my opinions during class discussions.	SA	181	25.1	3.43	1.398
		A	270	37.5		
		UNC	58	8.1		
		DA	100	13.9		
		SDA	111	15.4		

N= 720

Table 4.3.18 reflects that 62.6% respondents agreed with the statement. 8.1% were uncertain in their responses, while 29.3% of the respondents disagreed. The mean score is 3.43; SD= 1.398.

Table 4.3.19

**Teacher's questions for me**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
19	The teacher asks me questions	SA	276	38.3	3.87	1.266
		A	271	37.6		
		UNC	41	5.7		
		DA	68	9.4		
		SDA	64	8.9		

N= 720

Table 4.3.19 reflects that 75.9% respondents agreed with the statement. 5.7% were uncertain in their responses, while 18.3% of the respondents disagreed. The mean score is 3.87; SD= 1.266.

Table 4.3.20

**Ideas and suggestions during classroom discussions**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
20	My ideas and suggestions are used during classroom discussions.	SA	194	26.9	3.58	1.270
		A	254	35.3		
		UNC	114	15.8		
		DA	88	12.2		
		SDA	70	9.7		

N= 720

Table 4.3.20 reflects that 62.2% respondents agreed with the statement. 15.8% were uncertain in their responses, while 21.9% of the respondents disagreed. The mean score is 3.58; SD= 1.270.



Table 4.3.21

**Asking the teacher questions**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
21	I ask the teacher questions.	SA	203	28.2	3.71	1.275
		A	328	45.6		
		UNC	57	7.9		
		DA	44	6.1		
		SDA	88	12.2		

N= 720

Table 4.3.21 reflects that 73.8% respondents agreed with the statement. 7.9% were uncertain in their responses, while 18.3% of the respondents disagreed. The mean score is 3.71; SD= 1.275.

Table 4.3.22

**Explaining ideas to other students**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
22	I explain my ideas to other students.	SA	257	35.7	3.77	1.316
		A	268	37.2		
		UNC	38	5.3		
		DA	85	11.8		
		SDA	72	10		

N= 720

Table 4.3.22 reflects that 72.9% respondents agreed with the statement. 5.3% were uncertain in their responses, while 21.8% of the respondents disagreed. The mean score is 3.77; SD= 1.316.

Table 4.3.23

**Discussion about solving problems**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
23	Students discuss with me how to go about solving problems.	SA	294	40.8	3.93	1.253
		A	265	36.8		
		UNC	35	4.9		
		DA	66	9.2		
		SDA	60	8.3		

N= 720

Table 4.3.23 reflects that 77.6% respondents agreed with the statement. 4.9% were uncertain in their responses, while 17.5% of the respondents disagreed. The mean score is 3.93; SD= 1.253.

Table 4.3.24

**Explaining how to solve problems**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
24	I am asked to explain how I solve problems.	SA	288	40	3.85	1.312
		A	250	34.7		
		UNC	32	4.4		
		DA	83	11.5		
		SDA	67	9.3		

N= 720

Table 4.3.24 reflects that 74.7 % respondents agreed with the statement. 4.4% were uncertain in their responses, while 20.8% of the respondents disagreed. The mean score is 3.85; SD= 1.312.

Table 4.3.25

**Carrying out investigations**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
25	I carry out investigations to test my ideas.	SA	224	31.1	3.73	1.302
		A	311	43.2		
		UNC	34	4.7		
		DA	69	9.6		
		SDA	82	11.4		

N= 720

Table 4.3.25 reflects that 74.3% respondents agreed with the statement. 4.7% were uncertain in their responses, while 21% of the respondents disagreed. The mean score is 3.73; SD= 1.302.

Table 4.3.26

**Thinking about the evidence for statements**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
26	I am asked to think about the evidence for my statements.	SA	175	24.3	3.43	1.390
		A	281	39		
		UNC	55	7.6		
		DA	98	13.6		
		SDA	111	15.4		

N= 720

Table 4.3.26 reflects that 63.3% respondents agreed with the statement. 7.6% were uncertain in their responses, while 29 % of the respondents disagreed. The mean score is 3.43; SD= 1.390.

Table 4.3.27

**Carrying out investigation to answer the questions**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
27	I carry out investigation to answer the questions coming from discussions.	SA	242	33.6	3.57	1.479
		A	252	34.7		
		UNC	36	5		
		DA	60	8.3		
		SDA	132	18.3		

N= 720

Table 4.3.27 reflects that 68.3% respondents agreed with the statement. 5% were uncertain in their responses, while 26.6% of the respondents disagreed. The mean score is 3.57; SD= 1.479.

Table 4.3.28

**Explaining statements Diagrams and graphs**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
28	I explain the meaning of statements Diagrams and graphs.	SA	188	26.1	3.53	1.303
		A	257	35.7		
		UNC	108	15		
		DA	84	11.7		
		SDA	83	11.5		

N= 720

Table 4.3.28 reflects that 61.8% respondents agreed with the statement. 15% were uncertain in their responses, while 23.2% of the respondents disagreed. The mean score is 3.53; SD= 1.303.

Table 4.3.29

**Questions that puzzle**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
29	I carry out investigations to answer questions that puzzle me.	SA	185	25.7	3.61	1.333
		A	329	45.7		
		UNC	54	7.5		
		DA	44	6.1		
		SDA	108	15		

N= 720

Table 4.3.29 reflects that 71.4% respondents agreed with the statement. 7.5% were uncertain in their responses, while 21.1% of the respondents disagreed. The mean score is 3.61; SD= 1.333.

Table 4.3.30

**Carrying out investigations to answer teacher's questions**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
30	I carry out investigations to answer teacher's questions.	SA	261	36.3	3.74	1.352
		A	255	35.4		
		UNC	41	5.7		
		DA	81	11.3		
		SDA	82	11.4		

N= 720

Table 4.3.30 reflects that 71.7% respondents agreed with the statement. 5.7% were uncertain in their responses, while 22.7% of the respondents disagreed. The mean score is 3.74; SD= 1.352.

Table 4.3.31

**Finding out answers by doing investigations**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
31	I find out answers to questions by doing investigations.	SA	277	38.5	3.87	1.267
		A	270	37.5		
		UNC	41	5.7		
		DA	68	9.4		
		SDA	64	8.9		

N= 720

Table 4.3.31 reflects that 76% respondents agreed with the statement. 5.7% were uncertain in their responses, while 18.3% of the respondents disagreed. The mean score is 3.87; SD= 1.267.

Table 4.3.32

**Solving problems by using information**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
32	I solved problems by using information obtained from my own investigation.	SA	273	37.9	3.95	1.159
		A	293	40.7		
		UNC	34	4.7		
		DA	84	11.7		
		SDA	36	5		

N= 720

Table 4.3.32 reflects that 78.6% respondents agreed with the statement. 4.7% were uncertain in their responses, while 16.7% of the respondents disagreed. The mean score is 3.95; SD= 1.159.

Table 4.3.33

**Importance of work**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
33	Getting a certain amount of work done is important to me.	SA	210	29.2	3.62	1.374
		A	303	42.1		
		UNC	35	4.9		
		DA	66	9.2		
		SDA	106	14.7		

N= 720

Table 4.3.33 reflects that 71.3% respondents agreed with the statement. 4.9% were uncertain in their responses, while 23.9% of the respondents disagreed. The mean score is 3.62; SD= 1.374.

Table 4.3.34

**Doing the desired work**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
34	I do as much as I set out to do.	SA	283	39.3	3.79	1.360
		A	245	34		
		UNC	37	5.1		
		DA	71	9.9		
		SDA	84	11.7		

N= 720

Table 4.3.34 reflects that 73.3% respondents agreed with the statement. 5.1% were uncertain in their responses, while 21.6% of the respondents disagreed. The mean score is 3.79; SD= 1.360.

Table 4.3.35

**Knowledge of the goals for the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
35	I know the goals for this class.	SA	255	35.4	3.72	1.372
		A	264	36.7		
		UNC	40	5.6		
		DA	67	9.3		
		SDA	94	13.1		

N= 720

Table 4.3.35 reflects that 72.1% respondents agreed with the statement. 5.6% were uncertain in their responses, while 22.4% of the respondents disagreed. The mean score is 3.72; SD= 1.372.

Table 4.3.36

**Readiness to start class on time**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
36	I am ready to start class on time.	SA	178	24.7	3.43	1.358
		A	248	34.4		
		UNC	107	14.9		
		DA	82	11.4		
		SDA	105	14.6		

N= 720

Table 4.3.36 reflects that 59.1% respondents agreed with the statement. 14.9% were uncertain in their responses, while 26% of the respondents disagreed. The mean score is 3.43; SD= 1.358.



Table 4.3.37

**Knowledge of accomplishing the tasks in the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
37	I know what I am trying to accomplish in this class.	SA	312	43.3	3.89	1.339
		A	233	32.4		
		UNC	33	4.6		
		DA	65	9		
		SDA	77	10.7		

N= 720

Table 4.3.37 reflects that 75.7% respondents agreed with the statement. 4.6% were uncertain in their responses, while 19.7% of the respondents disagreed. The mean score is 3.89; SD= 1.339.

Table 4.3.38

**Attention during the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
38	I pay attention during this class.	SA	249	34.6	3.69	1.374
		A	262	36.4		
		UNC	40	5.6		
		DA	77	10.7		
		SDA	92	12.8		

N= 720

Table 4.3.38 reflects that 71% respondents agreed with the statement. 5.6% were uncertain in their responses, while 23.5% of the respondents disagreed. The mean score is 3.69; SD= 1.374.

Table 4.3.39

**Understanding the work in the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
39	I try to understand the work in this class.	SA	315	43.8	3.89	1.335
		A	228	31.7		
		UNC	36	5		
		DA	66	9.2		
		SDA	75	10.4		

N= 720

Table 4.3.39 reflects that 75.5% respondents agreed with the statement. 5% were uncertain in their responses, while 19.6% of the respondents disagreed. The mean score is 3.89; SD= 1.335.

Table 4.3.40

**Knowledge of class work**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
40	I know how much work I have to do.	SA	264	36.7	3.95	1.141
		A	304	42.2		
		UNC	38	5.3		
		DA	78	10.8		
		SDA	36	5		

N= 720

Table 4.3.40 reflects that 78.9% respondents agreed with the statement. 5.3% were uncertain in their responses, while 15.8% of the respondents disagreed. The mean score is 3.95; SD= 1.141.

Table 4.3.41

**Cooperation with other students**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
41	I cooperate with other students when doing assignment work.	SA	263	36.5	3.85	1.280
		A	291	40.4		
		UNC	31	4.3		
		DA	63	8.8		
		SDA	72	10		

N= 720

Table 4.3.41 reflects that 76.9% respondents agreed with the statement. 4.3% were uncertain in their responses, while 18.8% of the respondents disagreed. The mean score is 3.85; SD= 1.280.

Table 4.3.42

**Sharing books and resources**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
42	I share my books and resources with other students when doing assignment.	SA	220	30.6	3.56	1.397
		A	257	35.7		
		UNC	50	6.9		
		DA	93	12.9		
		SDA	100	13.9		

N= 720

Table 4.3.42 reflects that 66.3% respondents agreed with the statement. 6.9% were uncertain in their responses, while 26.8% of the respondents disagreed. The mean score is 3.56; SD= 1.397.

Table 4.3.43

**Working in groups in the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
43	When I work in groups in this class, there is teamwork.	SA	275	38.2	3.70	1.448
		A	239	33.2		
		UNC	33	4.6		
		DA	58	8.1		
		SDA	115	16		

N= 720

Table 4.3.43 reflects that 71.4% respondents agreed with the statement. 4.6% were uncertain in their responses, while 24.1% of the respondents disagreed. The mean score is 3.70; SD= 1.448.

4.3.44

**Working together on projects**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
44	I work with other students on projects in this class.	SA	213	29.6	3.61	1.306
		A	253	35.1		
		UNC	93	12.9		
		DA	84	11.7		
		SDA	77	10.7		

N= 720

Table 4.3.44 reflects that 64.7% respondents agreed with the statement. 12.9% were uncertain in their responses, while 22.4% of the respondents disagreed. The mean score is 3.61; SD= 1.306.

Table 4.3.45

**Learning from others**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
45	I learn from other students in this class.	SA	185	25.7	3.61	1.333
		A	329	45.7		
		UNC	54	7.5		
		DA	44	6.1		
		SDA	108	15		

N= 720

Table 4.3.45 reflects that 71.4% respondents agreed with the statement. 7.5% were uncertain in their responses, while 21.1% of the respondents disagreed. The mean score is 3.61; SD= 1.333.

Table 4.3.46

**Working with other students in the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
46	I work with other students in this class.	SA	291	40.4	3.83	1.342
		A	242	33.6		
		UNC	34	4.7		
		DA	77	10.7		
		SDA	76	10.6		

N= 720

Table 4.3.46 reflects that 74% respondents agreed with the statement. 4.7% were uncertain in their responses, while 21.3% of the respondents disagreed. The mean score is 3.83; SD= 1.342.

Table 4.3.47

**Cooperation with students on class activities**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
47	I cooperate with other students on class activities.	SA	296	41.1	3.94	1.244
		A	266	36.9		
		UNC	36	5		
		DA	63	8.8		
		SDA	59	8.2		

N= 720

Table 4.3.47 reflects that 78% respondents agreed with the statement. 5% were uncertain in their responses, while 17% of the respondents disagreed. The mean score is 3.94; SD= 1.244.

Table 4.3.48

**Working together to achieve class goals**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
48	Students work with me to achieve class goals.	SA	306	42.5	4.02	1.158
		A	269	37.4		
		UNC	29	4		
		DA	83	11.5		
		SDA	33	4.6		

N= 720

Table 4.3.48 reflects that 79.9% respondents agreed with the statement. 4% were uncertain in their responses, while 16.1% of the respondents disagreed. The mean score is 4.02; SD= 1.158.

Table 4.3.49

**Attention of teacher to my questions**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
49	The teacher gives as much attention to my questions as to other students' questions.	SA	234	32.5	3.85	1.198
		A	322	44.7		
		UNC	39	5.4		
		DA	70	9.7		
		SDA	55	7.6		

N= 720

Table 4.3.49 reflects that 77.2% respondents agreed with the statement. 5.4% were uncertain in their responses, while 17.3% of the respondents disagreed. The mean score is 3.85; SD= 1.198.

Table 4.3.50

**Equal help from the teacher**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
50	I get the same amount of help from the teacher as do other students.	SA	197	27.4	3.64	1.265
		A	297	41.3		
		UNC	59	8.2		
		DA	103	14.3		
		SDA	64	8.9		

N= 720

Table 4.3.50 reflects that 68.7% respondents agreed with the statement. 8.2% were uncertain in their responses, while 23.2% of the respondents disagreed. The mean score is 3.64; SD= 1.265.

Table 4.3.51

**Same amount of say in the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
51	I have the same amount of say in this class as other students do.	SA	315	43.8	4.09	1.107
		A	280	38.9		
		UNC	33	4.6		
		DA	58	8.1		
		SDA	34	4.7		

N= 720

Table 4.3.51 reflects that 82.7% respondents agreed with the statement. 4.6% were uncertain in their responses, while 12.8% of the respondents disagreed. The mean score is 4.09; SD= 1.107.

Table 4.3.52

**Same treatment in the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
52	I am treated the same as other students in this class.	SA	230	31.9	3.78	1.162
		A	256	35.6		
		UNC	111	15.4		
		DA	88	12.2		
		SDA	35	4.9		

N= 720

Table 4.3.52 reflects that 67.5% respondents agreed with the statement. 15.4% were uncertain in their responses, while 17.1% of the respondents disagreed. The mean score is 3.78; SD= 1.162.



Table 4.3.53

**Same encouragement from the teacher**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
53	I receive the same encouragement from the teacher as other students do.	SA	240	33.3	3.93	1.138
		A	338	46.9		
		UNC	48	6.7		
		DA	40	5.6		
		SDA	54	7.5		

N= 720

Table 4.3.53 reflects that 80.2% respondents agreed with the statement. 6.7% were uncertain in their responses, while 13.1% of the respondents disagreed. The mean score is 3.93; SD= 1.138.

Table 4.3.54

**Same opportunity to contribute to class discussions**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
54	I get the same opportunity to contribute to class discussions as other students.	SA	252	35	3.71	1.366
		A	261	36.3		
		UNC	39	5.4		
		DA	80	11.1		
		SDA	88	12.2		

N= 720

Table 4.3.54 reflects that 71.3% respondents agreed with the statement. 5.4% were uncertain in their responses, while 23.3% of the respondents disagreed. The mean score is 3.71; SD= 1.366.

Table 4.3.55

**Equal praise of work in the class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
55	My work receives as much praise as other students' work.	SA	134	18.6	3.51	1.080
		A	250	34.7		
		UNC	231	32.1		
		DA	60	8.3		
		SDA	45	6.3		

N= 720

Table 4.3.55 reflects that 53.3% respondents agreed with the statement. 32.1% were uncertain in their responses, while 14.6% of the respondents disagreed. The mean score is 3.51; SD= 1.080.

Table 4.3.56

**Equal opportunity to answer questions**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
56	I get the same opportunity to answer questions as other students.	SA	287	39.9	4.01	1.135
		A	294	40.8		
		UNC	29	4		
		DA	76	10.6		
		SDA	34	4.7		

N= 720

Table 4.3.56 reflects that 80.7% respondents agreed with the statement. 4% were uncertain in their responses, while 15.3% of the respondents disagreed. The mean score is 4.01; SD= 1.135.

#### 4.4 Item-wise Analysis of English Language Anxiety scale through frequencies, percentage, Mean and Standard Deviation

Table 4.4.1 **Speaking in English Language Class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
1	I never feel quite sure of myself when I am speaking in my foreign language class.	SA	137	19	3.35	1.281
		A	272	37.8		
		UNC	98	13.6		
		DA	134	18.6		
		SDA	79	11		

N=720

Table 4.4.1 reveals that 56.8% respondents agreed with the statement. Only 13.6% were uncertain in their responses, while 29.6% of the respondents disagreed. The mean score is 3.35; SD = 1.281.

Table 4.4.2 **Making mistakes in Language Class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
2	I don't worry about making mistakes in language class.	SA	112	15.6	2.99	1.348
		A	198	27.5		
		UNC	97	13.5		
		DA	197	27.4		
		SDA	116	16.1		

N=720

Table 4.4.2 reflects that 43.1% respondents agreed with the statement. Only 13.5% were uncertain in their responses, while 43.5% of the respondents disagreed. The mean score is 2.99; SD = 1.348.

Table 4.4.3

**Fear in English class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
3	I tremble when I know that I'm going to be called on in language class.	SA	81	11.3	2.53	1.361
		A	129	17.9		
		UNC	81	11.3		
		DA	225	31.3		
		SDA	204	28.3		

N= 720

Table 4.4.3 reflects that 29.2% respondents agreed with the statement. 11.3% were uncertain in their responses, while 59.6% of the respondents disagreed. The mean score is 2.53; SD= 1.361.

