



Predictive Power of Personal and Socio-Contextual Motivational Factors Among L2 Learners from the Rural Settings of Punjab, Pakistan



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ABSTRACT

This study aimed to investigate diverse personal and contextual L2 motivational factors and gender-based differences of a sample of Pakistani students from the rural/remote areas of Punjab – an under-researched Pakistani context. The study applied a quantitative method approach based on a structured questionnaire, adapted from Islam et al. (2013), administered to 500 undergraduate students in various public sector colleges. Both descriptive and inferential statistics were used to analyse the data. The study revealed that learning experiences, ideal L2 self and milieu are the strongest contributors to the motivated behaviour of these Pakistani EFL learners. Gender-based differences showed that male students exhibited lesser English Anxiety and a stronger Ideal L2 Self, whereas their female counterparts had more positive Attitudes to Learning English and higher Cultural Interest. Overall, the study has important implications for Pakistani educational policy makers and EFL teachers to devise L2 teaching strategies for students from an under-privileged population.

1. Introduction

Studies in the field of second/foreign language (L2) motivation have, so far, concentrated largely on easily accessible urban sections of L2 contexts (Islam et al., 2013; Kormos et al., 2011; Prasangani, 2018; Pham, 2016, 2021) and a vast population of L2 learners in the rural/remote areas has been ignored. Vonkova et al.'s (2021) review of studies on EFL motivation and its trends, across 24 national contexts, clearly points out that 'disadvantaged populations' receive a little attention in these settings (p.1). This poses a serious question to the generalizability and representativeness of L2 motivation studies among larger populations. These under-researched remote populations need even more attention in Pakistani context where 63 percent of country's overall population still lives in rural areas (The World Bank, 2023). Ignoring such a large portion of population can only yield one-sided view of a phenomenon, especially, when it deals with people's attitudes and motivation about a language as powerful and socially influential as English in Pakistan. English not only enjoys a significant symbolic importance in Pakistani society (Islam, 2018) but is also considered as a gatekeeper for good opportunities of academic and professional growth (Shamim & Rashid, 2019; Rahman, 2020; Shahzadi and Ducasse, 2022). For decades, English has been conceptualized as a vehicle for exploring a compounded and disguised relation between social strata, belief systems, patterns of the education system, and the forces of internationalization within Pakistan (Rahman, 2017). Pakistanis seem to relate English not only with

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their personal growth but also with their national/collective development as a language of potential empowerment for the marginalized ([Shamim, 2011](#); [Islam, 2019a](#)).

Moreover, the 'social turn' in L2 motivation research ([Ortega, 2011, p.167](#)) has also emphasized on the need to consider necessary contextual factors while analysing learners' desires and efforts to learn a foreign language. The complexity of a context may have a strong bearing on the outcome of a research. Therefore, ignoring the challenging circumstances which learners face in the rural areas of many L2 contexts can be counter-productive to research outcomes. For example, [Lamb \(2013\)](#), [Pham \(2016\)](#) and [Ahmed, et al. \(2022\)](#) have clearly outlined the limitations of learning conditions and social support in the rural areas of Indonesia, Vietnam and Pakistan respectively. [Pham \(2016\)](#) concluded that L2 learning of Vietnamese students, from rural areas, may be thwarted by a lack of supportive conditions - language learning facilities, help from significant others, etc., though these students seemed to be aware of the importance of English for their upward progress in future lives. Besides, in a rural Nepalese context, [Timilsina \(2022\)](#) also argued that college students may find it extremely difficult to develop a desirable level of L2 competence owing to a variety of contextual challenges including classroom conditions and a serious 'lack of direct exposure' to English (p. 43). Similar conditions, in combination with poor opportunities of 'quality English education' in general, may possibly hamper the development of learners' L2 motivation in the rural and underprivileged areas of Thailand ([Nattheeraphong, 2020, p. 200](#)). [Prasangani \(2018\)](#) has also highlighted the incongruous distribution of the opportunities for learning English between the rural and urban areas of Sri Lanka and its possible implications for students' future academic lives where English serves as a medium of instruction. The urban-rural divide about the provision of English language education indicates a gap in the theoretical and practical development of L2 motivation research and serves as a rationale for this study, which aimed at investigating English language motivation of learners from rural and predominantly less developed areas of Punjab, Pakistan. As research is generally conducted to produce knowledge aimed at enhancing our understanding and capacity to address diverse human issues ([Dörnyei, 2007](#)), I hope this study may support the advancement of L2 motivation research and its policy implications, especially, for English language learners from the rural/remote areas of various L2 contexts.

1.1. Theoretical Background of the Study

Motivational research focuses on finding out the factors, which work as an impetus for human actions and behaviours ([Dörnyei, 2005](#)). [Wiseman and Hunt \(2008\)](#) explain motivation in an educational setting as a psychological condition which inspires students to perform zealously; guides them develop healthy behaviours; and, more importantly, helps them in maintaining the inspiration in the pursuit of academic achievements. In recent decades, the global acceptance of English as a lingua franca and its status as a strong medium for business and bureaucratic communication in many national contexts are among the major reasons for a constant increase in the volumes of research on second/foreign language learning, attitudes and motivation ([Vonkova, et al., 2021](#), [Woodrow, 2016](#)).

