

## **Attitudes of Islamic Learning and Education Faculty Students towards English Language at Karachi University**

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### **Abstract**

The research paper aims at studying the attitudes of the students of Islamic Learning and Education Faculty towards English at the University of Karachi. It is based on testing the hypothesis that the students of Islamic Learning Faculty have less positive attitudes towards English as compared to the students of Education faculty through a survey on first year students of both faculties. A five-point Likert scale was used to conduct a survey on 151 students of the Islamic Learning faculty and 135 students of the Education faculty. The results were calculated using an independent t-test and standard deviation which reveals that there is a minor difference in the attitudes of the student of both faculties. The students of the Education faculty showed more positive attitudes when asked about the importance of English as compared to the attitudes of the students of Islamic Learning Faculty. However, the difference in their attitude is negligible. As the results reveal a minor association between the attitudes of the learners and their faculty, the study; therefore, proves the null hypothesis which says that there is no significant difference between the attitudes of the students of both the faculties.

**Keywords:** *attitudes, English language, t-test, standard deviation, Islamic learning faculty, education faculty, likert-scales*

### **INTRODUCTION**

The demand for learning English has increased to a great extent in the past few years as it is widely used in different domains almost all over the world. It is, moreover, considered a lingua franca that is a language that connects people belonging to different linguistic background. Also, English as a language enjoys an official status in many parts of the world. In Pakistan, English is a co-official language used in law, employment and education. Therefore, higher education demands learning of English language as a compulsory course for all the students enrolled in colleges and universities. Not only that, English is taught in

different schools from the pre-primary level which proves the importance of English in Pakistan.

It is commonly observed that despite being exposed to the same language input there are differences in the proficiency levels of the learners within the same class or group. Among different factors that may contribute to the differences in the proficiency level of the learners' attitude plays an important role. The learners who have a positive attitude towards a language are more enthusiastic in mastering that language. Masgoret and Gardner (2003) concluded that attitude and motivation are some of the important elements to learn another language in a classroom setting. They also argued that many other factors in language learning are dependent on learners' attitudes towards that language.

Considering the major part that attitudes play in learning a second language, the present study aims at analyzing the attitudes of the students of 1<sup>st</sup> year B.A. (Honours) students of Islamic Learning and Education Faculty at the University of Karachi towards learning English language. Besides, people have this perception that the people associated with the field of Islamic studies have negative attitudes towards the English language because of it being labeled as an anti-religious language by some of the religious scholars. Therefore, in order to confirm this generalization, this study is conducted under the following hypothesis: "First year morning students of the Islamic Learning faculty have a less positive attitude towards learning English as compared to the first year morning students of the Education faculty".

## **LITERATURE REVIEW**

Language attitude has been an area of interest for the researchers within the field of Applied Linguistics. Gajalakshmi (2013) conducted a survey on the attitudes of Tamilnadu 9<sup>th</sup> grade (High school and Higher secondary school) students towards English in relation to the medium of instruction, religion, locality of the school, type of school and type of management as variables. The researcher adapted 5-point Likert scale to measure attitude. It was revealed that overall students had an average attitude towards learning English which rejected their hypothesis that students may have a high attitude towards English. However, male students have a high attitude towards learning English as compared to the female students. Similarly, students from government schools, urban area and co-education system showed a higher attitude towards language learning. The term 'high attitude' refers to the positive attitudes that learners have towards second language learning.

Furthermore, Abidin, Mohammadi and Alzwari (2012) conducted a research investigating Libyan secondary students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. The study specifically focused upon the differences in students' attitudes towards English language based on their gender, fields and year of study. The results revealed that the participants have a negative attitude towards English language. The result also suggested that the Social Sciences students' attitude towards English is higher than that of Basic Sciences students.

Ju Lin and Warden (1998) measured the attitude of 346 college students in Taiwan along with focusing on the reasons that may have hindered their learning in the past. The findings of the survey showed that even though some groups of students have better English language abilities, others also have equal interest and potential but with a different emphasis and attitude according to their major subject. Therefore, the teaching strategies should be the one that facilitates that particular group of learners' interest. Tsuda (2003) carried out a research (which is a continuation of their previous research) to measure students' attitude and the reasons behind positive and negative attitude among students by comparing their

responses. The research revealed that two-thirds of the students from group A and B do not like to study English because of the fear of being unsuccessful in using English. The main reasons behind the negative attitude of students were found to be the traditional grammar teaching method that they are exposed to in their school.