Table 4.4.4

**Understanding in English language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	SA	87	12.1	2.72	1.350
		A	164	22.8		
		UNC	85	11.8		
		DA	227	31.5		
		SDA	157	21.8		

N= 720

Table 4.4.4 reflects that 34.9% respondents agreed with the statement. 11.8% were uncertain in their responses, while 53.3% of the respondents disagreed. The mean score is 2.72; SD= 1.350.

Table 4.4.5

**Taking more English language classes**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
5	It wouldn't bother me at all to take more foreign language classes.	SA	58	8.1	2.20	1.285
		A	96	13.3		
		UNC	43	6.0		
		DA	257	35.7		
		SDA	266	36.9		

N= 720

Table 4.4.5 reflects that 21.4% respondents agreed with the statement. 6.0% were uncertain in their responses, while 72.6% of the respondents disagreed. The mean score is 2.20; SD= 1.285

Table 4.4.6

**Thinking about irrelevant things in English class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
6	During language class, I find myself thinking about things that have nothing to do with the course.	SA	89	12.4	2.90	1.305
		A	186	25.8		
		UNC	137	19		
		DA	181	25.1		
		SDA	127	17.6		

N= 720

Table 4.4.6 reflects that 38.2% respondents agreed with the statement. 19% were uncertain in their responses, while 42.7% of the respondents disagreed. The mean score is 2.90; SD= 1.305.

Table 4.4.7

**Thinking other students better**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
7	I keep thinking that the other students are better at languages than I am.	SA	183	25.4	3.44	1.332
		A	238	33.1		
		UNC	93	12.9		
		DA	126	17.5		
		SDA	80	11.1		

N= 720

Table 4.4.7 reflects that 58.5% respondents agreed with the statement. 12.9% were uncertain in their responses, while 28.6% of the respondents disagreed. The mean score is 3.44; SD= 1.332.

Table 4.4.8

**Ease in test of English language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
8	I am usually at ease during tests in my language class.	SA	112	15.6	2.99	1.348
		A	198	27.5		
		UNC	97	13.5		
		DA	197	27.4		
		SDA	116	16.1		

N= 720

Table 4.4.8 reflects that 43.1% respondents agreed with the statement. 13.5% were uncertain in their responses, while 43.5% of the respondents disagreed. The mean score is 2.99; SD= 1.348.

Table 4.4.9

**Speaking without preparation in English class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
9	I start to panic when I have to speak without preparation in language class.	SA	156	21.7	3.40	1.285
		A	266	36.9		
		UNC	71	9.9		
		DA	165	22.9		
		SDA	62	8.6		

N= 720

Table 4.4.9 reflects that 58.6% respondents agreed with the statement. 9.9% were uncertain in their responses, while 31.5% of the respondents disagreed. The mean score is 3.40; SD= 1.285.

Table 4.4.10

**Worry about failing in English language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
10	I worry about the consequences of failing my foreign language class.	SA	132	18.3	3.17	1.305
		A	204	28.3		
		UNC	117	16.3		
		DA	185	25.7		
		SDA	82	11.4		

N= 720

Table 4.4.10 reflects that 46.6% respondents agreed with the statement. 16.3% were uncertain in their responses, while 37.1% of the respondents disagreed. The mean score is 3.17; SD= 1.305.

Table 4.4.11

**Getting upset over English language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
11	I don't understand why some people get so upset over foreign language classes.	SA	159	22.1	3.17	1.390
		A	187	26		
		UNC	90	12.5		
		DA	183	25.4		
		SDA	101	14		

N= 720

Table 4.4.11 reflects that 48.1% respondents agreed with the statement. 12.5% were uncertain in their responses, while 39.4% of the respondents disagreed. The mean score is 3.17; SD= 1.390

Table 4.4.12

**Nervousness in English language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
12	In language class, I can get so nervous I forget things I know.	SA	92	12.8	2.67	1.327
		A	121	16.8		
		UNC	117	16.3		
		DA	234	32.5		
		SDA	156	21.7		

N= 720

Table 4.4.12 reflects that 29.6% respondents agreed with the statement. 16.3% were uncertain in their responses, while 54.2% of the respondents disagreed. The mean score is 2.67; SD= 1.327.



Table 4.4.13

**Volunteer answers language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
13	It embarrasses me to volunteer answers in my language class.	SA	102	14.2	2.83	1.395
		A	181	25.1		
		UNC	88	12.2		
		DA	188	26.1		
		SDA	161	22.4		

N= 720

Table 4.4.13 reflects that 39.3% respondents agreed with the statement. 12.2% were uncertain in their responses, while 48.5% of the respondents disagreed. The mean score is 2.83; SD= 1.395.

Table 4.4.14

**Speaking English language with native speakers**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
14	I would not be nervous speaking the foreign language with native speakers.	SA	73	10.1	2.78	1.328
		A	188	26.1		
		UNC	130	18.1		
		DA	164	22.8		
		SDA	165	22.9		

N= 720

Table 4.4.14 reflects that 36.2% respondents agreed with the statement. 18.1% were uncertain in their responses, while 45.7% of the respondents disagreed. The mean score is 2.78; SD= 1.328.

Table 4.4.15

**Understanding the corrections**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
15	I get upset when I don't understand what the teacher is correcting.	SA	163	22.6	3.59	1.198
		A	314	43.6		
		UNC	77	10.7		
		DA	116	16.1		
		SDA	50	6.9		

N= 720

Table 4.4.15 reflects that 66.2% respondents agreed with the statement. 10.7% were uncertain in their responses, while 23% of the respondents disagreed. The mean score is 3.59; SD= 1.198.

Table 4.4.16

**Feeling anxious in English language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
16	Even if I am well prepared for language class, I feel anxious about it.	SA	145	20.1	3.25	1.328
		A	254	35.3		
		UNC	69	9.6		
		DA	141	19.6		
		SDA	111	15.4		

N= 720

Table 4.4.16 reflects that 55.4% respondents agreed with the statement. 9.6% were uncertain in their responses, while 35% of the respondents disagreed. The mean score is 3.25; SD= 1.328.

Table 4.4.17

**Feeling like not going to language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
17	I often feel like not going to my language class.	SA	78	10.8	2.38	1.351
		A	97	13.5		
		UNC	87	12.1		
		DA	218	30.3		
		SDA	240	33.3		

N= 720

Table 4.4.17 reflects that 24.3% respondents agreed with the statement. 12.1% were uncertain in their responses, while 63.6% of the respondents disagreed. The mean score is 2.38; SD= 1.351.

Table 4.4.18

**Confidence in speaking English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
18	I feel confident when I speak in foreign language class.	SA	199	27.6	3.52	1.316
		A	241	33.5		
		UNC	82	11.4		
		DA	130	18.1		
		SDA	68	9.4		

N= 720

Table 4.4.18 reflects that 41.1% respondents agreed with the statement. 11.4% were uncertain in their responses, while 27.5% of the respondents disagreed. The mean score is 3.52; SD = 1.316.

Table 4.4.19

**Fear of correction of mistake**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
19	I am afraid that my language teacher is ready to correct every mistake I make.	SA	179	24.9	3.58	1.257
		A	293	40.7		
		UNC	85	11.8		
		DA	94	13.1		
		SDA	69	9.6		

N= 720

Table 4.4.19 reflects that 65.6% respondents agreed with the statement. 11.8% were uncertain in their responses, while 22.7% of the respondents disagreed. The mean score is 3.58; SD= 1.257.

Table 4.4.20

**Heart pounding in language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
20	I can feel my heart pounding when I'm going to be called on in language class.	SA	138	19.2	3.11	1.372
		A	194	26.9		
		UNC	110	15.3		
		DA	165	22.9		
		SDA	113	15.7		

N= 720

Table 4.4.20 reflects that 46.1% respondents agreed with the statement. 15.3% were uncertain in their responses, while 38.6% of the respondents disagreed. The mean score is 3.11; SD= 1.372.

Table 4.4.21

**Confusion in language test**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
21	The more I study for a language test, the more confused I get.	SA	85	11.8	2.67	1.349
		A	151	21		
		UNC	90	12.5		
		DA	226	31.4		
		SDA	168	23.3		

N= 720

Table 4.4.21 reflects that 32.8% respondents agreed with the statement. 12.5% were uncertain in their responses, while 54.7% of the respondents disagreed. The mean score is 2.67; SD= 1.349.

Table 4.4.22

**Feeling pressure for language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
22	I don't feel pressure to prepare very well for language class.	SA	164	22.8	3.20	1.382
		A	187	26		
		UNC	92	12.8		
		DA	183	25.4		
		SDA	94	13.1		

N= 720

Table 4.4.22 reflects that 48.8% respondents agreed with the statement. 12.8% were uncertain in their responses, while 38.5% of the respondents disagreed. The mean score is 3.20; SD= 1.382.

Table 4.4.23

**Feeling other students better in language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
23	I always feel that the other students speak the foreign language better than I do.	SA	142	19.7	3.37	1.293
		A	281	39		
		UNC	74	10.3		
		DA	147	20.4		
		SDA	76	10.6		

N= 720

Table 4.4.23 reflects that 58.7% respondents agreed with the statement. 10.3% were uncertain in their responses, while 31% of the respondents disagreed. The mean score is 3.37; SD= 1.293.

Table 4.4.24

**Self-consciousness about speaking English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
24	I feel very self-conscious about speaking the foreign language in front of other students.	SA	143	19.9	3.13	1.369
		A	187	26		
		UNC	124	17.2		
		DA	154	21.4		
		SDA	112	15.6		

N= 720

Table 4.4.24 reflects that 45.9% respondents agreed with the statement. 17.2% were uncertain in their responses, while 37% of the respondents disagreed. The mean score is 3.13; SD= 1.369.

Table 4.4.25

**Worrying about getting left behind**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
25	Language class moves so quickly I worry about getting left behind.	SA	106	14.7	3.00	1.299
		A	187	26		
		UNC	131	18.2		
		DA	194	26.9		
		SDA	102	14.2		

N= 720

Table 4.4.25 reflects that 40.7% respondents agreed with the statement. 18.2% were uncertain in their responses, while 41.1% of the respondents disagreed. The mean score is 3.00; SD= 1.299.

Table 4.4.26

**Tension and nervousness in language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
26	I feel more tense and nervous in my language class than in my other classes.	SA	73	10.1	2.60	1.310
		A	138	19.2		
		UNC	113	15.7		
		DA	222	30.8		
		SDA	174	24.2		

N= 720

Table 4.4.26 reflects that 29.3% respondents agreed with the statement. 15.7% were uncertain in their responses, while 55% of the respondents disagreed. The mean score is 2.60; SD= 1.310.

Table 4.4.27

**Nervousness and confusion about speaking English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
27	I get nervous and confused when I am speaking in my language class.	SA	197	27.4	3.49	1.334
		A	237	32.9		
		UNC	81	11.3		
		DA	131	18.2		
		SDA	74	10.3		

N= 720

Table 4.4.27 reflects that 60.3% respondents agreed with the statement. 11.3% were uncertain in their responses, while 28.5% of the respondents disagreed. The mean score is 3.49; SD= 1.334

.Table 4.4.28

**Feeling sure and relaxed in English language class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
28	When I'm on my way to language class, I feel very sure and relaxed.	SA	156	21.7	3.13	1.403
		A	180	25		
		UNC	92	12.8		
		DA	182	25.3		
		SDA	110	15.3		

N= 720

Table 4.4.28 reflects that 46.7% respondents agreed with the statement. 12.8% were uncertain in their responses, while 40.6% of the respondents disagreed. The mean score is 3.13; SD= 1.403.



Table 4.4.29

**Nervousness on not understanding teacher talk**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
29	I get nervous when I don't understand every word the language teacher says.	SA	195	27.1	3.61	1.265
		A	286	39.7		
		UNC	64	8.9		
		DA	115	16		
		SDA	60	8.3		

N= 720

Table 4.4.29 reflects that 66.8% respondents agreed with the statement. 8.9% were uncertain in their responses, while 24.3% of the respondents disagreed. The mean score is 3.61; SD= 1.265.

Table 4.4.30

**Number of rules to speak a English language**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	SA	172	23.9	3.31	1.335
		A	195	27.1		
		UNC	109	15.1		
		DA	170	23.6		
		SDA	74	10.3		

N= 720

Table 4.4.30 reflects that 51% respondents agreed with the statement. 15.1% were uncertain in their responses, while 33.9% of the respondents disagreed. The mean score is 3.31; SD= 1.335.

Table 4.4.31

**Fear of being laughed at**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
31	I am afraid that the other students will laugh at me when I speak the foreign language.	SA	82	11.4	2.92	1.294
		A	202	28.1		
		UNC	135	18.8		
		DA	175	24.3		
		SDA	126	17.5		

N= 720

Table 4.4.31 reflects that 39.5% respondents agreed with the statement. 18.8% were uncertain in their responses, while 41.8% of the respondents disagreed. The mean score is 2.29; SD= 1.294.

Table 4.4.32

**Feeling comfortable with native speakers of English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
32	I would probably feel comfortable around native speakers of the foreign language.	SA	151	21	3.11	1.404
		A	187	26		
		UNC	89	12.4		
		DA	179	24.9		
		SDA	114	15.8		

N= 720

Table 4.4.32 reflects that 47% respondents agreed with the statement. 12.4% were uncertain in their responses, while 40.7% of the respondents disagreed. The mean score is 3.11; SD= 1.404.

Table 4.4.33

**Unprepared questions in English class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
33	I get nervous when the language teacher asks questions I haven't prepared in advance.	SA	166	23.1	3.43	1.325
		A	273	37.9		
		UNC	68	9.4		
		DA	131	18.2		
		SDA	82	11.4		

N= 720

Table 4.4.33 reflects that 61% respondents agreed with the statement. 9.4% were uncertain in their responses, while 29.6% of the respondents disagreed. The mean score is 3.43; SD= 1.325.

## 4.5 Item-wise Analysis of Attitude scale through frequencies, percentage, Mean and Standard Deviation

Table 4.5.1 **English as Medium of Instruction**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
1	English should be medium of instruction in secondary schools of Pakistan.	SA	89	12.4	2.90	1.305
		A	186	25.8		
		UNC	137	19		
		DA	181	25.1		
		SDA	127	17.6		

N=720

Table 4.5.1 reflects that 38.2% respondents agreed with the statement. Only 19% were uncertain in their responses, while 42.7% of the respondents disagreed. The mean score is 2.90; SD= 1.305.

Table 4.5.2 **Learning English is Useful**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
2	It is useful to learn English as foreign language in Pakistan.	SA	183	25.4	3.44	1.332
		A	238	33.1		
		UNC	93	12.9		
		DA	126	17.5		
		SDA	80	11.1		

N=720

Table 4.5.2 reflects that 58.5% respondents agreed with the statement. Only 12.9% were uncertain in their responses, while 28.6% of the respondents disagreed. The mean score is 3.44; SD= 1.332.

Table 4.5.3

**Preference to study subjects in English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
3	I prefer to study my subjects in English.	SA	151	21	3.11	1.401
		A	184	25.6		
		UNC	92	12.8		
		DA	180	25		
		SDA	113	15.7		

N= 720

Table 4.5.3 reflects that 46.6% respondents agreed with the statement. 12.8% were uncertain in their responses, while 40.7% of the respondents disagreed. The mean score is 3.11; SD= 1.401.

Table 4.5.4

**English lessons help in learning**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
4	English lessons help me learn a lot.	SA	156	21.7	3.40	1.285
		A	266	36.9		
		UNC	71	9.9		
		DA	165	22.9		
		SDA	62	8.6		

N= 720

Table 4.5.4 reflects that 58.6% respondents agreed with the statement. 9.9% were uncertain in their responses, while 31.5% of the respondents disagreed. The mean score is 3.40; SD= 1.285.

Table 4.5.5

**English lessons are a waste of time**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
5	English lessons are a waste of time.	SA	132	18.3	3.17	1.305
		A	204	28.3		
		UNC	117	16.3		
		DA	185	25.7		
		SDA	82	11.4		

N= 720

Table 4.5.5 reflects that 46.6% respondents agreed with the statement. 16.3% were uncertain in their responses, while 37.1% of the respondents disagreed. The mean score is 3.17; SD= 1.305.

Table 4.5.6

**Learning of English improves grades**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
6	Learning of English will help me improve my grades.	SA	235	32.6	3.24	1.503
		A	104	14.4		
		UNC	89	12.4		
		DA	182	25.3		
		SDA	110	15.3		

N= 720

Table 4.5.6 reflects that 47% respondents agreed with the statement. 12.4% were uncertain in their responses, while 40.6% of the respondents disagreed. The mean score is 3.24; SD= 1.503.

Table 4.5.7

**English class, easier and interesting**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
7	I find English class easier and interesting.	SA	92	12.8	2.67	1.327
		A	121	16.8		
		UNC	117	16.3		
		DA	234	32.5		
		SDA	156	21.7		

N= 720

Table 4.5.7 reflects that 29.6% respondents agreed with the statement. 16.3% were uncertain in their responses, while 54.2% of the respondents disagreed. The mean score is 2.67; SD= 1.327.

Table 4.5.8

**Preference to fewer English lessons**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
8	I prefer fewer English lessons.	SA	198	27.5	3.11	1.471
		A	112	15.6		
		UNC	97	13.5		
		DA	197	27.4		
		SDA	116	16.1		

N= 720

Table 4.5.8 reflects that 43.1% respondents agreed with the statement. 13.5% were uncertain in their responses, while 43.5% of the respondents disagreed. The mean score is 3.11; SD= 1.471.

Table 4.5.9

**Unwillingness to go to English class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
9	I feel unwilling to go to English class.	SA	154	21.4	3.14	1.395
		A	188	26.1		
		UNC	89	12.4		
		DA	182	25.3		
		SDA	107	14.9		

N= 720

Table 4.5.9 reflects that 47.5% respondents agreed with the statement. 12.4% were uncertain in their responses, while 40.2% of the respondents disagreed. The mean score is 3.14; SD= 1.395.

Table 4.5.10

**English lessons as a fun**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
10	English lessons are a fun.	SA	163	22.6	3.59	1.198
		A	314	43.6		
		UNC	77	10.7		
		DA	116	16.1		
		SDA	50	6.9		

N= 720

Table 4.5.10 reflects that 66.2% respondents agreed with the statement. 10.7% were uncertain in their responses, while 23% of the respondents disagreed. The mean score is 3.59; SD= 1.198.



Table 4.5.11

**Disliking for English lessons**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
11	I dislike English lessons.	SA	145	20.1	3.25	1.382
		A	254	35.3		
		UNC	69	9.6		
		DA	141	19.6		
		SDA	111	15.4		

N= 720

Table 4.5.11 reflects that 55.4% respondents agreed with the statement. 9.6% were uncertain in their responses, while 35% of the respondents disagreed. The mean score is 3.25; SD= 1.382.

Table 4.5.12

**More English classes each week**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
12	I intend to attend more English classes each week.	SA	78	10.8	2.38	1.351
		A	97	13.5		
		UNC	87	12.1		
		DA	218	30.3		
		SDA	240	33.3		

N= 720

Table 4.5.12 reflects that 24.3% respondents agreed with the statement. 12.1% were uncertain in their responses, while 63.6% of the respondents disagreed. The mean score is 2.38; SD= 1.351.