Moreover, the perceived positive effects of motivation on successful learning also make it an extremely useful domain of EFL/ESL research in many contexts, where the understanding of attitudes and L2 motivation reveal the ways people relate themselves to their local and global contexts ([Ryan, 2008](#)). Learners of English across the world may desire to develop a bicultural - local and global - identity as English provides them with an entry into various channels of international communication and socio-cultural connectedness in the contemporary globalized community ([Benbin, 2015](#)). This kind of bilingual and bicultural aspirations may develop intercultural competence among learners and grant them rich socio-psychological, cognitive and linguistic benefits ([Chen and Padilla, 2019](#)). The multi-dimensional socio-psychological nature of L2 learning in the contemporary world makes it impossible for theorists to devise an overarching theoretical framework for L2 motivation studies. As a result, researchers tend to rely only on its certain aspects for a particular study ([Dörnyei & Ushioda, 2011, p. 4](#)). In this situation, for more than a decade, the researchers have been arguing that a self-perspective, based on learners' visions of their future selves, may be extremely useful in understanding and investigating motivation in many EFL contexts (see [Vonkova, et al., 2021](#); [Al-Hoorie, 2018](#); [Dörnyei & Ushioda, 2011](#)). Therefore, some studies, even in rural/remote, disadvantaged or less developed contexts, have investigated foreign language motivation focusing on the theoretical perspectives of L2 future selves ([Andrade-Molina, et al., 2022](#); [Timilsina, 2022](#); [Nattheeraphong, 2020](#); [Prasangani, 2018](#)). This study has also, primarily, relied on Dörnyei's L2 motivational self system (2009) as a theoretical framework. The system consists of three dimensions of L2 motivation - ideal L2 self and ought-to L2 self and L2 learning experience. Since the inception of this system, both L2 future self-guides have attracted serious attention not only in theoretical discussions but also in empirical studies related to L2 motivation ([Dörnyei, 2019](#)).

The motivational power of L2 future self-guides is based on the belief that these imagined future self-states have the capacity to encourage learners to invest purposeful efforts in their L2 learning. These future selves may also motivate them to follow their learning persistently in order to reduce the difference between their present and future L2 selves ([Vonkova, et al., 2021](#)). Ideal L2 self represents an idealised vision of a successful L2 user one likes to become, whereas, ought-to L2 self is a necessity-based image of a future L2 user, triggered by a desire to meet others' expectations, fulfil one's obligations or to avoid failures. Recent studies, using the frameworks of positive psychology, have also revealed that these future L2 selves, especially, ideal L2

self may also evoke positive emotions (e.g. enjoyment) among learners, which may possibly result into an increased motivational intensity (Tahmouresi & Papi, 2021; Wang, et al., 2024). Similarly, in Japanese context, future self-guides were also found closely related to learner engagement and positive emotional states in L2 classrooms (Sugawara & Sato, 2020).

Third component of L2 motivational self system, L2 learning experience, is based on learners' responses to their experiences of learning a second/foreign, primarily, in a classroom setting or a similar context. This construct has strongly predicted L2 learning efforts, motivated behaviour and other criterion measures in various L2 contexts (Dörnyei, 2019). Considering the contribution of L2 learning experience in various investigations on L2 motivation and diversity/dynamism of students' experiences in real-life situations, some studies have also recently proposed to expand its analytical scope in empirical research and critical discussions (Dörnyei, 2019; Islam, 2019b).

In addition to self perspective, other socio-educational and contextual factors have been considered to be important components of L2 motivation in traditional educational research. For example, Instrumentality highlights a learner's desire to acquire L2 proficiency because of some utilitarian objectives or external rewards such as a better job, increased salary, higher social status or higher education (Broady, 2005). It is assumed to be more helpful in those learning conditions where students have limited or no contact with L2 speakers (Bolton & Kachru, 2006; Jabeen, Mahmood, & Rasheed, 2011; Oxford & Shearin, 1994). Social and economic progress are considered to be key motives for learning English in such settings. Simultaneously, utilitarian or social goals also emerged as critical motivational factors in many rural EFL/ESL settings (Prasangani, 2018; Andrade-Molina, et al., 2021; Brady, 2019). A survey of studies on L2 motivation in Pakistani context, during last two decades (e.g. Ramzan, et al., 2023; Rasool & Winke, 2019; Khalid, 2016; Akram, 2007; Mansoor, 2003), reveals that pragmatic utility of English language in Pakistani mainstream society and official circles may motivate young Pakistanis to learn it for their future success. Similarly, Pakistani learners also seem to be fully conscious of the role of English as a communicative necessity in the contemporary globalized world (Rashid, et al., 2021; Shahbaz & Liu, 2012; Norton & Kamal, 2003). Therefore, they may be enthusiastic to learn English in order to identify and align with the global English speaking community for strengthening multi-cultural communication, cooperation and unity within both individual and collective spheres (Khan, 2023; Coleman, 2010). In a similar Indian context, Hightet (2022) found that underprivileged women consider learning English not only a possibility for seeking good jobs and 'middle classness' but also a tool for ensuring 'progressiveness' and 'empowerment' in their lives (p. 648). As utilitarian reasons for learning English across EFL/ESL contexts seemed to include both promotional and preventional aspects of one's personality (Dörnyei, 2009; Islam et al., 2013), the proposals to re-theorize L2 motivation from a self and identity perspective gained strength.

Sharma (2022) has also argued that 'instrumentality vs. identity' may be a key perspective to understand people's attitudes and motivation towards learning English in many global contexts (p. 88). In contrast to instrumentality, identity perspective may highlight socio-cultural and linguistic challenges an L2 may pose to its learners in various contexts (Liang, et al., 2024). For example, an over-emphasis on English based education in some ESL/EFL contexts (e.g. Pakistan, Bangladesh) may also damage the richness of local languages by minimizing their use in the academic and professional circles (Ashraf et al., 2021; Coleman, 2012; Islam, et al., 2024; Tamim, 2014). This marginalization of local languages, if intensified, poses perceptible threats to linguistic and cultural diversity in a society (Skutnabb-Kangas, 2002).