Besides, Copper and Fishman (1977) analysed attitudes of high school students from Jerusalem through conducting an intensive survey of language attitudes, usage and proficiency. The results revealed positive attitudes towards English. The students find English to be more favorable than any other languages. They considered English as important as Hebrew. In addition, Gardner and Lambert (1959) studied if the attitudes of Canadian high school students towards French were in relation to their aptitude to learn that language. The study concluded that there was no relation between the two. However, through the same study, they concluded that students' integrative attitudes were related to their French acquisition.

Furthermore, Lambert et al (1960) investigated people's attitudes towards social, geographical or ethnic language varieties or towards speakers of different languages in a bilingual society through a matched-guise technique. Through this technique, the participants are presented with the recordings of the same speaker using two different languages or two different varieties of the same language and are asked to evaluate the speakers in terms of their character traits such as height, looks, dependability, intelligence and others. The participants are kept unaware of the fact that they are listening to the recording of the same speaker using two different languages. The technique, however, proved to be a success in investigating attitudes towards social, regional and foreign accents. Creber and Giles (1983) studied attitudes towards Welsh variety by using a matched-guised technique. The results highlighted that the RP (Received Pronunciation) speaker was evaluated higher by young English adolescents on the status traits as compared to the Welsh-accented speaker whereas a Welsh-accented speaker was evaluated higher on solidarity traits.

Besides, Riestra and Johnson (1964) concluded that the more the students learn a language the more they develop positive attitudes towards that language. On the other hand, a research study by Kraemer and Zisenwine (1989) indicated that positive attitudes of students towards second language acquisition tend to decrease with their age. They found that the attitudes of South African students towards Hebrew became less positive after grade nine.

Moreover, the study by Gardner, Tremblay and Masgoret (1997) focused upon the relationship between individual difference measures such as language attitudes, motivation, self-confidence, anxiety, language aptitude, learning strategies, field independence and measures of achievement in the language in general. The study was based on 102 university students studying French. The results revealed substantial links among the affective measures and achievement. In addition, Gomleksiz (2010) analyzed students' attitudes towards the English language at Firat University, Turkey. He analyzed students' attitudes in terms of their gender, grade level and department variables using ANOVA and T-test. Results indicated that females have more positive attitudes towards learning English as compared to the male students. Moreover, sophomores tended to adopt English more than freshmen.

Similarly, Soleimani and Hanafi (2013) conducted a research on Iranian medical students' attitudes towards learning English language focusing on gender differences. The results of the independent t-test revealed that male students had higher attitude than female students. Besides, the Iranian medical students had overall positive attitudes towards learning English language. There was yet another research study by Hussein, Demirok and Uzunboylu (2009) that focused upon studying the attitudes of undergraduate students of Near East University towards English language with regards to their gender, nationalism and department of study. The results of the t-tests and standard deviation concluded that the

attitudes of students were not affected with regard to their gender, nationalism and department of study.

Hussein, Shahid and Zaman (2011) examined foreign language anxiety and attitudes of 10<sup>th</sup> grade students of public sector secondary schools in six different districts in the province of Punjab, Pakistan. They used Pearson product-moment coefficient to find out the relationship between anxiety and attitudes towards learning a foreign language. The results revealed that girls had less anxiety and more positive attitudes towards learning English language as compared to the boys. Moreover, the students of rural areas had high anxiety in learning English and had less positive attitude. Similarly, Shams (2008) adapted a survey questionnaire from Gardner Attitude Motivation Test Battery to explore attitudes, motivation and class anxiety of 8<sup>th</sup> grade students in a private secondary school in Pakistan. The results revealed that students have the affirmative attitude and high level of motivation towards learning English language. However, girls had a higher positive attitude towards learning English when compared to the boys.

Akram and Yasmeen (2011) examined the attitudes of college students in Faisalabad towards English and Punjabi language through conducting a closed-ended questionnaire on 42 students of 8 educational institutes: government, private and madrasa of Faisalabad. The study concluded that the speakers have more positive attitude towards English as compared to the Punjabi language because of its status, functions and prestige. In addition, Rukh (2014) used three-point Likert type scale on Pakistani MBA students studying in Punjab to explore their attitude towards learning English language. However, he also finds out the relationship between language learning and its association to their academic achievement. The study concludes that MBA students have a positive attitude towards learning English and its association with their overall achievement.