Table 4.5.13

**Dissatisfaction with the material of English lessons**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
13	I am not satisfied with the material of English lessons.	SA	199	27.6	3.52	1.316
		A	241	33.5		
		UNC	82	11.4		
		DA	130	18.1		
		SDA	68	9.4		

N= 720

Table 4.5.13 reflects that 61.1% respondents agreed with the statement. 11.4% were uncertain in their responses, while 27.5% of the respondents disagreed. The mean score is 3.52; SD= 1.316.

Table 4.5.14

**Importance of listening an English teacher**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
14	Listening to a teacher teaching in English is not important for me.	SA	179	24.9	3.58	1.257
		A	293	40.7		
		UNC	85	11.8		
		DA	94	13.1		
		SDA	69	9.6		

N= 720

Table 4.5.14 reflects that 65.6% respondents agreed with the statement. 11.8% were uncertain in their responses, while 22.7% of the respondents disagreed. The mean score is 3.58; SD= 1.257

. Table 4.5.15

**Using new techniques to learn English lessons**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
15	I like to use new techniques to learn English lessons.	SA	138	19.2	3.11	1.372
		A	194	26.9		
		UNC	110	15.3		
		DA	165	22.9		
		SDA	113	15.7		

N= 720

Table 4.5.15 reflects that 46.1% respondents agreed with the statement. 15.3% were uncertain in their responses, while 38.6% of the respondents disagreed. The mean score is 3.11; SD= 1.372.

Table 4.5.16

**Feeling happy for English class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
16	I feel happy going to English class.	SA	85	11.8	2.67	1.349
		A	151	21		
		UNC	90	12.5		
		DA	226	31.4		
		SDA	168	23.3		

N= 720

Table 4.5.16 reflects that 32.8% respondents agreed with the statement. 12.5% were uncertain in their responses, while 54.7% of the respondents disagreed. The mean score is 2.67; SD= 1.349.

Table 4.5.17

**Studying English lessons in spare time**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
17	I do not like to study English lessons in my spare time.	SA	112	15.6	2.99	1.348
		A	198	27.5		
		UNC	97	13.5		
		DA	197	27.4		
		SDA	116	16.1		

N= 720

Table 4.5.17 reflects that 43.1% respondents agreed with the statement. 13.5% were uncertain in their responses, while 43.5% of the respondents disagreed. The mean score is 2.99; SD= 1.348.

Table 4.5.18

**Enjoying school without English class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
18	I would enjoy school more without English class.	SA	142	19.7	3.37	1.293
		A	281	39		
		UNC	74	10.3		
		DA	147	20.4		
		SDA	76	10.6		

N= 720

Table 4.5.18 reflects that 58.7% respondents agreed with the statement. 10.3% were uncertain in their responses, while 31% of the respondents disagreed. The mean score is 3.37; SD= 1.293.

Table 4.5.19

**Usefulness of English movies**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
19	It is useful to watch English movies.	SA	97	13.5	2.99	1.309
		A	202	28.1		
		UNC	133	18.5		
		DA	170	23.6		
		SDA	118	16.4		

N= 720

Table 4.5.19 reflects that 41.6% respondents agreed with the statement. 18.5% were uncertain in their responses, while 40% of the respondents disagreed. The mean score is 3.99; SD= 1.309.

Table 4.5.20

**English lessons and spoken ability**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
20	English lessons do not help me improve my spoken ability.	SA	106	14.7	3.00	1.299
		A	187	26		
		UNC	131	18.2		
		DA	194	26.9		
		SDA	102	14.2		

N= 720

Table 4.5.20 reflects that 40.7% respondents agreed with the statement. 18.2% were uncertain in their responses, while 41.1% of the respondents disagreed. The mean score is 3.00; SD= 1.299.

Table 4.5.21

**Inability to talk in English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
21	My English does not enable me to talk in English.	SA	73	10.1	2.60	1.310
		A	178	19.2		
		UNC	113	15.7		
		DA	222	30.8		
		SDA	174	24.2		

N= 720

Table 4.5.21 reflects that 29.3% respondents agreed with the statement. 15.7% were uncertain in their responses, while 55% of the respondents disagreed. The mean score is 2.60; SD= 1.310.

Table 4.5.22

**Importance of learning new words in English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
22	To learn new words in English is very important for me.	SA	197	27.4	3.49	1.334
		A	237	32.9		
		UNC	81	11.3		
		DA	131	18.2		
		SDA	74	10.3		

N= 720

Table 4.5.22 reflects that 60.3% respondents agreed with the statement. 11.3% were uncertain in their responses, while 28.5% of the respondents disagreed. The mean score is 3.49; SD= 1.334.

Table 4.5.23

**Talking with good speakers of English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
23	To talk to people who speak good English helps me in speaking English.	SA	149	20.7	3.12	1.396
		A	189	26.3		
		UNC	90	12.5		
		DA	181	25.1		
		SDA	111	15.4		

N= 720

Table 4.5.23 reflects that 47% respondents agreed with the statement. 12.5% were uncertain in their responses, while 40.5% of the respondents disagreed. The mean score is 3.12; SD= 1.396.

Table 4.5.24

**Listening other people in English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
24	I enjoy listening of other people in English.	SA	165	22.9	3.52	1.268
		A	299	41.5		
		UNC	69	9.6		
		DA	119	16.5		
		SDA	68	9.4		

N= 720

Table 4.5.24 reflects that 64.4% respondents agreed with the statement. 9.6% were uncertain in their responses, while 25.9% of the respondents disagreed. The mean score is 3.52; SD= 1.268.

Table 4.5.25

**Thinking in English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
25	Learning English does not enable me to think in English.	SA	174	24.2	3.29	1.345
		A	189	26.3		
		UNC	109	15.1		
		DA	171	23.8		
		SDA	77	10.7		

N= 720

Table 4.5.25 reflects that 50.5% respondents agreed with the statement. 15.1% were uncertain in their responses, while 34.5% of the respondents disagreed. The mean score is 3.29; SD= 1.345.

Table 4.5.26

**Using new words in English class**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
26	I am not willing to use new words in English class.	SA	82	11.4	2.92	1.294
		A	202	28.1		
		UNC	135	18.8		
		DA	175	24.3		
		SDA	126	17.5		

N= 720

Table 4.5.26 reflects that 39.5% respondents agreed with the statement. 18.8% were uncertain in their responses, while 41.8% of the respondents disagreed. The mean score is 2.92; SD= 1.294.



Table 4.5.27

**Understanding more in English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
27	I understand more in English.	SA	154	21.4	3.14	1.396
		A	187	26		
		UNC	89	12.4		
		DA	183	25.4		
		SDA	107	14.9		

N= 720

Table 4.5.27 reflects that 47.4% respondents agreed with the statement. 12.4% were uncertain in their responses, while 40.3% of the respondents disagreed. The mean score is 3.14; SD= 1.396.

Table 4.5.28

**Talking with others in English**

Sr. No	Statement	Level	Frequency	Percentage	Mean	SD
28	I do not enjoy talking with others in English.	SA	166	23.1	3.43	1.325
		A	273	37.9		
		UNC	68	9.4		
		DA	131	18.2		
		SDA	82	11.4		

N= 720

Table 4.5.28 reflects that 61% respondents agreed with the statement. 9.4% were uncertain in their responses, while 29.6% of the respondents disagreed. The mean score is 3.43; SD= 1.325.

#### 4.6--Analysis of Learning Environment Scale gender-wise

Table 4.6.1 **Difference between males and females on subscale Student Cohesiveness through Mean, Standard Deviation and t-Test.**

Gender	N	Mean	SD	t-value
Male	360	29.91	6.141	3.036
Female	360	31.23	5.449	

df = 718; p < .01

Table 4.6.1 shows that there is significant difference between males and females about student cohesiveness. The significant difference was observed through the calculation of t-test which indicated that the calculated value of  $t = 3.036$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that males and females had different level of student cohesiveness in their classroom. Therefore, the null hypothesis that “there is no significant difference about student cohesiveness of males and females” is not supported. It is further concluded by this analysis that the mean scores show that the female students have higher cohesiveness, that is, they are closer to one another in their English classroom than the male students.

Table 4.6.2 **Difference between males and females on subscale Teacher Support through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	29.57	7.097	3.594
Female	360	31.35	6.184	

df = 718; p < .001

Table 4.6.2 illustrates that there is statistically significant difference between males and females about Teacher Support. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 3.594$  at .001 level is greater than the tabulated value = 3.291 at .001 level that led to the conclusion that males and females had different level of Teacher Support in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference about Teacher support of males and females” is not supported. It is further concluded by this analysis that the mean scores show that the female students receive more teacher support than the male students. The Mean = 31.35 and SD = 6.184 of females are higher than the male students Mean = 29.57 and SD = 7.097.

Table 4.6.3 **Difference between males and females on subscale Involvement through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	29.24	6.381	3.289
Female	360	30.73	5.797	

df = 718; p < .01

Table 4.6.3 explains that there is statistically significant difference between males and females regarding Involvement in the classroom. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 3.289$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that males and females had different level of involvement in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference about involvement of males and females” is not supported. It is further concluded by the analysis that the mean scores show that the female students Mean = 30.73; SD = 5.797 get more involved in their classroom activities with one another than the male students with Mean = 29.24 and SD = 6.381.

Table 4.6.4 **Difference between males and females on subscale Investigation through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	28.47	6.480	4.187
Female	360	30.39	5.821	

df = 718; p < .001

Table 4.6.4 illustrates that there is statistically significant difference between males and females about Investigation. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 4.187$  at .001 level is greater than the tabulated value = 3.291 at .001 level that led to the conclusion that males and females had different level of investigation in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference about investigation of males and females” is not supported. The analysis further states that the female students with Mean = 30.39 have higher investigation level than the male students with Mean = 28.47.

Table 4.6.5 **Difference between males and females on subscale Task-Orientation through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	29.05	7.976	3.330
Female	360	30.91	7.012	

df = 718; p < .01

Referring to table 4.6.5 it is proved that there is statistically significant difference between males and females in respect of Task Orientation. The significant difference was found through the calculation of t-test which indicated that the calculated value of t= 3.330 at .01 level is greater than the tabulated value= 2.576 at .01 level that led to the conclusion that males and females had high difference level of task orientation in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference in respect of task orientation of males and females” is not supported. The analysis further states that the female students with Mean= 30.91 have higher task orientation level in their classroom than the male students with Mean= 29.05.

Table 4.6.6 **Difference between males and females on subscale Cooperation through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	29.13	6.329	4.350
Female	360	31.08	5.627	

df = 718; p < .001

Referring to table 4.6.6 it is proved that there is statistically significant difference between males and females in respect of Cooperation. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 4.350$  at .001 level is greater than the tabulated value = 3.291 at .001 level that led to the conclusion that males and females had significant different level in respect of cooperation in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference in respect of cooperation of males and females” is not supported. The analysis further concludes that the female students Mean = 31.08 have higher level of cooperation in their classroom than the male students Mean = 29.13.

Table 4.6.7 **Difference between males and females on subscale Equity through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	30.71	5.590	1.00
Female	360	30.28	5.959	

df = 718;  $p > .05$

Table 4.6.7 shows that there is statistically no significant difference between males and females in respect of equity in the classroom. The no significant difference was observed through the calculation of t-test which indicated that the calculated value of  $t = 1.00$  at .05 level is smaller than the tabulated value = 1.960 at .05 level that led to the conclusion that males and females had equal level of equity in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference regarding equity of males and females” is supported. It is further concluded by this analysis that the male students

with Mean= 30.71 have slightly high equity among themselves in their classroom than the female students Mean= 30.28.

Table 4.6.8 **Difference between males and females on total Learning Environment scale through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	206.11	41.236	3.383
Female	360	216.00	37.090	

df = 718; p <.01

Table 4.6.8 explains that there is statistically significant difference between males and females in respect of Learning Environment (WIHIC) scale. The significant difference was observed through the calculation of t-test which indicated that the calculated value of  $t = 3.383$  at .01 level is greater than the tabulated value= 2.576 at .01 level that led to the conclusion that males and females had significant difference regarding ‘What is happening in this classroom’ scale. Hence, the null hypothesis that “there is no statistically significant difference between male and female students regarding WIHIC” is not supported. The analysis further indicates that female students with Mean= 216.00 have higher scores on WIHIC than the males with Mean= 206.11.



## 4.7--Analysis of English Language Classroom Anxiety Scale gender-wise

### 4.7.1 Difference between males and females on overall English language classroom anxiety scale through Mean, Standard Deviation and t-Test

Gender	N	Mean	SD	t-value
Male	360	103.41	24.814	2.879
Female	360	98.17	24.092	

df = 718;  $p < .01$

Referring to table 4.7.1 it is proved that there is statistically significant difference between males and females in respect of foreign language classroom anxiety scale. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 2.879$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that males and females had high difference level of foreign language anxiety in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference in respect of foreign language anxiety of males and females” is not supported. The analysis of mean scores further illustrates that the male students mean = 103.41 have higher level of foreign language anxiety in their classroom than the female students mean = 98.17.

4.7.2 **Difference between males and females on subscale communication apprehension of through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	36.41	8.155	2.558
Female	360	34.86	8.100	

df = 718; p < .05

Referring to table 4.7.2 it explains that there is statistically significant difference between males and females in respect of communication apprehension in English class. The significant difference was indicated through the calculation of t-test which stated that the calculated value of  $t = 2.558$  at .05 level is greater than the tabulated value = 1.960 at .05 level that led to the conclusion that males and females had significant difference in respect of communication apprehension in English class. Therefore, the null hypothesis that “there is statistically no significant difference in respect of communication apprehension in English class of males and females” is not supported. The analysis of mean scores further illustrates that the male students mean = 36.41 have higher level of communication apprehension in English class than the female students mean = 34.86.

4.7.3 **Difference between males and females on subscale Test anxiety of through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	31.97	9.431	2.731
Female	360	30.06	9.369	

df = 718; p < .01

Referring to table 4.7.3 it explains that there is statistically significant difference between males and females in respect of test anxiety in English class. The significant difference was indicated through the calculation of t-test which stated that the calculated value of t= 2.731 at .01 level is greater than the tabulated value= 2.576 at .01 level that led to the conclusion that males and females had significant difference in respect of test anxiety in English class. Therefore, the null hypothesis that “there is no statistically significant difference about test anxiety of males and females” is not supported. The analysis of mean scores and standard deviation further illustrates that the male students mean= 31.97; SD= 9.431 have higher level of test anxiety than the female students mean= 30.06 and SD= 9.69.

## 4.7.4

**Difference between males and females on subscale Fear of Negative Evaluation in English class through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	35.01	8.949	2.721
Female	360	33.23	8.632	

df = 718; p < .01

Table 4.7.4 explains that there is statistically significant difference between males and females in respect of fear of negative evaluation in English class. The significant difference was exhibited through the calculation of t-test which stated that the calculated value of  $t = 2.721$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that males and females had significant difference in respect of fear of negative evaluation in English class. Therefore, the null hypothesis that “there is no statistically significant difference about fear of negative evaluation in English class of males and females” is not supported. The analysis of mean scores and standard deviation further illustrates that the male students mean = 35.01; SD = 8.949 have higher level of fear of negative evaluation in English class than the female students mean = 33.23 and SD = 8.632.

#### 4.8--Analysis of Attitude towards the Learning of English Scale gender-wise

##### 4.8.1 Difference between males and females on overall attitude towards the learning of English scale through Mean, Standard Deviation and t-Test

Gender	N	Mean	SD	t-value
Male	360	85.48	21.798	3.325
Female	360	90.76	20.826	

df = 718;  $p < .01$

Table 4.8.1 illustrates that there is statistically significant difference between males and females about their attitude towards the learning of English. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 3.325$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that males and females had significance difference in respect of attitude towards the learning of English. Therefore, the null hypothesis that “there is no statistically significant difference about attitude of the male and female students towards the learning of English” is not supported. The data further indicates that the female students mean = 90.76 show higher score on attitude than the male students mean = 85.48.

4.8.2

**Difference between males and females on subscale Adoption of English language attitude of attitude scale through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	42.11	10.925	3.404
Female	360	44.78	10.124	

df = 718; p < .01

Table 4.8.2 explains that there is statistically significant difference between male students and female students in respect of ‘Adoption of English language attitude. The significant difference was proved through the calculation of t-test which indicated that the calculated value of t= 3.404 at .01 level is greater than the tabulated value= 2.576 at .01 level that led to the conclusion that male students and female students had significant difference regarding ‘Adoption of English language attitude’. Hence, the null hypothesis that “there is no statistically significant difference between male and female students regarding adoption of English language attitude” is not supported. The analysis further indicates that female students mean= 44.78 are positive in adopting English language learning attitude than the male students mean= 42.11.

4.8.3 **Difference between males and females on subscale Enjoyment of English lessons of attitude scale through Mean, Standard Deviation and t-Test**

Gender	N	Mean	SD	t-value
Male	360	43.36	11.818	2.988
Female	360	45.97	11.632	

df = 718;  $p < .01$

Table 4.8.3 reveals that there is statistically significant difference between male students and female students about Enjoyment of English lessons. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 2.988$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that male students and female students had significance difference in respect of enjoyment of English lessons. Therefore, the null hypothesis that “there is no statistically significant difference about enjoyment of the English on the part of male and female students” is not supported. The data further indicates that the female students mean = 45.97 reflect more enjoyment of English lessons than the male students mean = 43.36.

## 4.9--Analysis of Learning Environment Scale location-wise

### 4.9.1--Difference between urban and rural students on subscale Student Cohesiveness through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	31.18	5.473	2.815
Rural	360	29.96	6.130	

df = 718;  $p < .01$

Table 4.9.1 shows that there is statistically significant difference between urban and rural students about student cohesiveness. The significant difference was observed through the calculation of t-test which indicated that the calculated value of  $t = 2.815$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that urban and rural students had different level of student cohesiveness in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference about student cohesiveness of urban and rural students” is not supported. It is further concluded by the analysis that the mean scores show that the urban students mean = 31.18 are have more cohesiveness in their classroom than the rural students mean = 29.96.



4.9.2--Difference between urban and rural students on subscale Teacher Support through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	31.29	6.204	3.344
Rural	360	29.63	7.094	

df = 718; p <.01

Table 4.9.2 shows that there is statistically significant difference between urban and rural students about Teacher Support. The significant difference was observed through the calculation of t-test which indicated that the calculated value of  $t = 3.344$  at .01 level is greater than the tabulated value= 2.576 at .01 level that led to the conclusion that urban and rural students had different level of Teacher Support in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference about teacher support of urban and rural students” is not supported. It is further concluded by the analysis that the mean scores show that the urban students mean= 31.29 get more teacher support in their classroom than the rural students mean= 29.63.

4.9.3--Difference between urban and rural students on subscale Involvement through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	30.63	5.910	2.855
Rural	360	29.33	6.299	

df = 718; p < .01

Table 4.9.3 shows that there is statistically significant difference between urban and rural students about Involvement. The significant difference was observed through the calculation of t-test which indicated that the calculated value of t= 2.855 at .01 level is greater than the tabulated value= 2.576 at .01 level that led to the conclusion that urban and rural students had different level of Involvement in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference about involvement of urban and rural students” is not supported. It is further concluded by the analysis that the urban students mean= 30.63 get more involved in their classroom activities than the rural students mean= 29.33.