Studies have shown that learners may go through an identity reconstruction while learning a foreign language, as powerful as English, which would have implications for their learning efforts (El Bahri, et al., 2023; Lobatón, 2012; Teng, 2019). However, researchers and policy makers need to understand and interpret such identity transformations cautiously. As recent studies (Sa'd, 2017; Lie, 2017) have revealed that the learners of English in varying national contexts seem to cherish their dynamic identities and, apparently, do not always consider the transformation as counter-productive. For example, Sa'd (2017) argues that Iranian learners of English believe that learning English had beneficial effects on their identity transformation, which played a positive role in their learning process. Similarly, Benbin (2015, p. 26) maintained that the impact of English on Chinese learners, in the mainland China, is not 'completely negative', rather it helps them develop 'a more confident cultural identity' in the globalized world. In many contexts, learners view English as a possible catalyst for individual as well as collective changes and national development (See Pan and Block, 2011; Islam, et al., 2013). They believe that English may provide them with the opportunities for self-improvement and upward social progress in various fields of life (Munandar, 2015; Weber, 2014; Graddol, 2010).

Based on the above discussion, it may be argued that a younger generation of English language learners, even in post-colonial societies, may fail to notice the imperialistic connections (past and present) of English, and emphasize more upon its pragmatic worth for their individual and collective selves (Seargeant & Erling, 2011; Shamim, 2011). Owing the roles of English in global communication, many learners in these contexts do not perceive English as a challenge for their personal identities. Therefore, it may be argued that instrumentality approach, in addition to self-perspective, may be a useful perspective to understand learners' attitudes towards English language in post-colonial societies (Sharma, 2022).

In order to understand and analyze the English language motivation of Pakistani students from the rural/ remote areas of Punjab, Pakistan, the study was narrowed down to the following research questions:

- i. Which motivational factors are important in understanding and explaining the L2 motivation of a sample of Pakistani undergraduate students from the rural settings of Punjab, Pakistan?
- ii. How far these motivational factors contribute to participants' reported learning efforts?
- iii. Are there any differences in the L2 motivational factors of male and female participants from these rural settings of Punjab, Pakistan?

2. Methodology

The study, based on quantitative method, included five hundred undergraduate students from the colleges situated in the rural/remote areas of nine administrative divisions of Punjab, Pakistan (Government of the Punjab, 2026). The participants were studying English as a compulsory subject in their undergraduate programmes and were selected conveniently based on their availability and willingness to participate in the study. Finally, 428 (288 male, 140 female) completely and correctly filled in questionnaires were used for the final analysis of this study. Without making any claim about generalisability, the researcher has put an effort to choose students from all major rural areas of Punjab to have a broadly representative sample.

2.1. Instrument

The researcher used a questionnaire adapted from Islam et al. (2013), which was initially developed based on the insights from the L2 Motivational Self System (Dörnyei, 2009), contextual factors and traditional social-psychological L2 motivation research. The questionnaire took approximately twenty-five minutes to complete and had an easy-to-use structure. The main content (items) of the questionnaire was translated into national language, Urdu, so that the students from rural areas can easily understand the meanings and intent of statements (see Appendix). Prior to its administration, the questionnaire was also piloted. The final questionnaire (71 items) comprised attitudinal elements (Cultural Interest, Attitudes towards the L2 Community, Integrativeness, Instrumentality - Promotion and Prevention, and International Posture); factors related to L2 Motivational Self System (Ideal L2 Self, Ought-to L2 Self, Attitudes to Learning English); socio-contextual and relational factors (National Interest, Milieu); emotional factor (Anxiety); and the criterion measure (Intended Learning Efforts).

The construct of 'Cultural Interest' focused on participants' knowledge of the cultural artifacts and symbols of native speakers of English as it may build their indirect connection with the L2 community. Simultaneously, 'Attitudes towards the L2 Community' aimed at investigating the positive (or otherwise) attitudes towards English speaking community and its vibrancy as a collective and distinctive entity. Integrativeness represented participants' wish to be affiliated with L2 community and culture. Considering the key motivational role of 'Instrumentality' in Pakistani context (Akram, 2007, Mansoor, 2003, Shahbaz & Liu, 2012, Islam et al., 2013), both aspects of instrumentality (Promotion and Prevention) were included in the questionnaire. These represent participants' utilitarian hopes and fears associated with the learning of English language. The construct of 'International Posture' represented how far the participants were keen to learn English in order to interact with the people across the world.

Among self-related factors, 'Ideal L2 self' focused on participants' vision of themselves as ideal users of English, while 'Ought-to L2 self' highlighted their future selves shaped by the expectations of others around them or by their fears of failure without the knowledge of English. 'Attitudes to Learning English' (Learning Experience), a powerful component of Dörnyei's L2 Motivational Self System (2009), emphasized on participants' positive emotional experience of their learning context. In contrast, 'English Anxiety' focused on participants' negative emotional response while learning/using English. The socio-contextual factor of 'National Interest' aimed to investigate the collectivist nature of L2 motivation by focusing on the potential role of English in the development of Pakistani community at large, e.g. benefits of English-based storehouse of knowledge in the contemporary world. 'Milieu' measured the influence of family and friends on participants' motivation for English language learning. Finally, 'Intended Learning Efforts' served as the criterion measure for L2 motivated behaviour.