Similarly, the current paper focuses on the attitudes of undergraduate students at the University of Karachi with respect to their faculty. The research specifically focuses on finding if the students of Islamic Learning faculty have less positive attitudes towards English language as compared to the students of Education Faculty.

## **METHOD**

This study is based on 'Quantitative Research Paradigm' as it helps achieve a reliable data in terms of the objective analysis and interpretation of the data. Besides, as the data is mostly gathered using structured instruments and the variables are controlled; therefore, it helps focus on the subject of the study. Moreover, the data is collected through a survey on the students of Islamic Learning and Education faculty. Surveys are used to analyse a wide field of issues in order to measure or describe a generalized feature. Also, as it helps gather the data on a one-shot basis; therefore, it is an economical and efficient research design to be used while dealing with a large sample.

Purposive sampling technique was used to select the department. It is used when the researcher chooses participants that are in accordance with the purpose of the study. As the aim was to study the difference between the attitudes of the students of the Islamic Studies field and others therefore, Islamic Learning faculty was chosen for conducting the research. Besides, Education faculty was chosen for comparison as it too, consists of three departments like the Islamic Learning faculty. A survey was conducted on a total population of 286 students of first year B.A. (Honours): 151 out of 192 students of Islamic Learning Faculty and 135 out of 175 students of Education faculty. The rest of the students were absent on the day when the survey was conducted. The faculty of Islamic Learning consists of 3 departments; Islamic Learning, Usool-ud-Din and Quran and Sunnah. Similarly, the faculty

of Education also consists of 3 departments namely Teacher Education, Special Education and Education.

A 5-point Likert scale questionnaire ranging from ‘Strongly Disagree’ to ‘Strongly Agree’ and consisting of 26 statements was designed to find out the students’ attitudes towards English language. Likert scales helps find opinions and perceptions of the participants in a limited period of time. Therefore, it is more convenient and less time consuming to analyse the data objectively through a Likert scale questionnaire. The questionnaire consisted of some of the positive statements as well as the negative statements related to English language to better understand the learners’ attitudes towards learning English language.

## FINDINGS AND DISCUSSION

The results were calculated through a t-test using the software of SPSS (Statistical Procedures for Social Sciences). An Independent sample T-test was used to discover if there are significant differences between the means of two groups using a parametric data. It is also used when there are two unrelated population under study.

Table 1:  
*Students’ Attitudes towards English Language.*

Statements	N	Mean	Std. Deviation	Std. Error Mean
I study English just because it is a compulsory subject.	151	2.80	1.42	.11
	135	2.28	1.30	.11
I enjoy learning English.	151	3.84	1.15	.09
	135	4.25	.93	.08
I feel excited while talking in English.	151	3.94	1.20	.09
	135	4.02	1.07	.09
I use English only for the sake of passing the exams.	151	2.45	1.37	.11
	135	1.85	.98	.08
I learn English because I want to go abroad.	151	2.82	1.38	.11
	135	2.44	1.33	.11
I believe English helps having better opportunities	151	4.15	1.15	.09
	135	4.21	1.01	.08
I believe learning English can help preach Islam or teach in a better way	151	4.09	1.14	.09
	135	4.02	1.14	.09
I think learning English is important in today’s world.	151	4.53	.89	.07
	135	4.54	.84	.07
I want to learn English to compete with the world as it is the demand of the day.	151	4.19	.97	.07
	135	4.07	1.04	.08
I feel people who use English are more educated.	151	2.35	1.25	.10
	135	2.83	1.27	.10
Speaking English makes me feel more confident.	151	3.60	1.23	.10
	135	3.83	1.15	.09
I feel more positive while using English than any other language.	151	2.70	1.25	.10
	135	3.03	1.12	.09
I like communicating only in my mother tongue.	151	3.35	1.30	.10
	135	3.17	1.21	.10

Table 1: (Continued)