4.9.4--Difference between urban and rural students on subscale Investigation through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	30.30	5.918	3.779
Rural	360	28.56	6.418	

df = 718; p < .001

Table 4.9.4 shows that there is statistically significant difference between urban and rural students on subscale investigation of learning environment scale. The significant difference was observed through the calculation of t-test which indicated that the calculated value of  $t = 3.779$  at .001 level is greater than the tabulated value = 3.291 at .001 level that led to the conclusion that urban and rural students had different level of investigation in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference about investigation of urban and rural students” is not supported. It is further concluded by the analysis that the mean scores show that the urban students mean = 30.30 are have higher level of investigation in their classroom than the rural students mean = 28.56.

4.9.5--Difference between urban and rural students on subscale Task-Orientation through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	30.83	7.080	3.028
Rural	360	29.13	7.934	

df = 718;  $p < .01$

Table 4.9.5 indicates that there is statistically significant difference between urban and rural students regarding task orientation. The significant difference was observed through the calculation of t-test which indicated that the calculated value of  $t = 3.028$  at .01 level is greater than the tabulated value = 2.576 at .01 level that concludes that urban and rural students had difference in task orientation in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference about task orientation of urban and rural students” is not supported. The analysis further states that the urban

students with mean= 30.83 and rural students with mean= 29.13 show that the urban students reflect higher level of task orientation than the rural students.

4.9.6--Difference between urban and rural students on subscale Cooperation through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	30.98	5.738	3.930
Rural	360	29.23	6.255	

df = 718; p < .001

Table 4.9.6 states that there is statistically significant difference between urban and rural students in respect of subscale cooperation. The significant difference was observed through the calculation of t-test which indicated that the calculated value of t= 3.930 at .001 level is greater than the tabulated value= 3.291 at .001 level that ascertained that urban and rural students had different level of cooperation in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference regarding cooperation of urban and rural students” is not supported. The analysis further explains that urban students mean= 30.98 have more cooperation in their classroom than the rural students with lower mean= 29.23.

4.9.7--Difference between urban and rural students on subscale Equity through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	30.23	5.999	1.271
Rural	360	30.77	5.542	

df = 718; p > .05

Table 4.9.7 explains that there is statistically no significant difference between urban and rural students about equity. The no significant difference was observed through the calculation of t-test which indicated that the calculated value of t= 1.271 at .05 level is smaller than the tabulated value= 1.960 at .05 level that led to the conclusion that urban and rural students had same level of equity in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference about equity of urban and rural students” is supported.

4.9.8--Difference between urban and rural students on overall WIHIC through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	215.47	37.570	3.015
Rural	360	206.64	40.921	

df = 718; p < .01

Table 4.9.8 shows that there is statistically significant difference between urban and rural students on overall learning environment scale. The significant difference was determined through the calculation of t-test which indicated that the calculated value of

t= 3.015 at .01 level is greater than the tabulated value= 2.576 at .01 level that established the fact that urban and rural students had different level on learning environment scale. Therefore, the null hypothesis that “there is no statistically significant difference on learning environment scale of urban and rural students” is not supported. The analysis further explains that the urban students mean= 215.47 have higher score on WIHIC than the rural students mean= 206.64.

#### 4.10--Analysis of English Language Anxiety Scale location-wise

##### 4.10.1--Difference between urban and rural students on overall English Language Anxiety through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	98.53	24.171	2.479
Rural	360	103.05	24.808	

df = 718; p <.05

Referring to table 4.10.1 it is proved that there is statistically significant difference between urban and rural students in respect of overall FLCAS. The significant difference was found through the calculation of t-test which indicated that the calculated value of t= 2.479 at .05 level is greater than the tabulated value= 1.960 at .05 level that led to the conclusion that urban and rural students had different level of foreign language anxiety in their classroom. Therefore, the null hypothesis that “there is no statistically significant difference in respect of foreign language anxiety of urban and rural students” is not supported. The analysis of mean scores further illustrates that the urban students mean=

98.53 are less anxious have in foreign language classroom than the rural students mean= 103.05.

4.10.2--Difference between urban and rural students on Communication apprehension through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	34.98	8.087	2.189
Rural	360	36.30	8.188	

df = 718; p <.05

Referring to table 4.10.2 it explains that there is statistically significant difference between urban and rural students in respect of communication apprehension in English class. The significant difference was indicated through the calculation of t-test which stated that the calculated value of t= 2.189 at .05 level is greater than the tabulated value= 1.960 at .05 level that led to the conclusion that urban and rural students had significant difference in respect of communication apprehension in English class. Therefore, the null hypothesis that “there is no statistically significant difference in respect of communication apprehension in English class of urban and rural students” is not supported. The analysis of mean scores further illustrates that the urban students mean= 34.98 are less anxious in respect of communication apprehension in English class than the rural students mean= 36.30.

4.10.3--Difference between urban and rural students on Test anxiety through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	30.16	9.408	2.428
Rural	360	31.87	9.413	

df = 718; p < .05

Referring to table 4.10.3 it explains that there is statistically significant difference between urban and rural students in respect of test anxiety in English class. The significant difference was exhibited through the calculation of t-test which stated that the calculated value of  $t = 2.428$  at .05 level is greater than the tabulated value = 1.960 at .05 level that led to the conclusion that urban and rural students had significant difference in respect of test anxiety in English class. Therefore, the null hypothesis that “there is no statistically significant difference about test anxiety in English class of urban and rural students” is not supported. The analysis of mean scores and standard deviation further illustrates that the rural students mean = 31.87; SD 9.413 have higher level of test anxiety in English class than the urban students mean = 30.16 and SD = 9.408.



4.10.4--Difference between urban and rural students on fear of negative evaluation through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	33.38	8.672	2.277
Rural	360	34.87	8.936	

df = 718; p < .05

Referring to table 4.10.4 it explains that there is statistically significant difference between urban and rural students in respect of Fear of negative evaluation in English class. The significant difference was exhibited through the calculation of t-test which stated that the calculated value of  $t = 2.277$  at .05 level is greater than the tabulated value = 1.960 at .05 level that led to the conclusion that urban and rural students had significant difference in respect of test anxiety in English class. Therefore, the null hypothesis that “there is no statistically significant difference about test anxiety in English class of urban and rural students” is not supported. The analysis of mean scores and standard deviation further illustrates that the rural students mean = 34.87; SD = 8.936 have higher level of Fear of negative evaluation in English class than the urban students mean = 33.38 and SD = 8.672.

## 4.11--Analysis of Attitude Scale location-wise

### 4.11.1--Difference between urban and rural students on overall Attitude towards the learning of English through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	90.54	20.708	3.045
Rural	360	85.70	21.961	

df = 718; p < .01

Table 4.11.1 illustrates that there is statistically significant difference between urban and rural students about their attitude towards the learning of English. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 3.045$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that urban and rural students had significance difference in respect of attitude towards the learning of English. Therefore, the null hypothesis that “there is no statistically significant difference about attitude of urban and rural students towards the learning of English” is not supported. The data further indicates that the urban students mean = 90.54 show more positive attitude than the rural students mean = 85.70.

4.11.2--Difference between urban and rural students on subscale Adoption of English language attitude through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	44.68	10.043	3.153
Rural	360	42.21	11.022	

df = 718; p < .01

Table 4.11.2 states that there is statistically significant difference between urban and rural students about their adoption of English language learning attitude. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 3.153$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that urban and rural students had significance difference in respect of adoption of English language attitude. Therefore, the null hypothesis that “there is no statistically significant difference about satisfaction with English class of urban and rural students towards the learning of English” is not supported. The data further indicates that the urban students mean = 44.68 show more adoption of English language attitude than the rural students mean = 42.21.

4.11.3--Difference between urban and rural students on subscale Enjoyment of English lessons through Mean, Standard Deviation and t-Test

Location	N	Mean	SD	t-value
Urban	360	45.85	11.599	2.705
Rural	360	43.48	11.876	

df = 718;  $p < .01$

Table 4.11.3 reveals that there is statistically significant difference between urban and rural students about their enjoyment of English lessons. The significant difference was found through the calculation of t-test which indicated that the calculated value of  $t = 2.705$  at .01 level is greater than the tabulated value = 2.576 at .01 level that led to the conclusion that urban and rural students had significance difference in respect of enjoyment of English lessons. Therefore, the null hypothesis that “there is no statistically significant difference about enjoyment of English class of urban and rural students towards the learning of English” is not supported. The data further indicates that the urban students mean = 45.85 show more enjoyment of English lessons than the rural students mean = 43.48.

## 4.12--Analysis of Learning Environment Scale District-wise Through ANOVA

### 4.12.1--Result of ANOVA indicating Mean differences among districts on Classroom Environment

District	N	Mean	SD
Rawalpindi	120	204.09	36.819
Sialkot	120	216.03	36.511
Lahore	120	203.22	44.164
Okara	120	214.05	40.270
Khanewal	120	220.58	40.273
Bahawalpur	120	208.38	36.078
Total	720	211.06	39.502

#### Result of ANOVA showing *F* Ratio about Classroom Environment

Source of Variation	Sum of Squares	df	Mean Square	<i>F</i> RATIO
Between groups	28977.294	5	5759.459	3.786**
Within groups	1092970.0	714	1530.770	
Total	1121947.3	719		

\*\* $p < .01$ ;  $F(5, 714) = 3.786$

Table 4.12.1 presents the ANOVA results for the Classroom Learning Environment scale as a whole and was conducted to determine the variance among districts. The analysis of variance indicated statistically significant difference among six districts ( $F = 3.786$ ,  $df = 5, 714$ ;  $p < .01$ ). There is a highly significant mean difference among districts on the scores of Classroom Learning Environment scale. This mean difference ranges from  $M = 203.22$ ;  $SD = 44.164$  for Lahore to  $M = 220.58$ ;  $SD = 40.272$  for Khanewal. The calculated  $F$  value = 3.786 at .01 level is greater than the tabulated value = 3.02 at .01 level that concludes that there is a significant difference among mean scores of the districts and hence the null hypothesis is not supported.

4.12.2--Result of ANOVA indicating Mean differences among districts on Student Cohesiveness

District	N	Mean	SD
Rawalpindi	120	29.80	5.142
Sialkot	120	31.29	5.560
Lahore	120	29.61	6.431
Okara	120	30.68	6.378
Khanewal	120	31.95	5.951
Bahawalpur	120	30.09	5.190
Total	720	30.57	5.839

**Result of ANOVA showing *F* Ratio about Student Cohesiveness**

Source of Variation	Sum of Squares	df	Mean Square	<i>F</i> RATIO
Between groups	502.990	5	100.598	2.991*
Within groups	24011.108	714	33.629	
Total	24514.099	719		

\* $p < .05$ ;  $F(5, 714) = 2.991$

Table 4.12.2 presents the ANOVA results for Student Cohesiveness that was conducted to determine the variance among districts. The analysis of variance revealed statistically significant difference among six districts ( $F = 2.991$ ,  $df = 5, 714$ ;  $p < .05$ ). There is a highly significant mean difference among districts on the scores of subscale Student Cohesiveness. This mean difference ranges from  $M = 29.61$ ;  $SD = 6.431$ , the lowest, for Lahore to  $M = 31.95$ ;  $SD = 5.951$ , the highest, for Khanewal. The calculated  $F$  value = 2.991 at .05 level is greater than the tabulated value = 2.21 at .05 level that concludes that there is a significant difference among mean scores of the districts and hence the null hypothesis is not supported.

4.12.3--Result of ANOVA indicating Mean differences among districts on Teacher Support

District	N	Mean	SD
Rawalpindi	120	29.76	6.490
Sialkot	120	31.16	6.721
Lahore	120	30.67	6.688
Okara	120	29.08	7.710
Khanewal	120	31.95	6.643
Bahawalpur	120	30.15	5.589
Total	720	30.46	6.711

**Result of ANOVA showing F Ratio about Teacher Support**

Source of Variation	Sum of Squares	df	Mean Square	F RATIO
Between groups	627.883	5	125.577	2.823*
Within groups	31759.317	714	44.481	
Total	32387.200	719		

\* $p < .05$ ;  $F(5, 714) = 2.823$

Table 4.12.3 shows the ANOVA results for subscale Teacher Support and was conducted to determine the variance among districts. The analysis of variance described statistically significant difference among six districts ( $F = 2.823$ ,  $df = 5, 714$ ;  $p < .05$ ). There is a highly significant mean difference among districts on the scores of subscale Teacher Support. This mean difference ranges from  $M = 29.08$ ;  $SD = 7.710$ , the lowest, for Okara to  $M = 31.95$ ;  $SD = 6.643$ , the highest, for Khanewal. The calculated  $F$  value = 2.823 at .05 level is greater than the tabulated value = 2.21 at .05 level that concludes that there is a significant difference among mean scores of the districts and hence the null hypothesis is not supported.

#### 4.12.4--Result of ANOVA indicating Mean differences among districts on Involvement

District	N	Mean	SD
Rawalpindi	120	29.02	5.546
Sialkot	120	31.05	5.782
Lahore	120	28.81	6.588
Okara	120	30.25	6.345
Khanewal	120	31.34	6.178
Bahawalpur	120	29.43	5.992
Total	720	29.98	6.138

#### **Result of ANOVA showing *F* Ratio about Involvement**

Source of Variation	Sum of Squares	df	Mean Square	<i>F</i> RATIO
Between groups	678.978	5	135.796	3.671**
Within groups	26412.933	714	36.993	
Total	27091.911	719		

\*\* $p < .01$ ;  $F(5, 714) = 3.671$

Table 4.12.4 describes the ANOVA results for the subscale Involvement and was conducted to determine the variance among districts. The analysis of variance indicated statistically significant difference among six districts ( $F = 3.671$ ,  $df = 5, 714$ ;  $p < .01$ ). There is a highly significant mean difference among districts on the scores of the subscale Involvement. This mean difference ranges from  $M = 28.81$ ;  $SD = 6.588$  for Lahore to  $M = 31.34$ ;  $SD = 6.178$  for Khanewal. The calculated  $F$  value = 3.671 at .01 level is greater than the tabulated value = 3.02 at .01 level that determines that there is a significant difference among mean scores of the districts and hence the null hypothesis is not supported.



#### 4.12.5--Result of ANOVA indicating Mean differences among districts on Investigation

District	N	Mean	SD
Rawalpindi	120	28.36	5.751
Sialkot	120	30.02	5.679
Lahore	120	28.27	6.655
Okara	120	29.59	6.591
Khanewal	120	30.99	6.502
Bahawalpur	120	29.35	5.816
Total	720	29.43	6.230

#### Result of ANOVA showing *F* Ratio about Investigation

Source of Variation	Sum of Squares	Df	Mean Square	<i>F</i> RATIO
Between groups	634.800	5	126.960	3.324**
Within groups	27274.000	714	38.199	
Total	27908.800	719		

\*\* $p < .01$ ;  $F(5, 714) = 3.324$

Table 4.12.5 describes the ANOVA results for the subscale Investigation and was conducted to determine the variance among districts. The analysis of variance indicated statistically significant difference among six districts ( $F = 3.324$ ,  $df = 5, 714$ ;  $p < .01$ ). There is a highly significant mean difference among districts on the scores of the subscale Investigation. This mean difference ranges from  $M = 28.27$ ;  $SD = 6.655$  for Lahore to  $M = 30.99$ ;  $SD = 6.502$  for Khanewal. The calculated  $F$  value = 3.324 at .01 level is greater than the tabulated value = 3.02 at .01 level that determines that there is a significant difference among mean scores of the districts and hence the null hypothesis is not supported.

4.12.6--Result of ANOVA indicating Mean differences among districts on Task Orientation

District	N	Mean	SD
Rawalpindi	120	28.80	7.500
Sialkot	120	31.03	7.157
Lahore	120	29.16	8.580
Okara	120	30.74	7.114
Khanewal	120	30.83	7.766
Bahawalpur	120	29.33	6.967
Total	720	29.98	7.562

**F Ratio about Task Orientation**

Source of Variation	Sum of Squares	df	Mean Square	F RATIO
Between groups	586.774	5	117.355	2.067
Within groups	40530.058	714	56.765	
Total	41116.832	719		

$p > .05$ ;  $F(5, 714) = 2.067$

Table 4.12.6 describes the ANOVA results that indicated that there was no significant difference among the mean scores of six districts ( $F = 2.067$ ,  $df = 5, 714$ ;  $p > .05$ ). There is no significant mean difference among districts on the scores of the subscale Task Orientation. The mean difference ranges from  $M = 28.80$ ;  $SD = 7.500$  for Rawalpindi to  $M = 31.03$ ;  $SD = 7.157$  for Sialkot. The calculated  $F$  value = 2.067 at .05 level is smaller than the tabulated value = 2.21 at .05 level that determines that there is no significant difference among mean scores of the districts and hence the null hypothesis is supported.

4.12.7--Result of ANOVA indicating Mean differences among districts on Cooperation

District	N	Mean	SD
Rawalpindi	120	28.85	5.746
Sialkot	120	30.61	5.592
Lahore	120	29.09	6.426
Okara	120	30.46	6.229
Khanewal	120	31.56	6.334
Bahawalpur	120	30.06	5.690
Total	720	30.10	6.062

**F Ratio about Cooperation**

Source of Variation	Sum of Squares	df	Mean Square	F RATIO
Between groups	615.874	5	123.175	3.407**
Within groups	25812.456	714	36.152	
Total	26428.332	719		

\*\* $p < .01$ ;  $F(5, 714) = 3.407$

Table 4.12.7 describes the ANOVA results for the subscale Cooperation and was conducted to determine the variance among districts. The analysis of variance stated that there was statistically significant difference among the mean scores of six districts ( $F = 3.407$ ,  $df = 5, 714$ ;  $p < .01$ ). There is a highly significant mean difference among districts on the scores of the subscale Cooperation. This mean difference ranges from  $M = 28.85$ ;  $SD = 5.746$  for Rawalpindi to  $M = 31.56$ ;  $SD = 6.334$  for Khanewal. The calculated  $F$  value = 3.407 at .01 level is greater than the tabulated value = 3.02 at .01 level that determines that there is a significant difference among mean scores of the districts and hence the null hypothesis is not supported.

#### 4.12.8--Result of ANOVA indicating Mean differences among districts on Equity

District	N	Mean	SD
Rawalpindi	120	29.48	4.803
Sialkot	120	30.84	5.953
Lahore	120	29.17	6.161
Okara	120	31.63	5.609
Khanewal	120	31.94	6.201
Bahawalpur	120	29.95	5.355
Total	720	30.50	5.777

#### **F Ratio about Equity**

Source of Variation	Sum of Squares	df	Mean Square	F RATIO
Between groups	788.546	5	157.709	4.850***
Within groups	23215.442	714	32.515	
Total	24003.988	719		

\*\*\* $p < .001$ ;  $F(5, 714) = 4.850$

Table 4.12.8 presents the ANOVA results for the subscale Equity conducted to determine the variance among districts. The analysis of variance stated that there was statistically significant difference among the mean scores of six districts ( $F = 4.850$ ,  $df = 5, 714$ ;  $p < .001$ ). There is a highly significant mean difference among districts on the scores of the subscale Equity. This mean difference ranges from  $M = 29.17$ ;  $SD = 6.161$  for Lahore to  $M = 31.94$ ;  $SD = 6.201$  for Khanewal. The calculated  $F$  value = 4.850 at .001 level is greater than the tabulated value = 4.10 at .001 level that determines that there is a significant difference among mean scores of the districts and hence the null hypothesis is not supported.