2.2. Data Collection and Analysis

The data collection was conducted in English language classrooms across various colleges of rural areas from Punjab using the Motivational Factors Questionnaire (MFQ). The involvement and cooperation of class teachers, during this process was instrumental in securing a high response rate. The data were collected anonymously after seeking permissions of the heads of these colleges and analyzed using IBM SPSS Statistics (version 29) for windows. The coefficients of internal consistency of all motivational factors/scales used in the questionnaire were measured to examine their reliability in this Pakistani context. Descriptive statistics were used to calculate the mean value of each scale. In addition, Independent sample t-test was used to see gender-based differences in the L2 motivation of participants. To measure the strength of linear associations between the

scales, correlation analysis was employed. Finally, the extent to which the motivational elements used in the questionnaire predicted the motivated behaviour of participants was measured using step-wise regression analysis.

3. Findings of the Study

3.1. Reliability Analysis and Descriptive Statistics

The internal consistency of all scales (both Cronbach Alpha coefficients and mean inter-item correlations) was measured in order to see their reliability, which was followed by the calculation of descriptive statistics - mean values and standard deviations - of all motivational scales.

Table 1: Reliability Analysis of Scales

Sr. no	Name of the Scales	Number of Items	Cronbach Alpha Value	Mean Inter-item Correlation
1	Attitude towards the L2 Community	6	.74	.24
2	Attitudes to Learning English	3	.68	.42
3	Cultural Interest	4	.65	.32
4	English Anxiety	4	.76	.32
5	Ideal L2 self	8	.78	.22
6	Intended Learning Efforts	6	.75	.24
7	Instrumentality - prevention	5	.70	.28
8	Instrumentality - promotion	7	.67	.22
9	Integrativeness	3	.30	.12
10	International Posture	8	.70	.20
11	National Interest	5	.67	.24
12	Milieu	6	.68	.21
13	Ought-to L2 self	6	.71	.25

The analysis shows that only one scale (out of 13), Integrativeness, had a less than satisfactory Alpha value and mean inter-item correlation. Consequently, it was excluded from further analysis. All other scales showed above acceptable alpha scores as per the standards generally followed in social sciences, i.e. .60 or above (Pallant, 2020).

Descriptive statistics for the twelve retained scales indicated generally high endorsement across constructs, with means ranging from 3.63 to 4.79 on the six-point scale. Overall, it appears that the participants' L2 motivation consisted of diverse personal, socio-cultural and economic factors. The participants were found aware of the utilitarian gains of English within their community as well as for their future images of themselves. It may be interesting to note that participants' family and significant others also seemed to encourage them to learn English, which clearly shows the realization about the importance of English language among the people living in the remote areas of Punjab. The participants showed positive attitudes towards English language and its community. They also seemed to understand not only the key developmental role English may play for their national society but also a critical interactional role English may assume within their imagined global community. More importantly, the participants were found extremely willing to invest their energy to learn English now as well as in future.

3.2. Gender-based Differences in L2 Motivational Factors

The study also investigated differences in the L2 motivation of participants based on their gender. Table 2 reports that only four scales - Attitudes to Learning English, Cultural Interest, English Anxiety, Ideal L2 self - showed statistically significant difference in their mean scores as their p. 2-tailed value was less than .05.

Table 2 : Motivational Differences Based on Gender (t-test Analysis)

Scales	Male Mean	Male SD	Female Mean	Female SD	Mean Diff.	F	t-value	P.(2-tailed)	Effect Size (Cohen's d)
Attitudes to Learning English	4.35	1.10	4.65	.90	-.29	10.02	-2.75	.006	.29
Cultural Interest	3.56	1.25	4.17	.99	-.60	15.85	-5.00	.000	.54
English Anxiety	3.52	1.16	3.84	1.21	-.32	.356	-2.64	.009	.26
Ideal L2 self	4.23	.84	4.05	.82	.19	.046	2.21	.028	.21

Female participants appeared to enjoy their immediate learning context more than male participants as they showed more positive attitudes to learning English. Similarly, the girls showed more excitement for the cultural items of English speaking countries as compared to boys. This seems interesting keeping in mind the fact that the data was collected from the remote areas of Punjab, generally, assumed to be patriarchal in nature. However, the boys were found to be less anxious than girls while learning English. In addition, the boys also seemed to have stronger ideal L2 selves as compared to girls. This may be interpreted in combination with the finding about English anxiety as lack of anxiety would have helped boys develop concrete and clear ideal L2 selves.

3.3. Correlation Analysis

The correlation analysis, focusing on the linear relationship between scales, revealed that Attitudes to Learning English (Learning Experience), Milieu and Ideal L2 Self have the strongest linear relations with the Intended Learning Efforts (criterion measure) of participants. In contrast, English Anxiety has the lowest correlation with the criterion measure. These findings are similar to those of another Pakistani study (Islam et al., 2013) which included participants from an urban population from the same geographical area – Punjab, Pakistan. The relationship of ideal L2 self and learning experience with L2 learning efforts is also similar to the one found in Japanese (Taguchi et al., 2009; Ryan, 2008) and Spanish context (Brady, 2019). However, the relationship between Milieu (parents and significant others) and reported efforts was found to be in contrast with that found in these contexts (Ryan, 2009; Brady, 2019).