Statements	N	Mean	Std. Deviation	Std. Error Mean
I think that English should not be a compulsory course at our university.	151	2.27	1.34	.10
	135	2.01	1.11	.09
I feel that speaking English has become a matter of class.	151	2.54	1.38	.11
	135	3.24	1.23	.10
I feel people proficient in English language are given more importance as compared to the ones who are not.	151	3.72	1.34	.10
	135	3.57	1.24	.10
I believe people associate English with being educated.	151	3.07	1.36	.11
	135	3.67	1.09	.09
I like people who are good and fluent in English.	151	3.36	1.28	.10
	135	3.33	1.22	.10
I think people prefer English over their own language.	151	3.93	1.19	.09
	135	3.62	1.25	.10
I feel that because of the dominance of English language people are gradually losing their own language.	151	3.79	1.32	.10
	135	3.69	1.21	.10
I feel English to be an anti-religious language.	151	2.44	1.37	.11
	135	2.16	1.08	.09
I believe learning English is a threat to our culture and values.	151	2.65	1.34	.10
	135	2.28	1.18	.10
I believe English should not be given much importance.	151	2.83	1.36	.11
	135	2.30	1.12	.09
I do not like using English language in any situation.	151	2.43	1.37	.11
	135	1.85	.94	.08
I do not feel motivated towards learning English.	151	2.43	1.24	.10
	135	1.97	1.06	.09
In my opinion, people should be encouraged to speak in their mother tongue in all the domains rather than being encouraged to speak in English.	151	3.28	1.44	.11
	135	3.17	1.33	.11

As it is evident from Table 1, there is a minor association between the attitudes of the learners and the faculty that they belong to. The table presents the standard deviation and overall mean of the questionnaires filled in by the participants. The result of the standard deviation reveals that students of the faculty of Islamic Learning have attitude almost similar to that of the attitude of the students of the Education faculty towards learning English language.

Almost all the students acknowledge the importance of learning English and consider it to be the demand of the day. For example, for statement number 6 which says that 'English helps have better opportunities' the students of both the faculties responded in positive. Most of the students agreed with this statement except for the few who either remained neutral or some who did not agree with this statement. The result of the standard deviation shows the similar attitude of the students of both the faculties with this and other statements like; I believe learning English helps preach Islam or help teach in a better way, I think learning English is important in today's world, I feel people who use English are more educated and Speaking English helps me feel more confident. The scores of the standard deviation of both the faculties on these statements are almost similar. For instance; for the statement 'I think learning English is important in today's world', the standard deviation for the Islamic learning faculty is .89275 whereas the standard deviation for Education faculty is .84432 which shows there is a slight difference between the attitudes of students on this statement which is negligible.

Table 2:  
*Independent Samples Test*

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference Lower Upper	
I study English just because it is a compulsory subject.	3.10	.07	3.15 3.16	284 283.81	.00 .00	.51 .51	.16 .16	.19 .19	.83 .83
I enjoy learning English.	4.27	.04	-3.29 -3.33	284 281.10	.00 .00	-.41 -.41	.12 .12	-.65 -.65	-.16 -.16
I feel excited while talking in English.	1.77	.18	-.60 -.61	284 283.99	.54 .54	-.08 -.08	.13 .13	-.34 -.34	.18 .18
I use English only for the sake of passing the exams.	27.30	.00	4.22 4.30	284 271.91	.00 .00	.60 .60	.14 .14	.32 .32	.88 .88
I learn English because I want to go abroad.	.48	.48	2.37 2.38	284 282.32	.01 .01	.38 .38	.16 .16	.06 .06	.70 .70
I believe learning English can help preach Islam or teach in a better way	.02	.88	.56 .56	284 280.03	.57 .57	.07 .07	.13 .13	-.18 -.18	.34 .34
I believe English helps having better opportunities	.86	.35	-.48 -.48	284 283.88	.62 .62	-.06 -.06	.12 .12	-.31 -.31	.19 .18
I think learning English is important in today's world.	.54	.46	-.04 -.04	284 283.09	.96 .96	-.00 -.00	.10 .10	-.20 -.20	.19 .19
I want to learn English to compete with the world as it is the demand of the day.	.13	.71	1.04 1.03	284 275.77	.29 .30	.12 .12	.11 .11	-.11 -.11	.35 .36
I feel people who use English are more educated.	.22	.63	-3.25 -3.24	284 279.02	.00 .00	-.48 -.48	.14 .14	-.78 -.78	-.19 -.19
Speaking English makes me feel more confident.	2.78	.09	-1.60 -1.61	284 283.50	.11 .10	-.22 -.22	.14 .14	-.50 -.50	.05 .05
I feel more positive while using English than any other language.	1.96	.16	-2.36 -2.38	284 283.99	.01 .01	-.33 -.33	.14 .14	-.61 -.61	-.05 -.05
I like communicating only in my mother tongue.	3.08	.08	1.25 1.25	284 283.53	.21 .20	.18 .18	.14 .14	-.10 -.10	.48 .48
I think that English should not be a compulsory course at our university.	8.34	.00	1.74 1.76	284 282.31	.08 .07	.25 .25	.14 .14	-.03 -.02	.54 .54
I feel that speaking English has become a matter of class.	1.84	.17	-4.44 -4.47	284 283.99	.00 .00	-.69 -.69	.15 .15	-1.00 -1.00	-.38 -.38