#### 4.12.9-- Post hoc Multiple Comparisons of Districts for the whole classroom learning environment scale

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
WIHIC	Rawalpindi	Bahawalpur	-4.29167	5.05102	.958
		Sialkot	-11.94167	5.05102	.170
		Khanewal	-16.49167*	5.05102	.015
		Okara	-9.95833	5.05102	.360
		Lahore	.86667	5.05102	1.000
	Khanewal	Bahawalpur	12.20000	5.05102	.152
		Rawalpindi	16.49167*	5.05102	.015
		Sialkot	4.55000	5.05102	.946
		Okara	6.53333	5.05102	.789
		Lahore	17.35833*	5.05102	.008
	Lahore	Bahawalpur	-5.15833	5.05102	.911
		Rawalpindi	-.86667	5.05102	1.000
		Sialkot	-12.80833	5.05102	.115
		Khanewal	-17.35833*	5.05102	.008
		Okara	-10.82500	5.05102	.266

The mean difference is significant at 0.05 level.

In order to examine the specific differences, post-hoc multiple comparison test (Tukey's HSD) was performed. The table takes one district and compares it with the other five districts in order to see where there may be statistically significant differences between them. The district Rawalpindi is compared to the other five districts and statistically significant difference is found between Rawalpindi and Khanewal (Sig. = .015,  $p < 0.05$ ) and Khanewal and Lahore (Sign. = .008,  $p < 0.01$ ).

The districts Bahawalpur, Sialkot, Okara had not significant differences when compared with other districts, hence their tables were not provided.

#### 4.12.10-- Post hoc Multiple Comparisons of Districts for the subscale Student Cohesiveness

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig	
Student Cohesiveness	Rawalpindi	Sialkot	-1.49167	.74865	.348	
		Lahore	.18333	.74865	1.000	
		Okara	-.88333	.74865	.846	
		Khanewal	-2.15833*	.74865	.047	
		Bahawalpur	-.29167	.74865	.999	
		Khanewal	Bahawalpur	1.86667	.74865	.127
			Rawalpindi	2.15833*	.74865	.047
			Sialkot	.66667	.74865	.949
			Okara	1.27500	.74865	.530
	Lahore		2.34167*	.74865	.023	
	Lahore		Bahawalpur	-.47500	.74865	.127
			Rawalpindi	-.18333	.74865	.047
			Sialkot	-1.67500	.74865	.949
			Khanewal	-2.34167*	.74865	.023
		Okara	-1.06667	.74865	.530	

The mean difference is significant at 0.05 level.

Tukey's HSD indicates that there is a significant difference (Sig. = .047,  $p < 0.05$ ) regarding student cohesiveness between district Rawalpindi and district Khanewal and between district Khanewal and Lahore (Sig. = .023,  $p < 0.05$ ). Other districts had not significant differences.

#### 4.12.11-- Post hoc Multiple Comparisons of Districts for the subscale Teacher Support

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Teacher Support	Khanewal	Bahawalpur	1.79167	.86102	.298
		Rawalpindi	2.18333	.86102	.115
		Sialkot	.78333	.86102	.944
		Okara	1.27500	.86102	.677
		Lahore	2.86667*	.86102	.012
	Lahore	Bhawalpur	-1.07500	.86102	.813
		Rawalpindi	-.68333	.86102	.969
		Sialkot	-2.08333	.86102	.151
		Khanewal	-2.86667*	.86102	.012
		Okara	-1.59167	.86102	.435

The mean difference is significant at 0.05 level.

For Teacher Support Tukey's HSD indicates that district Lahore ( $p < 0.05$ ) and district Khanewal ( $p < 0.05$ ) are significantly different from each other. Other four districts had not significant differences when compared with one another so their analysis was not presented.

#### 4.12.12-- Post hoc Multiple Comparisons of Districts for the subscale Involvement

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Involvement	Rawalpindi	Bahawalpur	-.40833	.78521	.995
		Sialkot	-2.03333	.78521	.101
		Khanewal	-2.31667*	.78521	.038
		Okara	-1.23333	.78521	.618
		Lahore	.20833	.78521	1.000
	Khanewal	Bhawalpur	1.90833	.78521	.147
		Rawalpindi	2.31667*	.78521	.038
		Sialkot	.28333	.78521	.999
		Okara	1.08333	.78521	.739
		Lahore	2.52500*	.78521	.017
	Lahore	Bahawalpur	-.61667	.78521	.970
		Rawalpindi	-.20833	.78521	1.000
		Sialkot	-2.24167	.78521	.050
		Khanewal	-2.52500*	.78521	.017
		Okara	-1.44167	.78521	.443

The mean difference is significant at 0.05 level.

For Involvement Tukey's HSD indicates that district Khanewal ( $p < 0.05$ ), district Rawalpindi ( $p < 0.05$ ) and district Lahore ( $p < 0.05$ ) are significantly different from one another while other three districts had not significant differences.



#### 4.12.13-- Post hoc Multiple Comparisons of Districts for the subscale Investigation

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Investigation	Rawalpindi	Bahawalpur	-.98333	.79790	.821
		Sialkot	-1.65833	.79790	.300
		Khanewal	-2.62500*	.79790	.013
		Okara	-1.22500	.79790	.642
		Lahore	.09167	.79790	1.000
	Khanewal	Bahawalpur	1.64167	.79790	.311
		Rawalpindi	2.62500*	.79790	.013
		Sialkot	.96667	.79790	.831
		Okara	1.40000	.79790	.496
		Lahore	2.71667*	.79790	.009
	Lahore	Bahawalpur	-1.07500	.79790	.311
		Rawalpindi	-.09167	.79790	.013
Sialkot		-1.75000	.79790	.831	
Khanewal		-2.71667*	.79790	.009	
Okara		-1.31667	.79790	.496	

The mean difference is significant at 0.05 level.

For Investigation, Tukey's HSD indicates that district Rawalpindi ( $p < 0.05$ ), district Khanewal ( $p < 0.05$ ) and district Lahore ( $p < 0.01$ ) are significantly different from one another while other three districts had not significant differences. There was found a significant difference among Rawalpindi, Khanewal and Lahore districts.

#### 4.12.14-- Post hoc Multiple Comparisons of Districts for the subscale Cooperation

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Cooperation	Rawalpindi	Bahawalpur	-1.21667	.77623	.620
		Sialkot	-1.76667	.77623	.205
		Khanewal	-2.71667*	.77623	.007
		Okara	-1.61667	.77623	.297
		Lahore	-.24167	.77623	1.000
	Khanewal	Bahawalpur	1.50000	.77623	.383
		Rawalpindi	2.71667*	.77623	.007
		Sialkot	.95000	.77623	.825
		Okara	1.10000	.77623	.717
		Lahore	2.47500*	.77623	.019
	Lahore	Bahawalpur	-.97500	.77623	.809
		Rawalpindi	.24167	.77623	1.000
Sialkot		-1.52500	.77623	.364	
Khanewal		-2.47500*	.77623	.019	
Okara		-1.37500	.77623	.485	

The mean difference is significant at 0.05 level.

For Cooperation, Tukey's HSD indicates that district Rawalpindi ( $p < 0.01$ ), district Khanewal ( $p < 0.01$ ) and district Lahore ( $p < 0.05$ ) are significantly different from one another while other three districts had not significant differences. There was found a significant difference among Rawalpindi, Khanewal and Lahore districts.

#### 4.12.14-- Post hoc Multiple Comparisons of Districts for the subscale Cooperation

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Equity	Rawalpindi	Bahawalpur	-.46667	.73615	.988
		Sialkot	-1.35833	.73615	.437
		Khanewal	-2.45833*	.73615	.011
		Okara	-2.15000*	.73615	.042
		Lahore	.30833	.73615	.998
	Khanewal	Bahawalpur	1.99167	.73615	.075
		Rawalpindi	2.45833*	.73615	.011
		Sialkot	1.10000	.73615	.668
		Okara	.30833	.73615	.998
		Lahore	2.76667*	.73615	.003
	Okara	Bahawalpur	1.68333	.73615	.201
		Rawalpindi	2.15000*	.73615	.042
		Sialkot	.79167	.73615	.891
		Khanewal	-.30833	.73615	.998
		Lahore	2.45833*	.73615	.011
	Lahore	Bahawalpur	-.77500	.73615	.900
		Rawalpindi	-.30833	.73615	.998
		Sialkot	-1.66667	.73615	.210
		Khanewal	-2.76667*	.73615	.003
		Okara	-2.45833*	.73615	.011

The mean difference is significant at 0.05 level.

For Equity, Tukey's HSD indicates that district Rawalpindi ( $p < 0.05$ ), district Khanewal ( $p < 0.05$ ), district Okara ( $p < 0.05$ ) and district Lahore ( $p < 0.05$ ) are significantly different

from one another while other three districts had not significant differences. There was found a significant difference among Rawalpindi, Khanewal, Okara and Lahore districts.

#### 4.13-- Analysis of FLCAS Scale District-wise Through ANOVA

##### 4.13.1--Result of ANOVA indicating Mean differences among districts on FLCAS

District	N	Mean	SD
Rawalpindi	120	103.57	24.441
Sialkot	120	95.36	24.500
Lahore	120	102.02	22.281
Okara	120	101.97	23.766
Khanewal	120	105.71	21.779
Bahawalpur	120	100.44	23.183
Total	720	101.51	23.485

Table 4.13.1 describes ANOVA results about foreign language classroom anxiety scale indicating Mean differences among the districts on the scores of FLCAS. The highly significant mean difference is evident as the mean difference ranges from  $M = 95.36$ ;  $SD = 24.500$ , the lowest for Sialkot to  $M = 105.71$ ;  $SD = 21.779$  for Khanewal.

##### **F Ratio about FLCAS**

Source of Variation	Sum of Squares	df	Mean Square	F RATIO
Between groups	7358.800	5	1471.760	2.700*
Within groups	389225.00	714	545.133	
Total	396583.80	719		

\* $p < .05$ ;  $F(5, 714) = 2.700$

The analysis of variance described statistically significant difference among six districts ( $F = 2.700$ ,  $df = 5, 714$ ;  $p < .05$ ). There is a highly significant mean difference among districts on the scores of FLCAS. The calculated  $F$  value = 2.700 at .05 level is greater than the tabulated value = 2.21 at .05 level that concludes that there is a significant difference among mean scores of the districts on FLCAS and hence the null hypothesis is not supported.

4.13.2--Result of ANOVA indicating Mean differences among districts on Communication apprehension

District	N	Mean	SD
Rawalpindi	120	36.24	8.089
Sialkot	120	34.70	8.440
Lahore	120	35.93	7.625
Okara	120	37.35	7.907
Khanewal	120	36.33	7.121
Bahawalpur	120	35.50	7.614
Total	720	36.01	7.825

**F Ratio about communication apprehension**

Source of Variation	Sum of Squares	df	Mean Square	F RATIO
Between groups	474.994	5	94.999	1.557
Within groups	43560.917	714	61.010	
Total	44035.911	719		

$P > .05$ ;  $F(5, 714) = 1.557$

Table 4.13.2 describes the ANOVA results for the subscale Communication apprehension of FLCAS. The analysis of variance indicated that there was no significant difference among the mean scores of six districts ( $F = 1.557$ ,  $df = 5, 714$ ;  $p > .05$ ). There is no significant mean difference among districts on the scores of the subscale Communication apprehension. The mean difference ranges from  $M = 34.70$ ;  $SD = 8.440$  for Sialkot to  $M = 37.35$ ;  $SD = 9.907$  for Okara. The calculated  $F$  value = 1.557 at .05 level is smaller than the tabulated value = 2.21 at .05 level that determines that there is no significant difference among mean scores of the districts and hence the null hypothesis is supported.

4.13.3-- Result of ANOVA indicating Mean differences among districts on Test anxiety

District	N	Mean	SD
Rawalpindi	120	32.45	9.268
Sialkot	120	28.72	9.104
Lahore	120	31.86	8.226
Okara	120	30.19	9.646
Khanewal	120	33.78	9.146
Bahawalpur	120	31.41	8.677
Total	720	31.40	9.135

***F Ratio about test anxiety***

Source of Variation	Sum of Squares	df	Mean Square	F RATIO
Between groups	1876.057	5	375.211	4.609***
Within groups	58131.708	714	81.417	
Total	6000.765	719		

\*\*\* $p < .001$ ;  $F(5, 714) = 4.609$

Table 4.13.3 presents the ANOVA results for the subscale Test anxiety of FLCAS conducted to determine the variance among districts. The analysis of variance stated that there was statistically significant difference among the mean scores of six districts ( $F = 4.609$ ,  $df = 5, 714$ ;  $p < .001$ ). This mean difference ranges from  $M = 28.72$ ;  $SD = 9.104$  for Sialkot to  $M = 33.78$ ;  $SD = 9.146$  for Khanewal. The calculated  $F$  value = 4.609 at .001 level is greater than the tabulated value = 4.10 at .001 level that determines that there is a significant difference among mean scores of the districts and hence the null hypothesis is not supported.

4.13.4--Result of ANOVA indicating Mean differences among districts on Fear of Negative Evaluation

District	N	Mean	SD
Rawalpindi	120	35.60	7.588
Sialkot	120	31.94	9.406
Lahore	120	34.22	8.497
Okara	120	34.42	7.944
Khanewal	120	34.87	8.963
Bahawalpur	120	33.52	8.486
Total	720	34.09	8.550

**F Ratio about Fear of negative evaluation**

Source of Variation	Sum of Squares	df	Mean Square	F RATIO
Between groups	955.307	5	191.061	2.643
Within groups	51616.692	714	72.292	
Total	52571.999	719		

$P < .05$ ;  $F(5, 714) = 2.643$

Table 4.13.4 describes ANOVA results about Fear of negative evaluation indicating Mean differences among the districts on the scores of fear of negative evaluation. The highly significant mean difference is evident as the mean difference ranges from  $M = 31.94$ ;  $SD = 9.406$ , the lowest for Sialkot to  $M = 35.60$ ;  $SD = 7.588$  for Rawalpindi. The analysis of variance described statistically significant difference among six districts ( $F = 2.643$ ,  $df = 5, 714$ ;  $p < .05$ ). There is a highly significant mean difference among districts on the scores of FLCAS. The calculated  $F$  value = 2.643 at .05 level is greater than the tabulated value = 2.21 at .05 level that concludes that there is a significant difference among mean scores of the districts on FLCAS and hence the null hypothesis is not supported.

#### 4.13.5-- Post hoc Multiple Comparisons of Districts for the whole English language classroom anxiety scale

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
ELCAS	Sialkot	Bahawalpur	-5.07500	3.01422	.543
		Rawalpindi	-8.20833	3.01422	.072
		Khanewal	-10.35000*	3.01422	.008
		Okara	-6.60833	3.01422	.243
		Lahore	-6.65833	3.01422	.235
	Khanewal	Bahawalpur	5.27500	3.01422	.499
		Rawalpindi	2.14167	3.01422	.981
		Sialkot	10.35000*	3.01422	.008
		Okara	3.74167	3.01422	.816
		Lahore	3.69167	3.01422	.825

The mean difference is significant at 0.05 level.

In order to examine the specific differences, post-hoc multiple comparison test (Tukey's HSD) was performed. The table takes one district and compares it with the other five districts in order to see where there may be statistically significant differences between them. Tukey's HSD indicates that there was found a significant difference between Sialkot ( $p < .001$ ) and district Khanewal ( $p < .001$ ). The remaining districts had not significant differences when compared with other districts, hence their tables were not provided.



#### 4.13.6-- Post hoc Multiple Comparisons of Districts for the subscale Fear of Negative Evaluation

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Fear of Negative Evaluation	Sialkot	Bhawalpur	-1.58333	1.09767	.701
		Rawalpindi	-2.93333	1.09767	.082
		Khanewal	-3.65833*	1.09767	.012
		Okara	-2.48333	1.09767	.211
		Lahore	-2.28333	1.09767	.299
	Khanewal	Bahawalpur	2.07500	1.09767	.409
		Rawalpindi	.72500	1.09767	.986
		Sialkot	3.65833*	1.09767	.012
		Okara	1.17500	1.09767	.893
		Lahore	1.37500	1.09767	.810

The mean difference is significant at 0.05 level.

Tukey's HSD indicates that there was found a significant difference between Sialkot ( $p < 0.05$ ) and district Khanewal ( $p < 0.05$ ) for Fear of Negative Evaluation subscale of English language classroom anxiety scale. The remaining districts had not significant differences when compared with other districts, hence their tables were not provided.

#### 4.13.7-- Post hoc Multiple Comparisons of Districts for the subscale Test Anxiety

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Test Anxiety	Rawalpindi	Bahawalpur	1.04167	1.16488	.948
		Sialkot	3.73333*	1.16488	.018
		Khanewal	-1.32500	1.16488	.866
		Okara	2.26667	1.16488	.375
		Lahore	.59167	1.16488	.996
	Sialkot	Bahawalpur	-2.69167	1.16488	.191
		Rawalpindi	-3.73333*	1.16488	.018
		Khanewal	-5.05833*	1.16488	.000
		Okara	-1.46667	1.16488	.807
		Lahore	-3.14167	1.16488	.077
	Khanewal	Bahawalpur	2.36667	1.16488	.325
		Rawalpindi	1.32500	1.16488	.866
		Sialkot	5.05833*	1.16488	.000
		Okara	3.59167*	1.16488	.026
		Lahore	1.91667	1.16488	.569
	Okara	Bahawalpur	-1.22500	1.16488	.900
		Rawalpindi	-2.26667	1.16488	.375
		Sialkot	1.46667	1.16488	.807
		Khanewal	-3.59167*	1.16488	.026
		Lahore	-1.67500	1.16488	.704

The mean difference is significant at 0.05 level.

Tukey's HSD indicates that there was found a significant difference between Rawalpindi ( $p < 0.05$ ) and district Sialkot ( $p < 0.05$ ), district Sialkot also had significant differences with Khanewal ( $p < 0.001$ ) and district Khanewal was significantly different

from district Okara ( $p < 0.05$ ) for Test Anxiety subscale of English language classroom anxiety scale. The remaining districts had not significant differences when compared with other districts, hence their tables were not provided.