Overall, it implies that Pakistani learners of English, in both rural and urban settings, receive necessary motivational impetus from their immediate learning context and significant others, which may make them realize about the vital role of English for their future lives. Therefore, their stronger future ideal L2 selves correlate strongly with the reported learning efforts. However, despite strong contextual impetus and inclusion of English in their imagined future selves, they seem to feel anxious about learning English, which may possibly affect their learning efforts. This weak relationship between anxiety and reported learning efforts was also found in other L2 contexts (see Brady, 2019; Papi, 2010; Ryan, 2009).

Table 3 : Interrelationships of Scales

Scales	1	2	3	4	5	6	7	8	9	10	11	12
1. Intended Learning Efforts	-----											
2. Attitude towards the L2 Community	.467	-----										
3. Attitudes to Learning English	.623	.421	-----									
4. Cultural Interest	.430	.432	.400	-----								
5. English Anxiety	.122	.183	.157	.127	-----							
6. Ideal L2 self	.605	.511	.447	.270	.191	-----						
7. Instrumentality - prevention	.400	.321	.359	.129	.242	.421	-----					
8. Instrumentality - promotion	.500	.482	.468	.258	.196	.526	.396	-----				
9. International Posture	.540	.544	.479	.561	.128	.555	.285	.514	-----			
10. Milieu	.608	.418	.525	.323	.238	.573	.406	.455	.516	-----		
11. National Interest	.535	.442	.500	.304	.246	.599	.407	.542	.452	.573	-----	
12. Ought-to L2 self	.312	.320	.376	.126	.352	.413	.533	.314	.192	.450	.431	---

Significant at the 0.01 level

The scales of International Posture, National Interest, and Instrumentality-promotion also have a relatively strong relationship with the reported efforts which implies that these participants recognize the possible roles of English in their personal and national growth in the globalized world. They also seem to realize that English may be a powerful tool to connect with the world outside Pakistan. Similar to Islam et al. (2013), National Interest also had a strong correlation with Ideal L2 Self, Instrumentality-promotion and Milieu. A weak relationship between Ought-to L2 Self and reported learning efforts is similar to Brady (2019) but distinct from Islam et al. (2013). As expected, Ought-to L2 Self relates strongly with Instrumentality-prevention but weak with Instrumentality-promotion. Whereas, Ideal L2 self does exactly the opposite. A relatively strong relationship between Ideal L2 future Self and International Posture may imply that participants' desire to engage with the people across world can be a vital feature of their imagined future L2 selves.

3.4. Multiple Regression Analysis

After analysing the assumptions of multicollinearity, linearity and normalcy, stepwise multiple regression analysis was administered to find out the motivational factors which may contribute to the 'Intended Learning Efforts'. The data reveals that these assumptions were not violated. For example, the bivariate correlation between any two independent variables was not more than .7, which is considered to be a benchmark for testing whether the assumption of multicollinearity was violated (see Pallant, 2020, p. 163; Johnsen, 2018).

Findings of regression analysis reveal that the final predictor model (see Table 4) for the criterion measure includes six scales and has a R^2 value of .58, which implies that it explains a significant percentage (58) of the variance in the intended L2 learning efforts of the participants.

Table 4: Multiple Regression Analysis - Intended Learning Efforts as the Criterion Measure

Scales	Final Model			Correlations		
	B	SE B	β	Zero-order	Partial	Part
Attitude towards Learning English	.24	.03	.29*	.62	.33	.23
Ideal L2 self	.27	.04	.26*	.60	.30	.20
Milieu	.23	.04	.22*	.61	.25	.17
Cultural Interest	.11	.02	.15*	.43	.21	.14
Instrumentality-Promotion	.12	.04	.09*	.50	.12	.08
English Anxiety	-.05	.02	-.07*	.12	-.09	.06
R^2	.58					
F for change in R^2	4.19*					

* $p < .05$

Overall, the model shows that six scales (out of twelve) - Attitudes towards Learning English, Ideal L2 self, Milieu, Cultural Interest, Instrumentality-promotion and English Anxiety - contributed significantly ($p < .05$) to predict the criterion measure. Among these predictors, similar to [Islam et al. \(2013\)](#), Attitudes towards Learning English, Ideal L2 self, Milieu have the strongest contribution to the reported efforts of the participants. This re-asserts the motivational role of learning experience in diverse Pakistani settings in general ([Ali et al., 2021](#); [Islam, 2019b](#); [Rasool and Winke, 2019](#); [Khajjak, 2021](#)), other national contexts (see [Li and Liu, 2023](#); [ElKhayat, 2022](#); [Shareef & Sadiku, 2021](#)) as well as in various rural and underdeveloped contexts ([Timilsina, 2022](#); [Andrade-Molina, et al., 2021](#); [Nattheeraphong, 2020](#); [Prasangani, 2018](#)). A strong contribution of Ideal L2 self to the reported learning efforts is also in line with the studies in Pakistani urban settings (see [Ali, et al., 2015](#); [Rasool and Winke, 2019](#)), However, it may be noted that the other future self of the participants - Ought-to L2 Self - did not contribute at all to the criterion measure in this study, which is in contrast to the studies in Pakistani urban settings (see [Islam, et al., 2013](#)).