Table 2: (continued)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference	
								Lower	Upper
I feel people who are proficient in English language are given more importance as compared to the ones who are not.	.19	.65	1.03	284	.30	.15	.15	-.14	.46
			1.03	283.62	.30	.15	.15	-.14	.45
I believe people associate English with being educated.	16.95	.00	-4.03	284	.00	-.59	.14	-.88	-.30
			-4.07	281.01	.00	-.59	.14	-.88	-.30
I like people who are good and fluent in English.	.46	.49	.20	284	.83	.03	.14	-.26	.32
			.20	283.00	.83	.03	.14	-.26	.32
I think people prefer English over their own language.	3.15	.07	2.14	284	.03	.31	.14	.02	.59
			2.13	276.89	.03	.31	.14	.02	.59
I feel that because of the dominance of English language people are gradually losing their own language.	.28	.59	.65	284	.51	.09	.15	-.19	.39
			.65	283.76	.51	.09	.15	-.19	.39
I feel English to be an anti-religious language.	7.86	.00	1.90	284	.05	.28	.14	-.00	.57
			1.93	279.53	.05	.28	.14	-.00	.56
I believe learning English is a threat to our culture and values.	3.23	.07	2.47	284	.01	.37	.15	.07	.67
			2.49	283.95	.01	.37	.14	.07	.66
I believe English should not be given much importance.	5.77	.01	3.56	284	.00	.53	.14	.23	.82
			3.60	282.35	.00	.53	.14	.24	.82
I do not like using English language in any situation.	28.61	.00	4.04	284	.00	.57	.14	.29	.84
			4.12	267.38	.00	.57	.13	.29	.84
I do not feel motivated towards learning English.	8.08	.00	3.38	284	.00	.46	.13	.19	.73
			3.41	283.41	.00	.46	.13	.19	.73
In my opinion, people should be encouraged to speak in their mother tongue in all the domains rather than being encouraged to speak in English.	1.38	.24	.69	284	.49	.11	.16	-.2	.4
			.69	283.72	.48	.11	.16	-.20	.43

However, there is a considerable difference between the attitudes of the learners of the two faculties on some statements like 'I use English only for the sake of passing the exams' for which the standard deviation score of the Islamic Learning faculty is 1.37470 whereas it is .98888 of the Education faculty which shows that most of the students of the Islamic Learning Faculty use English only for the sake of passing the exams. Similarly, there is a difference of opinion on the statement 'I want to learn English to compete with the world as it is the demand of the day.' The attitudes of the students of Education faculty are more positive (Std. D=1.04116) towards English language on this statement as compared to the students of the Islamic learning faculty (Std. D=.97993). In the same, on the statement 'I do not like using English in any situation' students of the Islamic learning faculty agreed more with (Std.



D=1.37361) when compared to the students of the faculty of Education (Std. D=.94760). Besides, the independent sample t-test reveals the same result that suggests that there are no such significant differences between the attitudes of the students of both the faculties.