#### 4.14—Analysis of Attitude Scale district-wise Through ANOVA

##### 4.14.1--Result of ANOVA indicating Mean differences among districts on overall attitude towards the learning of English

District	N	Mean	SD
Rawalpindi	120	83.60	22.732
Sialkot	120	89.05	22.040
Lahore	120	87.99	20.787
Okara	120	81.52	21.412
Khanewal	120	91.65	19.008
Bahawalpur	120	94.89	20.137
Total	720	88.12	21.466

##### ***F* Ratio about Overall Attitude towards the learning of English**

Source of Variation	Sum of Squares	df	Mean Square	<i>F</i> RATIO
Between groups	14774.561	5	2954.912	6.665***
Within groups	316540.68	714	443.334	
Total	331315.24	719		

\*\*\* $p < .001$ ;  $F(5, 714) = 6.665$

Table 4.14.1 reveals the ANOVA results for Attitude towards the learning of English. The ANOVA was conducted to determine the variance attributable to the scores among districts. The analysis of variance stated that there was statistically significant difference among the mean scores of six districts ( $F = 6.665$ ,  $df = 5, 714$ ;  $p < .001$ ). There is a highly significant mean difference among districts on the scores of Attitude towards the learning of English. This mean difference ranges from  $M = 81.52$ ;  $SD = 21.412$  for Okara to  $M =$

94.89; SD = 20.137 for Bahawalpur. The calculated  $F$  value = 6.665 at .001 level is greater than the tabulated value = 4.10 at .001 level that determines that there is a significant difference among mean scores of the districts and hence the null hypothesis is not supported.

4.14.2--Result of ANOVA indicating Mean differences among districts on Adoption of English language attitude

District	N	Mean	SD
Rawalpindi	120	42.05	10.796
Sialkot	120	43.46	10.857
Lahore	120	42.60	10.420
Okara	120	40.05	10.421
Khanewal	120	45.40	9.755
Bahawalpur	120	47.11	10.083
Total	720	43.45	10.609

***F Ratio about Adoption of English language attitude***

Source of Variation	Sum of Squares	df	Mean Square	$F$ RATIO
Between groups	3771.367	5	754.273	6.979***
Within groups	77164.833	714	108.074	
Total	80936.200	719		

\*\*\* $p < .001$ ;  $F(5, 714) = 6.979$

Table 4.14.2 reveals the ANOVA results for the subscale Adoption of English language attitude. The analysis of variance revealed that there was statistically significant difference among the mean scores of six districts ( $F = 6.665$ ,  $df = 5, 714$ ;  $p < .001$ ). There is a highly significant mean difference among districts on the scores of subscale Adoption of English language attitude. This mean difference ranges from  $M = 40.05$ ;  $SD = 10.421$  for Okara to  $M = 47.11$ ;  $SD = 10.083$  for Bahawalpur. The calculated  $F$  value = 6.665 at .001 level exceeds the critical  $F$  value = 4.10 at .001 level that determines that there is a

significant difference among mean scores of the districts, therefore, the researcher is failed to support the null hypothesis.

4.14.3-- Result of ANOVA indicating Mean differences among districts on Enjoyment of English lessons

District	N	Mean	SD
Rawalpindi	120	41.55	12.725
Sialkot	120	45.60	12.039
Lahore	120	45.38	11.508
Okara	120	41.46	11.707
Khanewal	120	46.25	10.218
Bahawalpur	120	47.77	11.192
Total	720	44.67	11.790

**F Ratio about Enjoyment of English Lessons**

Source of Variation	Sum of Squares	df	Mean Square	F RATIO
Between groups	4022.694	5	804.539	5.988***
Within groups	95925.950	714	134.350	
Total	99948.644	719		

\*\*\* $p < .001$ ;  $F(5, 714) = 5.988$

Table 4.14.3 reveals the ANOVA results for the subscale Enjoyment of English lessons.

The analysis of variance revealed that there was statistically significant difference among the mean scores of six districts ( $F = 5.988$ ,  $df = 5, 714$ ;  $p < .001$ ). There is a highly significant mean difference among districts on the scores of subscale Enjoyment of English lessons. This mean difference ranges from  $M = 41.46$ ;  $SD = 11.707$  for Okara to  $M = 47.77$ ;  $SD = 11.192$  for Bahawalpur. The calculated  $F$  value = 6.665 at .001 level exceeds the critical  $F$  value = 4.10 at .001 level that determines that there is a significant difference among mean scores of the districts, therefore, the researcher is failed to support the null hypothesis.

#### 4.14.4-- Post hoc Multiple Comparisons of Districts for the whole Attitude towards English scale

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Attitude towards English	Bahawalpur	Rawalpindi	11.28333*	2.71825	.001
		Sialkot	5.83333	2.71825	.265
		Khanewal	3.23333	2.71825	.842
		Okara	13.36667*	2.71825	.000
		Lahore	6.90000	2.71825	.114
	Rawalpindi	Bahawalpur	-11.28333*	2.71825	.001
		Sialkot	-5.45000	2.71825	.340
		Khanewal	-8.05000*	2.71825	.037
		Okara	2.08333	2.71825	.973
		Lahore	-4.38333	2.71825	.590
	Khanewal	Bahawalpur	-3.23333	2.71825	.842
		Rawalpindi	8.05000*	2.71825	.037
		Sialkot	2.60000	2.71825	.931
		Okara	10.13333*	2.71825	.003
		Lahore	3.66667	2.71825	.757
	Okara	Bahawalpur	-13.36667*	2.71825	.000
		Rawalpindi	-2.08333	2.71825	.973
		Sialkot	-7.53333	2.71825	.063
		Khanewal	-10.13333*	2.71825	.003
		Lahore	-6.46667	2.71825	.165

The mean difference is significant at 0.05 level.

Tukey's HSD indicates that district Bahawalpur was significantly different from district Rawalpindi ( $p < 0.01$ ) and district Okara ( $p < 0.001$ ), district Rawalpindi also had significant differences with Bahawalpur ( $p < 0.01$ ) Khanewal ( $p < 0.05$ ) and district Khanewal was significantly different from district Rawalpindi ( $p < 0.05$ ) and Okara ( $p < 0.01$ ) regarding attitude towards English. Two districts i.e. Sialkot and Lahore had not significant differences when compared with other districts, hence their tables were not provided.

#### 4.14.5-- Post hoc Multiple Comparisons of Districts for the subscale Adoption of English Language Attitude

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Adoption of English language Attitude	Bahawalpur	Rawalpindi	5.05833*	1.34210	.002
		Sialkot	3.66667	1.34210	.070
		Khanewal	1.70833	1.34210	.800
		Okara	7.05833*	1.34210	.000
		Lahore	4.50833*	1.34210	.011
	Rawalpindi	Bhawalpur	-5.05833*	1.34210	.002
		Sialkot	-1.39167	1.34210	.905
		Khanewal	-3.35000	1.34210	.127
		Okara	2.00000	1.34210	.671
		Lahore	-.55000	1.34210	.999
	Khanewal	Bahawalpur	-1.70833	1.34210	.800
		Rawalpindi	3.35000	1.34210	.127
		Sialkot	1.95833	1.34210	.690

		Okara	5.35000*	1.34210	.001
		Lahore	2.80000	1.34210	.296
	Okara	Bahawalpur	-7.05833*	1.34210	.000
		Rawalpindi	-2.00000	1.34210	.671
		Sialkot	-3.39167	1.34210	.118
		Khanewal	-5.35000*	1.34210	.001
		Lahore	-2.55000	1.34210	.403
	Lahore	Bahawalpur	-4.50833*	1.34210	.011
		Rawalpindi	.55000	1.34210	.999
		Sialkot	-.84167	1.34210	.989
		Khanewal	-2.80000	1.34210	.296
		Okara	2.55000	1.34210	.403

The mean difference is significant at 0.05 level.

Tukey's HSD indicates that district Bahawalpur was significantly different from District Rawalpindi ( $p < 0.01$ ), from district Okara ( $p < 0.001$ ) and from district Lahore ( $p < 0.05$ ). District Rawalpindi was significantly different from district Bahawalpur ( $p < 0.01$ ), district Khanewal had significant difference with Okara ( $p < 0.01$ ) and district Okara had significant difference with Bahawalpur ( $p < 0.001$ ) and with Khanewal ( $p < 0.01$ ). District Lahore also had significant differences with Bahawalpur ( $p < 0.05$ ). Only one district i.e. Sialkot had not significant differences when compared with other districts.



#### 4.14.6-- Post hoc Multiple Comparisons of Districts for the subscale Enjoyment of English Lessons

Tukey HSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std.Error	Sig
Enjoyment of English Lessons	Bahawalpur	Rawalpindi	6.22500*	1.49638	.001
		Sialkot	2.16667	1.49638	.698
		Khanewal	1.52500	1.49638	.912
		Okara	6.30833*	1.49638	.000
		Lahore	2.39167	1.49638	.600
	Rawalpindi	Bahawalpur	-6.22500*	1.49638	.001
		Sialkot	-4.05833	1.49638	.074
		Khanewal	-4.70000*	1.49638	.022
		Okara	.08333	1.49638	1.000
		Lahore	-3.83333	1.49638	.108
	Khanewal	Bahawalpur	-1.52500	1.49638	.912
		Rawalpindi	4.70000*	1.49638	.022
		Sialkot	.64167	1.49638	.998
		Okara	4.78333*	1.49638	.018
		Lahore	.86667	1.49638	.992
	Okara	Bahawalpur	-6.30833*	1.49638	.000
		Rawalpindi	-.08333	1.49638	1.000
		Sialkot	-4.14167	1.49638	.064
		Khanewal	-4.78333*	1.49638	.018
		Lahore	-3.91667	1.49638	.094

The mean difference is significant at 0.05 level.

Tukey's HSD indicates that district Bahawalpur was significantly different from District Rawalpindi ( $p < 0.01$ ) and from district Okara ( $p < 0.001$ ). District Rawalpindi was significantly different from district Bahawalpur ( $p < 0.01$ ) and district Khanewal ( $p < 0.05$ ). District Khanewal had significant difference with Okara ( $p < 0.05$ ) and with district Rawalpindi ( $p < 0.05$ ). District Okara had significant difference with Bahawalpur ( $p < 0.001$ ) and with Khanewal ( $p < 0.05$ ). Two districts i.e. Sialkot and Lahore had not significant differences when compared with other districts.

#### **4.15--Analysis of Relationship between Learning Environment scale, English language classroom anxiety scale and Attitude scale.**

In order to explore the relationship between learning environment dimensions, foreign language classroom anxiety and attitude scale, Pearson Correlation was conducted. As the relationship between learning environment scale and other variable has been an interesting area of research in many past studies (Aldridge, 2003; Fraser, 1996). In many studies there was found a strong relationship between learning environment dimensions and other concerned variable like attitudes and anxiety. Likewise, it is one of the objectives of the present study to investigate relationship between classroom learning environment scale with foreign language anxiety and then with attitude scale. For this purpose, Pearson Correlation was conducted to find out relationship between learning environment and language anxiety, then with attitude scale and finally relationship between foreign language anxiety and attitude scale.

Table 4.15.1 **Pearson Correlation for Relationship between Learning Environment Scale and English Language Classroom Anxiety**

Learning Environment Scale	FLCAS	Communication Apprehension	Test Anxiety	Fear of Negative Evaluation
	r	R	r	r
WIHIC	-.933***	-.851***	-.868***	-.881***
Student Cohesiveness	-.859***	-.787***	-.796***	-.813***
Teacher Support	-.837***	-.765***	-.774***	-.795***
Involvement	-.864***	-.797***	-.792***	-.817***
Investigation	-.891***	-.813***	-.829***	-.842***
Task Orientation	-.777***	-.702***	-.736***	-.729***
Cooperation	-.880***	-.805***	-.819***	-.831***
Equity	-.716***	-.648***	-.667***	-.681***

\*\*\*p<.001(2-tailed)

Table 4.15.1 shows that scores of Learning Environment scale and that of Foreign language anxiety correlated significantly. There is found high negative correlation between the whole Learning Environment scale with FLCAS,  $r = -.933$  at .001 level. The Learning Environment scale is also negatively correlated with subscales of FLCAS, that is, Communication Apprehension ( $r = -.851$  at .001); Test Anxiety ( $r = -.868$  at .001) and with Fear of Negative Evaluation ( $r = -.881$  at .001). This suggests that classroom learning environment has strong relationship with anxious feelings in a foreign language classroom. Further is that, each subscale of Learning Environment is negatively correlated with the subscales of Foreign Language Classroom Anxiety scale. The negative correlation is significant at .001 that further supports the concept that various dimensions of classroom learning environment has strong negative relationship with the foreign language anxiety. The subscale Student Cohesiveness of Learning Environment

indicates that if there is group support and the students help each other and friendly to each other, feeling closer to each other, then the level of their foreign language anxiety would be lowering as the data shows about Student Cohesiveness,  $r = -.859$  at  $.001$  with the overall anxiety scale; with subscale communication apprehension,  $r = -.787$  at  $.001$ ; with test anxiety,  $r = -.796$  at  $.001$  and with Fear of negative evaluation,  $r = -.813$  at  $.001$  which clearly reveals that in a classroom where students know each other closely and get friendly support, they might have less communication apprehension, test anxiety and fear of negative evaluation.

Similarly, Teacher Support subscale reveals that with Communication apprehension,  $r = -.765$ ; with Test anxiety,  $r = -.774$  and with Fear of negative evaluation,  $r = -.795$  and all are significant at  $.001$ . This suggests that with the interest of the teacher in classroom activities, the language anxiety is decreased. Then Investigation and Cooperation subscales show higher negative correlation than Involvement and Task Orientation. Investigation indicates  $r = -.813$  with Communication apprehension;  $r = -.829$  with Test anxiety and  $r = -.842$  with Fear of negative evaluation, all are significant at  $.001$  level that suggests that in a classroom where students learn by inquiry and where they get cooperation from one another and are ready to learn collectively, there is less anxiety in a foreign language class. Then Equity subscale of learning environment is also significantly correlated indicating negative correlation at  $.001$  that suggest that same and equal treatment by the teacher and the other classmates lowers foreign language anxiety and gives students a sense of confidence.

Table 4.15.2 **Pearson Correlation for relationship between Learning Environment dimensions and Attitude towards English**

Learning Environment scale	Attitude Towards English Overall	Adoption of English language attitude	Enjoyment of English Lessons
	r	R	r
WIHIC	.939***	.897***	.903***
Student Cohesiveness	.870***	.834***	.833***
Teacher Support	.848***	.812***	.821***
Involvement	.864***	.815***	.838***
Investigation	.899***	.861***	.862***
Task Orientation	.777***	.745***	.744***
Cooperation	.888***	.850***	.852***
Equity	.724***	.686***	.701***

\*\*\*p<.001 level (2-tailed)

Table 4.15.2 shows that scores of Learning Environment scale and that of Attitude scale correlated significantly. There is found high positive correlation between the whole Learning Environment scale with Attitude scale,  $r = .939$  at .001 level. The Learning Environment scale is also positively correlated with subscales of Attitude scale, that is, Adoption of English language attitude ( $r = .897$  at .001); Enjoyment of English lessons ( $r = .903$  at .001). This suggests that classroom learning environment has strong relationship with positive attitude in a foreign language classroom. Positive correlation shows their level of enjoyment and Adoption of language attitude in the foreign language classroom. Further is that, each subscale of Learning Environment is positively correlated with the subscales of Attitude scale. The positive correlation is significant at .001 that further supports that the dimensions of classroom learning environment are significant in developing negative or positive attitude towards the learning of a foreign language. The

subscale Student Cohesiveness of Learning Environment reveals that their cohesiveness brings about positive attitude towards English as the data shows about Student Cohesiveness,  $r = .870$  at  $.001$  with the overall Attitude scale; with subscale Adoption of language attitude,  $r = .834$  at  $.001$ ; with Enjoyment of English lessons,  $r = .833$  at  $.001$  which clearly reveals that in a classroom where students know each other closely and get friendly support, they might have positive attitude towards the learning of English.

Similarly, Teacher Support subscale reveals positive correlation with Adoption of language attitude,  $r = .812$ ; with Enjoyment of English lessons,  $r = .821$  and both are significant at  $.001$ . This suggests that with the interest of the teacher in classroom activities, there occurs positive attitude towards language learning. Then Task Orientation and Equity subscales show positive correlation; Task Orientation  $r = .777$  with total Attitude scale;  $r = .745$  with Adoption of language attitude and  $r = .744$  with Enjoyment of English lessons, significant at  $.001$  and likewise, Investigation  $r = .861$  with Adoption of language attitude and  $r = .862$  with Enjoyment of English class; the subscale Cooperation  $r = .850$  with Adoption of language attitude and  $r = .852$  with Enjoyment of English lessons. This positive correlation reveals that the students would have positive attitude when the classroom learning environment positively supports the students.

Table 4.15.3 **Pearson Correlation for relationship between English Language Anxiety and Attitude towards English**

FLCAS Dimensions	Attitude Overall	Adoption of English language attitude	Enjoyment of English Lesson
	r	R	r
FLCAS	-.957***	-.907***	-.926***
Communication Apprehension	-.885***	-.847***	-.849***
Test Anxiety	-.875***	-.820***	-.855***
Fear of Negative Evaluation	-.910***	-.864***	-.879***

\*\*\*p<.001 level (2-tailed)

Table 4.15.3 shows that scores of FLCAS and that of Attitude scale correlated significantly. There is found high negative correlation between FLCAS with overall Attitude scale,  $r = -.957$  at .001 level and with the subscale Adoption of English language attitude ( $r = -.907$  at .001); Enjoyment of English lessons ( $r = -.926$  at .001). This suggests that anxiety in foreign language class has strong relationship with positive/negative attitude in a foreign language classroom. Negative correlation shows that the students have lower level of adoption and enjoyment that has a significant relationship anxiety in the foreign language classroom. Further is that, each subscales of FLCAS is negatively correlated with the subscales of Attitude scale. The subscale Communication apprehension of FLCAS reveals that the students who are anxious in communication would have lower adoption and enjoyment towards the learning of English as the data shows about Communication apprehension,  $r = -.885$  at .001 with the overall Attitude scale; with subscale Adoption of language attitude,  $r = -.847$  at .001; with



Enjoyment of English lessons,  $r = -.847$  at  $.001$  which clearly reveals that in a classroom where students face communication apprehension, they might have negative attitude towards the learning of English.

Test anxiety subscale reveals negative correlation with Adoption of English language attitude,  $r = -.820$ ; with Enjoyment of English lessons,  $r = -.855$  and both are significant at  $.001$ . This suggests that the students having anxiety in their performance, there would be negative attitude towards language learning. Then the Fear of negative evaluation shows negative correlation  $r = -.910$  with total Attitude scale;  $r = -.864$  with Adoption of language attitude and  $r = -.879$  with Enjoyment of English lessons, significant at  $.001$ . This negative correlation reveals that the students would have lower level of adoption and enjoyment when they undergo anxious feelings in foreign language classroom.

The study was carried out to investigate students' perceptions on classroom learning environment to find out some of the dimensions of learning environment. The study was planned to explore gender differences, location-wise differences and to find out relationship of classroom learning environment with anxiety and attitude of secondary school students towards the learning of English. The main focus of the study was on finding out relationship among these three variables, that is, classroom learning environment, foreign language anxiety and attitude towards English.

Findings indicated that students perceived seven psychosocial dimensions of learning environment positive in their classroom. Their responses were favorable on all these dimensions. Findings on Students Cohesiveness showed that students get support from one another and they are friendly in their classroom. They enjoy good interpersonal relations among themselves. This is related to theory of six dimensions of effective learning environment by Patterson (1992). It shows that supporting each other and knowing each other proves helpful in classrooms.