The key contribution of Milieu, explains 22% of variance in this model, highlights a strong L2 motivational role of significant others (especially parents and peers) in diverse Pakistani contexts. Similar to [Islam et al. \(2013\)](#), Cultural Interest also explained a noticeable variance in the criterion measure. Milieu and Cultural Interest were also found important motivational factors in [Timilsina's \(2022\)](#) study in a Nepalese context. However, interestingly, International Posture did not contribute to the reported efforts of participants, which is in contrast with their counterparts in the urban settings ([Islam, et al., 2013](#)). The contribution of Instrumentality-promotion was expected as utilitarian goals associated with English language have been a major source of L2 motivation among learners in Pakistan ([Ali, et al., 2015](#); [Khajjak, 2021](#); [Rasool and Winke, 2019](#)). In addition, extrinsic and instrumental goals appeared to be important motivational factors among other rural population across national contexts; e.g. Vietnam ([Pham, 2016, 2021](#)), Thailand ([Nattheeraphong, 2020](#)), Indonesia ([Lamb, 2013; 2012](#)) and India ([Murthy & Yeo, 2018](#)). English learning anxiety also contributed inversely, which shows that the less these students are anxious, stronger their L2 motivated behaviour would be. This finding is also in line with other studies in Pakistan which show that anxiety, if not controlled thorough purposeful strategies by teachers, may be detrimental to learners' L2 use ([Ghani and Azhar, 2017](#)), accomplishment and motivation ([Samad, et al., 2023](#); [Usman et al., 2023](#)).

4. Discussion

Participants' extremely positive attitudes toward English language, its learning, cultural items and native speakers, coupled with their belief in the instrumental advantages associated with English, clearly refer to the symbolic, pragmatic and political worth of English in Pakistani society ([Islam, 2018](#); [Mahboob, 2017](#)). English still holds a highly prestigious position in the socio-educational and administrative spheres of Pakistani society as compared to local languages - including 'Urdu', the national language of Pakistan ([Raza, 2022](#)). These findings are similar to the outcomes of L2 motivation studies in various rural and disadvantaged areas across the world ([Murthy & Yeo, 2018](#); [Nattheeraphong, 2020](#); [Pham, 2021](#)), where symbolic importance

and instrumental benefits of English appeared to be influential factors. Li & Liu (2023) argue that if learners believe that leaning an L2 is a 'worthwhile activity' (p. 10), it can generate positive emotional responses and strong motivational effects for the learning process. This kind of realization may also increase learners' engagement (Oxford, 2016) and enrich their learning experience resulting into profound learning efforts (Svalberg, 2018). Simultaneously, participants' strong cognizance of the meaningfulness of English for their future lives may also explain for their strong ideal L2 selves in this study.

The strongest contribution of learning experience and ideal L2 self to the motivated behaviour replicates many studies in Asian EFL/ESL contexts, e.g. Iran (Rezai, et al., 2023), China, Japan and Iran (Taguchi et al., 2009) and Nepal (Timilsina, 2022). These factors also contributed strongly to Iranian university students' transformative engagement in the process of developing academic reading skills (Abdollahzadeh, et al., 2022). In addition, the simultaneous motivational role and intensity of two key constructs of Dörnyei's L2 motivational system (2009) - learning experience and ideal L2 self - in various contexts, across rural and urban populations as well as involving both quantitative and qualitative methods (Vonkova, et al., 2021; Nattheeraphong, 2020; Rasool and Winke, 2019; Andrade-Molina, et al., 2022; Brady, 2019; Laohawiriyanon, 2019; Prasangani, 2018; ElKhayat, 2022), consolidate the strength of this model to measure L2 motivation in diverse global and local settings.

From a purely contextual perspective, the strongest motivational contribution of 'Attitudes towards Learning English' was surprising for me keeping in mind the unsatisfactory EFL classroom conditions (e.g. lack of resources and support from teachers, outdated ELT methods, limited practice and feedback), a lack of social opportunities (outside classroom) and parental support to learn English in the rural areas of Pakistan (Tayyab, 2023; Riaz, et al., 2022). Similar exigent learning conditions have also been reported in the rural areas of other Asian EFL contexts (Endriyati & Abasa, 2019; Hajar, 2018; Pham, 2016; Zulkefly & Razali, 2019). Therefore, the motivational strength of L2 learning experience in this study may possibly be explained by participants' strong ideal L2 selves and belief in the meaningfulness of English for their future lives as these elements have the potential to help learners overcome classroom difficulties (Li & Liu, 2023). Interestingly, it is similar to the findings of Islam et al. (2013) which showed that learning experiences of Pakistani students from urban settings also contributed strongly towards their motivated behavior.

All pervasive effect of 'Attitudes towards Learning English' in Pakistani context calls for an in-depth multi-dimensional analysis of the learning experiences of Pakistani English language learners. Despite its significant motivational intensity (Wang & Liu, 2020), L2 learning experience has remained an under-researched construct in diverse EFL contexts (e.g. Dörnyei, 2019; Al-Hoorie, 2018). Therefore, many researchers (see Li & Liu, 2023; Elkhayat, 2022; Islam, 2019b) have emphasized on the need not only to increase the volume of research about 'learning experience' but also to re-theorize it in order to cover a range of diverse and complex learning experiences within and outside EFL classrooms. Dörnyei (2019) also acknowledged that the conceptualization of L2 learning experience, as a construct, in L2 Motivational Self System (Dörnyei, 2009) focused merely on learners' situation-specific participation in the classroom or immediate learning context. Therefore, he proposed to re-conceptualize it focusing on 'the perceived quality of the learner's engagement with various aspects of the learning process' including school context, syllabus/teaching materials, learning tasks, roles of peers and teachers (p. 20).