The findings are somewhat similar to the studies carried out in Malaysia (Ming, Ling, & Jaafar, 2011), Hungary (Csizér & Lukács, 2010) and other European countries (Doiz, Lasagabaster, & Sierra, 2011). The result of the t-test shows that most of the questions generated  $p > 0.05$ , which confirms the null hypothesis that there is no significant difference in the attitude of both faculties that is Islamic learning and Education, towards English language. The findings are somewhat similar to the studies carried out in Malaysia (Ming, Ling, & Jaafar, 2011), Hungary (Csizér & Lukács, 2010) and other European countries (Doiz, Lasagabaster, & Sierra, 2011). However, few questions like “I enjoy learning English”, “I study English just because it is a compulsory subject”, “I use English only for the sake of passing the exams.”, “I feel people who use English are more educated.”, I feel that speaking English has become a matter of class., I believe people associate English with being educated., I believe English should not be given much importance., I do not like using English language in any situation and I do not feel motivated towards learning English confirms the hypothesis that is Islamic learning students have less positive attitude towards English language as compared to the students of the Education faculty, as the result yielded  $p < 0.05$ .

It is to be noted that the differences in the result is found on the questions related to the English language's association with the ideas such as education, class, liking and extrinsic motivation like passing of exam and that too, is a minor one as the t-test value is almost the same for both the faculties on these statements. Therefore, the results conclude that the study fail to reject the null hypothesis which states that there is no significant difference in the attitudes of the students of the Islamic Learning faculty and the Education faculty towards learning English language.

## **CONCLUSION AND SUGGESTION**

The analysis of this study rejects the hypothesis about the attitude of the students of the Islamic learning faculty towards English language. Moreover, it also reveals that there is a very minor difference in the attitude of the students of both the faculties where students of Education faculty showed more positive attitude towards English language on some aspects. However, the difference found is statistically minor, therefore; it is negligible and is not considered as a finding.

This study also shows that the association of students of the Islamic studies field with the negative attitude towards the English language is stereotyping on the part of their other country fellows. It is a common assumption that students loyal to their religion and those learning about Islam have hatred towards English language. As the language used by people of secular states such as America, Britain and others is English, people associated with the field of Islamic studies have reservation towards learning English language. However, this research study proves that the students of the Islamic learning faculty like other faculty have a positive approach towards learning English language; therefore, this research can be seen as a step towards breaking such stereotype.

Moreover, this research also provides some insights into the areas that are useful for English language lecturers and curriculum developers to take into consideration while planning their course. For example, one of the major needs that emerged through this research is introduction of English for specific purposes program. As majority of students of both the faculties believe that learning English can help them excel in their respective fields, therefore, lecturers and curriculum designers need to design their course accordingly.

Similarly, areas that show the lack of interest among students to use and learn English language can be explored in the future research studies.

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Appendix 1

**Attitudes of 1<sup>st</sup> year B.A. (Honours) Students of the Islamic Learning and Education Faculty at the University of Karachi towards English Language. Questionnaire**

Name (Optional): \_\_\_\_\_

Gender:  Male  Female

Contact Information (Phone no./ Email address): \_\_\_\_\_

*To what extent do you agree with the following items? The following items ask about your attitudes toward learning the English language. Remember there is no right or wrong answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perceptions towards English language. Use the scale below to answer the questionnaire items.*

**1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree.**

*Note: Tick (√) only one option for each item in the questionnaire.*

No	Statements	1 SD	2 D	3 N	4 A	5 SA
1.	I study English just because it is a compulsory subject.					
2.	I enjoy learning English.					
3.	I feel excited while talking in English.					
4.	I use English only for the sake of passing the exams.					
5.	I learn English because I want to go abroad.					
6.	I believe learning English can help preach Islam/ teach in a better way.					
7.	I believe English helps have better opportunities.					
8.	I think learning English is important in today's world.					
9.	I want to learn English to compete with the world as it is the demand of the day.					
10.	I feel people who use English are more educated.					
11.	Speaking English makes me feel more confident.					
12.	I feel more positive while using English than any other language.					
13.	I like communicating only in my mother tongue.					
14.	I think that English should not be a compulsory course at our university.					
15.	I feel that speaking English has become a matter of class.					
16.	I feel people who are proficient in English language are given more importance as compared to the ones who are not.					
17.	I believe people associate English with being educated.					
18.	I like people who are good and fluent in English.					
19.	I think people prefer English over their own language.					
20.	I feel that because of the dominance of English language people are gradually losing their own language.					
21.	I feel English to be an anti-religious language.					
22.	I believe learning English is a threat to our culture and values.					
23.	I believe English should not be given much importance.					
24.	I do not like using English language in any situation.					
25.	I do not feel motivated towards learning English.					
26.	In my opinion, people should be encouraged to speak in their mother tongue in all the domains rather than being encouraged to speak in English.					