They also get considerable teacher support regarding their learning problems that is supported by Stone (2005) who discusses in literature that students learn best and discover new things when they are allowed to think, explore experiment and ask question with the support of the teacher. Findings on Involvement and Investigation dimensions revealed that students are encouraged to get involved in

learning activities and to ask questions. They understand the work they have to do, that is, Task Orientation. This is related to Elliot's (2000) description of effective teacher and characteristics of learning environment process which includes lesson clarity, instructional variety, task orientation and engagement in the learning process. Zandvliet and Fraser (2005) also support the same theory that students' satisfaction with learning, their classroom independence, involvement and task orientation are dependent on teachers' behaviors, instructional practices, learning setting and learning process. They think that they are working in a group and everyone likes to be given equal treatment in the class. This also supports Shuell (1996) research finding that relationship of teacher with the students largely depends on what the teacher does in the classroom. However, girls are more positive and favorable on learning environment than the boys. Several studies (Fraser & Rickards, 1997., Goh & Wong, 1997., Fisher, 2000) described significant gender differences on classroom learning environment supporting the findings that girls were more positive towards classroom environment. These studies provided information to the teachers to know and understand the learning needs and interests of girls and boys to guide them and solve their learning problems (Quek et al, 2002). Significant differences on perceptions of learning environment between male and female students were observed (Dorman, 1994). These results are also in agreement with the results of Kanokporn Charik's doctoral thesis (2006) which he conducted on classroom environment and students' attitude in computer class in Thailand.

Similarly, urban students seem to have more student cohesiveness, teacher support, involvement, investigation, task orientation and cooperation than the rural student. Urban and Rural location is associated with the favorable and unfavorable perceptions of the students. Findings of a study (Bikkar, 1979) showed that urban class revealed better favorable attitude towards the learning environment than the rural students. Equity is the only dimension on which there is no difference between urban and rural that shows that students of urban area and rural area get same amount of work, encouragement and support in the classroom in public schools of the Punjab Province. However, there are differences among different districts. These differences take place because there might be differences in teachers' qualifications, social environment, home environment, facilities and difference as a big city and a town.

Findings indicated that if students are provided seven dimensions of learning environment and they get equal encouragement and support in their classroom, their anxiety to learn a foreign language gets lowered. Foreign language anxiety increases when there is lack of knowing each other's feelings and duties in the classroom. Students feel communication apprehension, they are afraid due to their poor performance and have fear of negative evaluation because they do not feel confident in the class or sometimes they are not allowed to discuss their ideas in the class. Findings proved that classroom learning environment has positive correlation with attitude towards English language learning. These findings are consistent with the findings of Naiman (1978) and suggest that one possible reason why attitudinal variables implicated in second

language acquisition is simply that they serve to make the student enthusiastic about learning the other language. Studies concerned with the relation of second language training to attitudes show that learning second language influences attitudinal characteristics. As Dunn & Harris (1998) have discussed that inside classroom environment is concerned with the feelings, experiences and perceptions of the students. Twenge (2000) presented that anxiety increases with when there is an environmental threat increases. Students would start adopting positive attitude towards foreign language learning and would be enjoying English lessons with having student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation and equity. A strong correlation was reported between attitude of teacher trainees and learning environment (Myint & Goh, 2001). As claimed by Kaunter & Baumert (2006) that when students' perceptions in class are enhanced, this would result in more stable judgment and will decrease the effects of personal preference or situational factor. Results of the study (Aldridge & Fraser, 2000) reported that exemplary teachers were found who had higher level of cohesiveness, involvement and equity as perceived by the students. The findings also confirmed the findings of Bret Allen's doctoral research studies on influence of learning environment on anxiety and attitude of secondary school students which he conducted in 2004 in Australia.

This suggests that learning environment plays an important role to develop pleasant attitude towards foreign language learning so that students can enjoy lessons of the language as Starks & Paltridge (1996) suggest that attitude is closely linked with language learning process. Relationship between

communication apprehension, test anxiety, fear of negative evaluation and adoption of English language learning attitude, and enjoyment of English lessons indicated negative significant correlation that confirms that foreign language anxiety does not support to foster enjoyable attitude to learn foreign language.



## CHAPTER 5

# 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

Classroom learning environment is a fast growing field of research in teaching-learning process. It exerts great influences upon learners' achievement, attitude and learning process. The present study attempted to investigate secondary school students' perceptions about their classroom environment and it was designed to explore the relationship between classroom learning environment and foreign language classroom anxiety, and relationship between classroom learning environment and students' attitude towards the learning of English in Pakistani context. The objectives of the study were:

1. To assess classroom learning environment.
2. To measure secondary school students anxiety and attitude towards English.
3. To determine associations between classroom environment and (i) students anxiety in English (ii) Students attitude towards English.
4. To compare the anxiety level, attitude and learning environment dimensions gender-wise and location-wise.

5. To find out relationship of classroom learning environment with Anxiety and Attitude towards the learning of English.

The study was guided by the following research questions:

1. What is Classroom Learning Environment?
2. How do secondary students perceive the learning environment?
3. What is the anxiety level and attitude of secondary students towards the learning of English?
4. To what extent there are gender differences in perceptions of learning environment, anxiety and attitude in English?
5. To what extent there is relationship between classroom learning environment and secondary school students' anxiety in English?
6. To what extent there is relationship between classroom environment and secondary school students' attitude towards English?
7. What is the relationship between English language anxiety and students' attitude towards English?

First chapter of the thesis gives a brief and to the point description of the problem which was to be investigated. The statement of the problem explains that the study plans to identify students' perceptions about their classroom learning environment, how it affects the foreign language learning and what is its relationship with anxiety and attitude towards the learning of English? Significance and brief methodology is stated in this chapter.



The second chapter deals with a detailed review of the related literature. It describes three areas of the study one by one. Area of learning environment was discussed with reference to its various dimensions and historical developments. Past research studies on classroom learning environment were discussed and their relation to the present study was explained. Then the field of anxiety was explored with reference to language learning, language anxiety, language teacher and anxiety and foreign language classroom anxiety. The language attitude was highlighted as it is closely related to language learning and classroom learning environment.

The third chapter of the study gives details of population, sample and design of the study. It explains the procedure adopted for the study and describes the instruments in details. As the study was designed to find out relationship of classroom learning environment with anxiety and attitude towards the learning of English, the relationship was determined by using quantitative data analysis. The data were collected from a sample of 720 secondary school students from six districts of the Punjab province. The sample comprised of male and female students, and urban and rural students. Data on classroom learning environment was collected through learning environment scale, that is, WIHIC. To measure students' anxiety in English as a foreign language, Foreign Language Classroom Anxiety scale was used and attitude towards English was measure through attitude scale.

Reliability of the three questionnaires was checked through Cronbach alpha coefficient that was found to be strong enough that questionnaires seemed

to be suitable for the study. Validity of the instruments was determined experts' opinion and item-total correlation. After establishing reliability and validity of the instruments, gender differences and location differences were found through t-test. Relationship between classroom learning environment and foreign language anxiety and with attitude towards English was determined by Pearson correlation technique. The detailed description of quantitative data analysis is presented in chapter four.

## **5.2 FINDINGS**

The study focused on three areas, that is, psychosocial dimensions of classroom environment, foreign language classroom anxiety and attitude towards English as a foreign language. Findings on these three areas with reference to the objectives of the study are presented one by one.

### **5.2.1 Learning Environment of the Classroom**

Seven dimensions of classroom learning environment were identified and students' responses on each item of each dimension were calculated through mean. The findings were:

#### **5.2.1.1 Student Cohesiveness**

1. Majority of the students i.e. 79% agreed that they make friends in the class. (Table 4.3.1).
2. Most of the respondents, 68.6% were agreed that they know other students in the class. 8.3% were uncertain while 23% disagreed with the statement. (Table 4.3.2).

3. Most of the respondents i.e. 78.6% agreed with the statement that they are friendly to members of the class while 15.5% disagreed and 6% were uncertain about the statement. (Table 4.3.3).
4. Most of the respondents, 66.4% were agreed to the statement that members of the class are their friends. The mean score was 3.74. (Table 4.3.4).
5. A large number of respondents i.e. 77.8% were of the opinion that they worked well other class members. The mean score was 3.86. (Table 4.3.5).
6. Most of the respondents, 76.9% ascertained that they helped other class members who were having trouble with their work. The mean score was 3.93. (Table 4.3.6).
7. Most of the respondents 49.5% agreed that the students in the class liked them. 34.4% were uncertain and 16.1% were disagreed to the statement. The mean score was 3.45. (Table 4.3.7).
8. Quite a large number of respondents, 81.1% agreed that they get help from other students in the class. The mean score was 4.05. (Table 4.3.8).

#### **5.2.1.2 Teacher Support**

9. Majority of the respondents, 75.8% were of the opinion that teacher takes personal interest in them. The mean score was 3.80. (Table 4.3.9).
10. Most of the students, 68.1% favored that the teacher goes out of way to help them while 8.2% were uncertain and 23.7% were disagreed. The mean score was 3.63. (Table 4.3.10).

11. Majority of the students, 77.9 opined that teacher considers their feelings. The mean score was 3.93. (Table 4.3.11).
12. Most of the students, 63.9% confirmed that teacher helped them when they had problem with their work. 16.8% were uncertain while 19.3% were disagreed to the statement. The mean score was 3.65. (Table 4.3.12).
13. Most of the students, 80.1% agreed that teacher talks with them. The mean score was 4.03. (Table 4.3.13. ).
14. A large number of respondents, 70.7% opined that teacher is interested in their problems. The mean score was 3.71. (Table 4.3.14).
15. Most of the students, 74.4% showed agreement that teacher moves about the class to talk with them. The mean score was 3.82. (Table 4.3.15).
16. Majority of the students, 76.9% agreed that the teacher's questions help them to understand. 5.8% were uncertain while 17.4% disagreed to the statement. The mean score was 3.90. (Table 4.3.16).

### **5.2.1.3 Involvement**

17. Most of the respondents i.e. 77.5% showed agreement that they discuss ideas in the class. 4.9% were uncertain while 17.6 were disagreed to the statement. The mean score was 3.86. (Table 4.3.17.)
18. Most of the students, 62.6% confirmed that they give their opinions in the class discussions. The mean score was 3.43. (Table 4.3.18).

19. Majority of the respondents, 75.9% were of the opinion that teacher asks them questions. The mean score was 3.87. (Table 4.3.19).
20. Most of the respondents, 62.2 % opined that their ideas and suggestions are used during class discussions. The mean score was 3.58. (Table 4.3.20).
21. Majority of the respondents, 73.8% showed agreement that they ask the teacher questions. The mean score was 3.71. (Table 4.3.21).
22. Most of the respondents, 72.9% were of the opinion that they explain their ideas to other students. The mean score was 3.77. (Table 4.3.22).
23. A large number of respondents, 77.6% opined that students discuss with them how to go about solving problems. 4.9% were uncertain and 17.5% were disagreed to the statement. The mean score was 3.93. (Table 4.3.23).
24. Majority of the students 74.7% agreed to the statement that they are asked to explain how they solve problems. The mean score was 3.85. (Table 4.3.24).

#### **5.2.1.4 Investigation**

25. Most of the respondents, 74.3% responded that they carry out investigations to test their ideas. 4.7% were uncertain and 21% disagreed to the statement. The mean score was 3.73. (Table 4.3.25).
26. Majority of the respondents, 63.3% agreed that they are asked to think about the evidence for their statements. 7.6% were uncertain while 29% respondents were disagreed to the statement. The mean score was 3.43. (Table 4.3.26).

27. Most of the students, 68.3% concurred that they carry out investigation to answer the questions coming from discussions. 5% were uncertain while 26.6% were disagreed to the statement. The mean score was 3.57. (Table 4.3.27)
28. Most of the students, 61.8% agreed that they explain the meaning of statements, diagrams and graphs in the class. 15% were uncertain in their responses while 23.2% were disagreed. The mean score was 3.53. (Table 4.3.28).
29. Most of the students, 71.4% favored that they carry out investigation to answer questions that puzzle them. 7.5% were uncertain in their responses while 21.1% were disagreed to the statement. The mean score was 3.61. (Table 4.3.29).
30. Majority of the students, 71.7% were of the opinion that they carry out investigations to answer teacher's questions. The mean score was 3.74. (Table 4.3.30).
31. Most of the respondents i.e. 76% gave opinion that they find out answers to questions by doing investigations. The responses are towards agreement. The mean score was 3.87. (Table 4.3.31).
32. Majority of the respondents, 78.6% concurred that they solve problems by using information obtained from their own investigations. The responses are favorable. The mean score was 3.95. (Table 4.3.32).

### 5.2.1.5 Task Orientation

33. A large number of respondents i.e. 71.3% agreed that getting a certain amount of work done is important for them. The mean score was 3.62 that shows the statement is acceptable. (Table 4.3.33).
34. Most of the respondents, 73.3% agreed to the statement that they do as much work as they set out to do. The mean score was 3.79. (Table 4.3.34).
35. Majority of the respondents, 72.1% were of the opinion that they know the goals for this class. The mean score was 3.72. (Table 4.3.35).
36. Quite a good number of students, 59.1% favored that they are ready to start class on time. 14.9% were uncertain while 26% were disagreed to the statement. The mean score was 3.43. (Table 4.3.36).
37. Majority of the students, 75.7% opined that they know what they are trying to accomplish in this class. The mean score was 3.89. (Table 4.3.37).
38. Most of the respondents, 71% showed agreement that they pay attention during this class. 5.6% were uncertain while 23.5% disagreed to the statement. The mean score was 3.69. (Table 4.3.38).
39. A Large number of respondents, 75.5% concurred that they try to understand the work in this class. The mean score was 3.89. (Table 4.3.39).
40. Most of the respondents, 78.9% opined that they know how much work they have to do. The mean score was 3.95. (Table 4.3.40).

### 5.2.1.6 Cooperation

41. Most of the respondents, 76.9% agreed that they cooperate with other students when doing assignment work. 4.3% were uncertain while 18.8% respondents were disagreed. The mean score was 3.85. (Table 4.3.41).
42. Most of the respondents, 66.3% were of the view that they share their books and resources with other students when doing assignment. The mean score was 3.56. (Table 4.3.42).
43. Majority of the respondents, 71.4% were agreed that when they work in groups in this class, there is teamwork. The mean score was 3.70. (Table 4.3.43).
44. Most of the respondents 63.4% agreed that they work with other students on projects in this class. The mean score was 3.61. (Table 4.3.44).
45. Most of the respondents, 71.4% agreed that they learn from other students in this class. The mean score was 3.61. (Table 4.3.45).
46. Most of the respondents, 74% agreed that they work with other students in this class. The mean score was 3.83. (Table 4.3.46).
47. A large number of the respondents, 78% were agreed that they cooperate with other students on class activities. The mean score was 3.94. (Table 4.3.47).
48. Majority of the respondents, 79.9% showed agreement that students work with them to achieve class goals. The mean score was 4.02. (Table 4.3.48).



### **5.2.1.7 Equity**

49. Majority of the respondents, 77.2% agreed to the statement that the teacher gives as much attention to their questions as to other students' questions. The mean score was 3.85. (Table 4.3.49).
50. Most of the respondents 68.7% were agreed that they get the same amount of help from the teacher as do other students. The mean score was 3.64. (Table 4.3.50).
51. A large majority of the respondents, 82.7% were of the opinion that they have the same amount of say in this class as other students do. The mean score was 4.09. (Table 4.3.51).
52. Most of the respondents, 67.5% concurred that they are treated the same as other students in this class. The mean score was 3.78. (Table 4.3.52).
53. A large number of students, 80.2% were of the opinion that they receive the same encouragement from the teacher as other students do. The mean score was 3.93. (Table 4.3.53).
54. Most of the respondents, 71.3% agreed that they get the same opportunity to contribute to class discussions as other students. The mean score was 3.71. (Table 4.3.54).
55. Most of the students, 53.3% confirmed that their work receives as much praise as other students' work. 32.1% were uncertain in their responses while 14.6% disagreed. The mean score was 3.51. (Table 4.3.55).

56. Majority of the respondents i.e. 80.7% were of the opinion that they get the same opportunity to answer questions as other students. The mean score was 4.01. (Table 4.3.56).

### **5.2.1.8 Gender differences on Learning Environment**

1. Female students are closer to each other and receive more support from one another than the male students. Females have more cohesiveness in their classroom than the male students. (Table 4.6.1).
2. Female students get more teacher support in their classroom than the male students. Females mean score is 31.35 is higher than males mean score 29.57. The t-test value 3.594 indicates significant difference. (Table 4.6.2).
3. Girls are more involved in classroom activities than the male students. Mean score of girls 30.73 is higher than mean score of boys 29.24. t-test value shows significance difference. (Table 4.6.3).
4. Girls have higher level of investigation than boys. The mean score of girls 30.39 is higher than boys 28.47. (Table 4.6.4).
5. On Task Orientation, girls know more about their work and what they have to do than boys. t-test value shows significance difference and mean score of girls 30.91 is higher than boys mean score 29.05. (Table 4.6.5).

6. Girls are more cooperative in their class activities than the boys. Mean score of girls is 31.08 that is higher than boys 29.13. t-test values shows significant difference between the two. (Table 4.6.6).
7. Significant difference was not found between girls and boys on Equity dimension of learning environment. Both girls and boys receive equal level of equity in their class. The mean score of girls is 30.28 and of boys 30.71. (Table 4.6.7)

#### **5.2.1.9 Findings on Foreign Language Classroom Anxiety Scale**

1. Most of the respondents, 56.8% were agreed that they never feel quite sure of themselves when they are speaking in their foreign language class. 13.6% were uncertain in their responses while 29.6% were disagreed to the statement. The mean score was 3.35. (Table 4.4.1).
2. A considerable majority 43.1% were agreed that they do not worry about making mistakes in language class. The mean score was 2.99. (Table 4.4.2)
3. Only 29.2% of the respondents considered that they tremble when they know that they are going to be called on in language class. 11.4% remained uncertain while 59.6% disagreed to the statement. The mean score was 2.53. (Table 4.4.3).
4. A considerable majority 34.9% of the respondents were of the opinion that it frightens them when they don't understand what the teacher is saying in the foreign language. The mean score was 2.72. (Table 4.4.4)

5. Only 21.4% of the students confirmed that it wouldn't bother them at all to take more foreign language classes. 6.0% were uncertain while 72.6% were disagreed to the statement. The mean score was 2.20. (Table 4.4.5).
6. Only 38.2% respondents showed agreement that during language class, they find themselves thinking about things that have nothing to do with the course. 19% remained uncertain while 42.7% were disagreed to the statement. The mean score was 2.90. (Table 4.4.6).
7. Most of the respondents 58.5% concurred that they keep thinking that the other students are better at languages than they are. The mean score was 3.44. (Table 4.4.7).
8. Most of the respondents 43.1% opined that they are usually at ease during tests in their language class. The mean score was 2.99. (Table 4.4.8).
9. Majority of the respondents 58.6% were of the opinion that they start to panic when they have to speak without preparation in language class. The mean score was 3.40. (Table 4.4.9).
10. Most of the respondents 46.6% were agreed that they worry about the consequences of failing their foreign language class. The mean score was 3.17. (Table 4.4.10).
11. Most of the respondents 48.1% agreed that they don't understand why some people get so upset over foreign language classes. The mean score was 3.17. (Table 4.4.11).