Similarly, other voices about its re-theorisation have, so far, proposed the incorporation of the following factors in a construct covering the idea of learning experiences: positive psychology - emotions (interest, enjoyment, satisfaction, etc.), engagement (within class and extra-curricular), relationship (teacher-student and student-student), meaning and accomplishment (Li & Liu, 2023); the role of teacher - teaching method, credibility, competence, caring, friendly and encouraging nature (ElKhayat, 2022); 'mood, spontaneity, and flexibility' (Shareef & Sadiku, 2021); informal context of leaning and the role of educational institutions - e.g. English-medium or local language medium (Islam, 2019b); learning experiences outside the school/classroom (Nattheeraphong, 2020; Andrade-Molina, et al., 2022, Lamb, 2012); attitude towards present and past L2 learning (Brady, 2019). This discussion may lead us to revisit the research strategy to investigate L2 learning experiences in order to realize its maximum motivational potential in any L2 context, especially, in rural areas where formal and informal conditions of learning may be more challenging (Zulkefly & Razali, 2019; Hajar, 2018) as compared to urban settings.

Female participants showed more positive attitudes toward their leaning experience as compared to male participants. In addition, the girls also showed more interest in the cultural items of English speaking countries as compared to boys. These findings seem interesting considering the fact that the data was collected from the remote areas of Punjab, generally, assumed to be patriarchal in nature. Girls seem to assume English, a powerful L2 in Pakistan, a passport for their social and academic growth.

The powerful motivational role of Ideal L2 Self also replicates the one found in many studies conducted in other less developed EFL contexts, e.g. Ecuador (Andrade-Molina, et al., 2022), Nepal (Timilsina, 2022), Sri Lanka (Prasangani & Nadarajan, 2015; Prasangani, 2018) and Thailand (Nattheeraphong, 2020). Moreover, English language learners from Sri Lankan rural areas (Prasangani & Nadarajan, 2015) appeared to have a stronger ideal L2 self as compared to their counterparts in urban settings. Interestingly, international posture did not contribute to the motivated behaviour of participants in this study, which is similar

to an Iranian study (Rezai, et al., 2023), but dissimilar to Pakistani studies in urban settings (e.g. [Islam, et al., 2013](#)), which implies these learners from rural areas are more interested in the benefits of learning English within Pakistan.

Milieu's contribution to the motivated behaviour of participants echoes the outcome of a qualitative study in Thailand ([Nattheeraphong, 2020](#)), where family and social influences appeared to be the strongest motivational factors. Overall, the result is understandable because of the collectivist disposition of Pakistani society ([Ali, et al., 2018](#)) where parents and families have a major influence on young people's future planning, including their choices for education and professional careers ([Ahmed, et al., 2022](#)). It is generally argued that people in collectivist societies 'are interdependent within their group, especially the family, and they strive to promote what their group expects of them' ([Svoray, et al., 2022, Collectivistic and individualistic dimensions, para. 1](#)). Overall, the participants' desire to use English for their individual and collective empowerment is similar to the findings of [Pham \(2021\)](#) and [Islam, et al. \(2013\)](#) and strengthens the view that harmony between individual and collective goals may be a key indicator of collectivist societies ([Nickerson, 2023](#)).

5. Conclusions and Recommendations

This study concludes that English language learning motivation of Pakistani learners from the rural areas of Punjab include a strong blend of relational, personal and contextual elements. The motivational factors seem to be influenced by these rural learners' realization of the utility and symbolic importance of English in Pakistan as well as its possible roles in their imagined future selves as successful professionals. Overall, Participants showed positive attitudes towards English, despite its imperialistic background and potential effect on local languages. This may lead us to think that the utilitarian worth of English in Pakistan has faded the notions of its colonial past even in rural settings.

The findings also add to the recurring emergence of L2 experience as a powerful motivational factor in multiple EFL/ESL contexts, including Pakistan, and may have at least three important implications. First, it calls for an in-depth investigation of L2 experience using a variety of research methods and tools (e.g. qualitative techniques, observations) so that its maximum motivational intensity may be explored. In this regard, a longitudinal study may be useful in exploring how L2 experience may change with time. Experimental studies may help us understand what kind of motivational strategies may enrich learners' L2 experiences. Interventions based on positive psychology (emotions, engagement, relationships, meaning, etc.) may also be used for the experimental studies. Classroom observations may be employed to analyse actual L2 learning experiences, especially in rural areas. Secondly, it highlights the need for broadening the scope of the construct 'Learning Experience' in order to cover all potential aspects of learners' L2 experiences and engagement in both formal and informal settings, especially, in rural/remote L2 contexts where the conditions of learning may be extremely difficult as compared to urban settings. Finally, teachers may devise teaching strategies to improve learning experiences (both strategic and emotional) of their pupils in L2 classrooms. Teachers' competence, credibility and caring/friendly nature may play a central role in creating an environment conducive for L2 learning.

In addition, it may also be concluded that family and social influences may be important L2 motivational factors in Pakistani rural settings. The L2 motivational role of family and other relational factors may be investigated in detail as parents and other family members' involvement seems essential to the academic success of young L2 learners in rural Punjab, Pakistan ([Ahmed, et al., 2022](#)).

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7. Highlights

- Learning experiences, Ideal L2 self, and milieu are the strongest contributors to the motivated behaviour.
- Cultural Interest explained a noticeable variance in the criterion measure.
- Extrinsic and instrumental goals also appeared to be important L2 motivational factors.
- The less students from rural areas are anxious, stronger their L2 motivated behaviour would be.
- L2 motivational system may be a useful model to measure L2 motivation in rural settings.