12. Only 29.6% respondents opined that in language class, they can get so nervous that they forget things they know. 16.3% remained uncertain while 54.2 disagreed to the statement. The mean score was 2.67. (Table 4.4.12).
13. Most of the students 39.3% were agreed that it embarrasses them to volunteer answers in their language class. The mean score was 2.83. (Table 4.4.13).
14. Only 36.2% of the respondents concurred that they would not be nervous speaking the foreign language with native speakers. 18.1% were uncertain while 45.6% were disagreed to the statement. The mean score was 2.78. (Table 4.4.14).
15. Most of the respondents 66.2% showed agreement that they get upset when they don't understand what the teacher is correcting. The mean score was 3.59. (Table 4.4.15).
16. Most of the respondents 55.4% agreed that Even if they are well prepared for language class, they feel anxious about it. The mean score was 3.25. (Table 4.4.16).
17. Only 24.3% of the respondents opined that they often feel like not going to their language class. 12.1% were uncertain while 63.6% were disagreed to the statement. The mean score was 2.38. (Table 4.4.17).

18. Quite a good number of the respondents concurred that they feel confident when they speak in foreign language class. The mean score was 3.52. (Table 4.4.18).
19. Most of the respondents 65.6% confirmed that they are afraid that their language teacher is ready to correct every mistake they make. The mean score was 3.58. (Table 4.4.18).
20. Most of the respondents 46.1% were agreed that they can feel their heart pounding when they are going to be called on in language class. The mean score was 3.11. (Table 4.4.20).
21. Only 32.8% of the respondents considered that the more they study for a language test, the more confused they get. 12.5% were uncertain while 54.7% were disagreed to the statement. The mean score was 2.67. (Table 4.4.21).
22. Most of the respondents 48.8% were of the opinion that they don't feel pressure to prepare very well for language class. The mean score was 3.20. (Table 4.4.22).
23. Most of the respondents 58.7% gave opinion that they always feel that the other students speak the foreign language better than they do. The mean score was 3.37. (Table 4.4.23).

24. Most of the respondents 45.9% responded that they feel very self-conscious about speaking the foreign language in front of other students. The mean score was 3.13. (Table 4.4.24).
25. Most of the respondents 40.7% agreed that Language class moves so quickly they worry about getting left behind. The mean score was 3.00. (Table 4.4.25).
26. Only 29.3% of the respondents opined that they feel more tense and nervous in their language class than in their other classes. 15.7% remained uncertain in their responses while 55% disagreed to the statement. The mean score was 2.60. (Table 4.4.26).
27. Most of the respondents 60.3% concurred that they get nervous and confused when they are speaking in their language class. The mean score was 3.49. (Table 4.4.27).
28. Majority of the respondents 46.7% were agreed that when they are on their way to language class, they feel very sure and relaxed. The mean score was 3.13. (Table 4.4.28).
29. Majority of the respondents 66.8% ascertained that they get nervous when they don't understand every word the language teacher says. The mean score was 3.61. (Table 4.4.29).
30. Most of the respondents 51% agreed that they feel overwhelmed by the number of rules they have to learn to speak foreign language. 15.1% were

uncertain in their responses while 33.95 disagreed to the statement. The mean score was 3.31. (Table 4.4.30).

31. Only 39.5% of the respondents consented that they are afraid that the other students will laugh at them when they speak the foreign language. 18.8% were uncertain while 41.8% were disagreed to the statement. The mean score was 2.92. (Table 4.4.31).

32. Most of the respondents 47% opined that they would probably feel comfortable around native speakers of the foreign language. 12.4% were uncertain in their responses and 40.7% were disagreed to the statement. The mean score was 3.11. (Table 4.4.32).

33. Most of the respondents 61% showed their agreement that they get nervous when the language teacher asks questions they have not prepared in advance. 9.4% were uncertain in their responses while 29.6 were disagreed to the statement. The mean score was 3.43. (Table 4.4.33).

#### **5.2.1.10 Gender differences on Foreign Language Classroom Anxiety Scale**

1. Girls are less anxious on dimension of communication apprehension of foreign language classroom anxiety scale. t-test value shows significant difference of girls and boys mean score i.e. girls, 34.86 and boys, 36.41 that indicates that boys have higher level of communication apprehension in foreign language class than the girls.



2. Girls with mean 30.06 and boys with mean 31.97 on test anxiety lead to the finding that boys have higher level of test anxiety than the girls in English class. The difference is significant at .01 level.
3. Significant difference at .01 level was found between girls and boys mean scores on the dimension of Fear of negative evaluation. The boys with mean 35.01 show that they are more afraid of negative evaluation and get anxious than the girls with mean 33.23.

#### **5.2.1.11 Findings of Attitude scale**

1. Only 38.2% of the respondents were of the view that English should be medium of instruction in secondary schools of Pakistan. 19% were uncertain in their responses while 42.7% disagreed to the statement. The mean score was 2.99. (Table 4.5.1).
2. Most of the respondents, 58.5% opined that it is useful to learn English as foreign language in Pakistan. 12.9% were uncertain and 28.6% were disagreed to the statement. The mean score was 3.44. (Table 4.5.2).
3. Most of the respondents 46.6% agreed that they prefer to study their subjects in English. 12.8% of the respondents were not certain in their responses while 40.7% were disagreed. The mean score was 3.11. (Table 4.5.3).
4. Most of the respondents 58.6% agreed that English lessons help them learn a lot. 9.9% were uncertain and 31.5% disagreed to the statement. The mean score was 3.40. (Table 4.5.4).

5. Most of the respondents 46.6% concurred that English lessons are a waste of time. 16.3% were uncertain while 37.1% disagreed to the statement. The mean score was 3.17. (Table 4.5.5).
6. Most of the respondents 47% were of the opinion that Learning of English will help them improve their grades. 12.4% were uncertain while 40.6% were disagreed to the statement. The mean score was 3.24. (Table 4.5.6).
7. Only 29.6% of the respondents showed agreement that they find English class easier and interesting. 16.3% were uncertain while 54.2% of the respondents disagreed. The mean score was 2.67. (Table 4.5.7).
8. A considerable majority 43.1% agreed that they prefer fewer English lessons. 13.5% were uncertain while 43.5% were disagreed to the statement. The mean score was 3.11. (Table 4.5.8).
9. Most of the respondents 47.5% agreed to the statement that they feel unwilling to go to English class. 12.4% were uncertain while 40.3% disagreed. The mean score was 3.14. (Table 4.5.9).
10. Majority of the respondents i.e. 66.2% agreed that English lessons are a fun. 10.7% were uncertain while 23% were disagreed. The mean score was 3.59. (Table 4.5.10).
11. Most of the respondents 55.4% confirmed that they dislike English lessons. 9.6% were uncertain while 35% showed disagreement to the statement. The mean score was 3.25. (Table 4.5.11).

12. Only 24.3% of the respondents agreed that they intend to attend more English classes each week. 12.1% were uncertain while 63.6% were disagreed to the statement. The mean score was 2.38. (Table 4.5.12).
13. Most of the respondents, 61.1% agreed that they are not satisfied with the material of English lessons. The mean score was 3.52. (Table 4.5.13).
14. A large number of students, 65.6% concurred that Listening to a teacher teaching in English is not important for them. The mean score was 3.58. (Table 4.5.14).
15. Most of the respondents 46.1% were of the opinion that they like to use new techniques to learn English. 15.3% were uncertain in their responses while 38.6% were disagreed. The mean score was 3.11. (Table 4.5.15).
16. A short majority of the respondents 32.8% ascertained that they feel happy going to English class. 12.5% were uncertain while 54.7% disagreed to the statement. The mean score was 2.67. (Table 4.5.16).
17. A considerable number of respondents 43.1% agreed that they do not like to study English lessons in their spare time. 13.5% of the respondents were uncertain while 43.5% were disagreed to the statement. The mean score was 2.99. (Table 4.5.17).
18. Majority of the respondents 58.7% were of the opinion that they would enjoy school more without English class. 10.3% of the respondents were

uncertain while 31% disagreed to the statement. The mean score was 3.37. (Table 4.5.18).

19. Most of the respondents 41.6% showed agreement that it is useful to watch English movies. 18.5% of the respondents were uncertain in their responses while 40% were disagreed to the statement. The mean score was 2.99. (Table 4.5.19).

20. Most of the respondents 40.7% agreed that English lessons do not help them improve their spoken ability. 18.2% of the respondents were uncertain while 41.1% disagreed to the statement. The mean score was 3.00. (Table 4.5.20).

21. A short number of respondents 29.3% approved that their English does not enable them to talk in English. 15.7% were uncertain while 55% of the respondents were disagreed to the statement. The mean score was 2.60. (Table 4.5.21).

22. Majority of the respondents 60.3% were of the opinion that learning new words in English in very important for them. 11.3% were uncertain while 28.5% disagreed. The mean score was 3.49. (Table 4.5.22).

23. Most of the respondents 47% ascertained that talking to people who speak good English helps them in speaking English. 12.5% were uncertain while 40.5% were disagreed. The mean score was 3.12. (Table 4.5.23).

24. Most of the respondents 64.4% concurred that they enjoy listening other people in English. The mean score was 3.52. (Table 4.5.24).
25. Most of the respondents 50.5% agreed that learning English does not enable them to think in English. 15.1% were uncertain in their responses while 34.5% were disagreed. The mean score was 3.29. (Table 4.5.25).
26. A considerable number of respondents 39.5% opined that they are not willing to use new words in English. 18.8% of the respondents were uncertain while 41.8% disagreed. The mean score was 2.92. (Table 4.5.26).
27. Most of the respondents 47.4% agreed that they understand more in English. 12.4% of the respondents were uncertain in their responses while 40.3% were disagreed. The mean score was 3.14. (Table 4.5.27).
28. Most of the respondents 61% were of the opinion that they do not enjoy talking with others in English. 9.4% respondents were uncertain while 29.6% were disagreed to the statement. The mean score was 3.43. (Table 4.5.28).

#### **5.2.1.12 Gender difference on Attitude scale**

1. Girls are more positive in adopting language leaning attitudes. On adoption of English language learning attitudes, girls mean score 44.78 is higher than boys mean score 42.11. Boys are slower in adopting English language learning attitudes. t-test value shows significant difference at .01 level. (Table 4.8.2).

2. Girls have higher mean score 45.97 towards enjoyment of English lessons than boys, mean= 43.36. Significant difference is found through t-test. Girls are more positive towards enjoyment of English lessons than boys. (Table 4.8.3).

#### **5.2.1.13 Findings on Relationship between Learning Environment dimensions and English Language Anxiety scale**

1. All dimensions of learning environment scale are negatively correlated with dimension of foreign language anxiety scale. Significant negative correlation is found for Student Cohesiveness, Teacher Support, Involvement, Investigation, Task Orientation, Cooperation and Equity with Communication apprehension, Test anxiety and Fear of negative evaluation. The relationship is significant at .001 level. Classroom learning environment is found important in minimizing and maximizing the foreign language anxiety. (Table 4.15.1).
2. Dimensions of learning environment scale indicated positive correlation with attitude dimensions towards foreign language learning. Significant positive correlation was found for Student Cohesiveness, Teacher Support, Involvement, Investigation, Task Orientation, Cooperation and Equity of learning environment scale with Adoption of English language learning attitude, Enjoyment of English lessons of Attitude scale. Favorable psychosocial classroom environment fosters positive attitude towards foreign language learning. (Table 4.15.2).
3. Significant negative correlation was found between foreign language anxiety scale dimensions and attitude scale dimensions. The Communication

apprehension, Test anxiety and Fear of negative evaluation develop an attitude that is not supportive to foreign language learning. Foreign language anxiety affects the attitude of the learners towards a subject. (Table 4.15.3)

## 5.4 CONCLUSION

Conclusions are made on the basis of findings and discussion. The study was planned to explore three distinct areas i.e. classroom learning environment, foreign language anxiety and attitude towards the learning of English and the relationship of these areas was not investigated in Pakistan at doctoral level. So the study attempted to make a significant contribution in teaching learning process in Pakistani context. Following conclusions were drawn:

1. Significant differences are found between girls' and boys' perceptions of psychosocial dimensions of classroom learning environment.
2. Significant differences exist between urban students and rural students as well on classroom learning environment.
3. There are significant differences on mean scores on learning environment of the classroom in districts.
4. Girls perceive their learning environment more favorable than boys and likewise urban students perceive more favorable than the rural students.
5. Girls are less anxious in their English class and have less communication apprehension, test anxiety and fear of negative evaluation than boys.
6. Rural students show more anxious feelings in English class than the urban students. Thus girls and urban students enjoy English lessons more than boys and rural students respectively.

7. Girls are more positive in adopting language learning attitude and enjoying English lessons than boys.
8. Urban students show more positive attitude towards language learning than rural students.
9. There exists negative correlation between learning environment and English language anxiety.
10. There is a positive correlation between learning environment and attitude towards English language learning.
11. Negative correlation exists between English language anxiety and students attitude towards the learning of English.



## 5.5 RECOMMENDATIONS

The following recommendations are made in the light of findings and conclusion of the study:

1. For better teaching learning process, teachers may focus on activities that lead to encourage involvement, investigation and task orientation in English language classroom.
2. Teachers might be given training on methodological area to foster positive interpersonal relations in the class, especially male teachers in rural areas, this is because learning environment is weak there and consequently rural students also need more support on learning environment.
3. Special attention might be given to male students in rural schools where there exist high anxious feelings regarding foreign language and classroom learning environment is also weak.
4. Adoption of English language learning attitude and enjoyment of English lessons may increase with the development of teacher support, involvement, cooperation and equity in the classroom.
5. Language teachers may initiate friendly talk with the students to minimize communication apprehension, test anxiety and fear of negative evaluation.
6. Students of rural area might be given context specific activities i.e. familiar to their physical environment to minimize their anxiety in English language.

7. Favorable interpersonal interaction between teacher and the students, and students to students may be promoted through light discussion in the classroom and easy assignments for students for pleasant learning environment.
8. Equal treatment and same encouragement might be provided to all students by assigning equal level class work and encouraging each student according to his work for favorable classroom environment.
9. Teachers may provide their maximum possible support by questioning answering in the classroom to solve students' social and academic problems.
10. Students should be encouraged to carry out investigation through assignments to find answer to the questions discussed in the classroom.
11. Interactive teaching method may be used in English language class so that students might be able to take part in class discussions that might minimize their English language anxiety.
12. Fear of negative evaluation might be removed by giving encouraging comments on their work and making them confident in the classroom.
13. Poor performance of the students should not be punished but they should be motivated to investigate and involve in classroom activities.
14. Students' enjoyment in English lessons might be increased by making lessons easier and interesting. In this way, their anxiety in English class might be reduced.

15. English language teachers might be trained to motivate students to develop positive attitude towards English language learning by familiarizing the students with the utilization of library facilities, English movies, programs and removing their fear of English through short sentences of daily routine life.

## **5.6 SUGGESTIONS FOR FUTURE RESEARCH**

Following suggestions are given for future research regarding the present study:

1. One study that might be undertaken would be the replication of this research to add greater confidence in the findings. This might be done with larger sample.
2. Research may be carried out to examine the relationship of academic achievement with learning environment and the level of enjoyment during English Class.
3. Research might be conducted to examine the relationship of teaching styles with learning environment and Anxiety in English class.

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**LIST OF Experts**

S. No.	Name of Experts
1.	Professor Umar Farooq
2.	Professor Khalid Khan
3.	Professor Qari Saeed Akhtar
4.	Professor Iftikhar Ahmed
5.	Professor Miraj Din
6.	Professor Israr Ahmed
7.	Prof. Dr. M. Zafar Iqbal
8.	Prof. Dr. N.B. Jumani
9.	Prof. Dr. Saeed Shahid
10.	Prof. Dr. Tariq Mehmood

## LIST OF SCHOOLS

S. No.	Name of School	District	Location
1.	Govt. Faiz-ul-Islam High school	Rawalpindi	Urban
2.	GHS Khayaban-e-Sir Syed	Rawalpindi	Urban
3.	GGHS Khayaban-e-sir syed	Rawalpindi	Urban
4.	GGHS Muslim town	Rawalpindi	Urban
5.	GBHS, Mandra	Rawalpindi	Rural
6.	GHS, Rawat	Rawalpindi	Rural
7.	GGHS, Mandra	Rawalpindi	Rural
8.	GGHS, Rawat	Rawalpindi	Rural
9.	Govt Pilot secondary school W/C	Lahore	Urban
10.	Govt. M. C High school Muslim Town, Lahore	Lahore	Urban
11.	Govt. Girls Pilot secondary school	Lahore	Urban
12.	Govt. girls' comprehensive school,	Lahore	Urban
13.	Govt. High school chohang,	Lahore	Rural
14.	GHS, sher shah colony Raiwind	Lahore	Rural
15.	GGHS, Chohang	Lahore	Rural
16.	GGHS, sher shah, colony Raiwind	Lahore	Rural
17.	Govt. MMHS, Cantt,	Sialkot	Urban
18.	Govt. High School NO. 1	Sialkot	Urban
19.	Govt. GMMHS, Cantt,	Sialkot	Urban
20.	GGHS, Haji pura,	Sialkot.	Urban
21.	GBHS, Pakki kotli	Sialkot	Rural
22.	GHS, Akbarabad.	Sialkot	Rural
23.	GGHS, Pakki kotli	Sialkot	Rural
24.	GGHS, Akbarabad.	Sialkot	Rural
25.	Govt. Boys HS, No.1	Okara	Urban
26.	GHS, Sharifabad.	Okara	Urban
27.	GGHS No.3	Okara	Urban
28.	GGHS, Sharifabad	Okara	Urban
29.	GHS, Akhtarabad.	Okara	Rural
30.	GHS, Gamber	Okara	Rural
31.	GGHS, Akhtarabad.	Okara	Rural
32.	GGHS, Gamber	Okara	Rural
33.	GHS, 99/10 R	Khanewal	Urban
34.	GHS	Khanewal	Urban
35.	GGHS Hassan Model	Khanewal	Urban
36.	GGHS, Model	Khanewal	Urban
37.	GHS, 20/8-R	Khanewal	Rural
38.	GHS, 45/10 R	Khanewal	Rural
39.	GGHS, Bagar sargana	Khanewal	Rural
40.	GGHS, Makhdum pur	Khanewal	Rural
41.	GHS, Cantt,	Bahawalpur	Urban



42.	GHS, Shahdara,	Bahawalpur	Urban
43.	GGHS comprehensive	Bahawalpur	Urban
44.	GGHS, Model town	Bahawalpur	Urban
45.	GHS No1 Hasilpur	Bahawalpur	Rural
46.	GHS No. 2, Hasilpur old	Bahawalpur	Rural
47.	GGHS, Hasilpur	Bahawalpur	Rural
48.	GGHS, Hasilpur old	Bahawalpur	Rural