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APPENDIX

Predictive Power of Personal and Socio-Contextual Motivational Factors Among L2 Learners from the Rural Settings of Punjab, Pakistan

Dear Participant,

This questionnaire has been designed to investigate the English language motivation of undergraduate students in selected colleges from the rural areas of Punjab, Pakistan. It aims to understand your views and beliefs as learners of English. This questionnaire consists of three sections. Please note, this is not a test so there are no 'right' or 'wrong' answers and you do not even have to mention your name. Therefore, I request you to answer the following questions frankly and honestly because only this can guarantee the success of this research. The information you give will be used only for research purpose. Thank you in advance for your help.

Part I

Please encircle the number from 1 to 6 that best expresses how much you agree or disagree with the following statements. Please do not leave out any items.

Strongly disagree	Disagree	Slightly Disagree	Slightly agree	Agree	Strongly Agree	
1	2	3	4	5	6	
For example, if you strongly agree with the following statement, write this:						
I like cricket.						
	1	2	3	4	5	6
1.	I think knowing English would help me to become a more educated person.					
	1	2	3	4	5	6
2.	Learning English is important to me because I would like to travel internationally.					
	1	2	3	4	5	6
3.	I like English.					
	1	2	3	4	5	6
4.	I am often told by my parents that English is important for my future.					
	1	2	3	4	5	6
5.	It is important for me to learn English.					
	1	2	3	4	5	6
6.	After getting more knowledge of English language, I can contribute in the national development of Pakistan in a better way.					
	1	2	3	4	5	6
7.	I think that English will help me meet more people.					
	1	2	3	4	5	6
8.	I have to learn English because without passing the English subject I cannot get my degree.					
	1	2	3	4	5	6
9.	Studying English is important to me because I am planning to study abroad.					
	1	2	3	4	5	6
10.	I always feel that my classmates speak English better than I do.					
	1	2	3	4	5	6
11.	Studying English is important to me in order to bring honour to my family.					
	1	2	3	4	5	6
12.	I am the kind of person who is prepared to make great efforts to learn English.					
	1	2	3	4	5	6
13.	When I think about my future, it is important that I use English.					
	1	2	3	4	5	6
14.	I think the wide spread of English language would reduce militancy/extremism and bring tolerance in Pakistani society.					
	1	2	3	4	5	6
15.	I have to study English, because, if I do not study it, I think my parents or friends will be disappointed with me.					
	1	2	3	4	5	6
16.	Studying English is important to me because I would like to become close to other Pakistani speakers of English.					
	1	2	3	4	5	6
17.	I talk about situations and events in foreign countries with my family and/or friends.					
	1	2	3	4	5	6
18.	My friends encourage me to learn English.					
	1	2	3	4	5	6
19.	I always look forward to my English classes.					
	1	2	3	4	5	6
20.	I can imagine speaking English with international friends.					
	1	2	3	4	5	6

These are new questions but please answer them the same way as you did before.

Not at all	not so much	so-so	a little	quite a lot	very much					
1	2	3	4	5	6					
(Ex.) If you like “apples” very much, write this:										
Do you like apples?				1	2	3	4	5	6	
31.	Do you like the music of English speaking countries? ہیں؟ کرتے پسند میوزک کا ممالک والے بولنے انگریزی آپ کیا				1	2	3	4	5	6
32.	Do you like English magazines, newspapers, or books published in English-speaking countries? ہیں؟ کرتے پسند کتابیں یا اخبارات میگزین، والے ہونے شائع میں ممالک والے بولنے انگریزی آپ کیا				1	2	3	4	5	6
33.	Do you like meeting people from English-speaking countries? ہیں؟ کرتے پسند ملنا سے لوگوں کے ممالک والے بولنے انگریزی آپ کیا				1	2	3	4	5	6
34.	Do you want to know the culture and art of English-speaking countries? ہیں؟ چاہتی / چاہتے جاننا میں بارے کے ادب اور ثقافت کے ممالک والے بولنے انگریزی آپ کیا				1	2	3	4	5	6
35.	Do you like TV programmes or films made in English-speaking countries? ہیں؟ کرتے پسند دیکھنا فلمیں اور پروگرام والے بننے میں ممالک والے بولنے انگریزی آپ کیا				1	2	3	4	5	6
36.	Do you think that English-speaking countries have an important role in the world? ہے؟ کردار اہم میں دنیا کا ممالک والے بولنے انگریزی میں خیال کے آپ کیا				1	2	3	4	5	6
37.	Would you like to know more about people from English-speaking countries? گے؟ چاہیں جاننا مزید میں بارے کے لوگوں کے ممالک والے بولنے انگریزی آپ کیا				1	2	3	4	5	6
38.	Would you like to travel to English-speaking countries? گے؟ کریں پسند کرنا سفر میں ممالک والے بولنے انگریزی آپ کیا				1	2	3	4	5	6
39.	Do you think that English-speaking countries are advanced and developed nations? ہیں؟ اقوام یافتہ ترقی اور جدید ممالک والے بولنے انگریزی میں خیال کے آپ کیا				1	2	3	4	5	6

40.	Do you think that the knowledge of English is necessary for Pakistani people to benefit from the scientific development in the world? لئے کے کرنے حاصل فائدہ سے ترقی سائنسی والے ہونے میں دنیا لیے کے عوام پاکستانی میں خیال کے آپ کیا ہے؟ ضروری کاجاننا انگریزی	1	2	3	4	5	6
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Part III

The following items are similar to the ones in Part 1.

Strongly Disagree	Disagree	Slightly Disagree	Slightly agree	Agree	Strongly Agree		
1	2	3	4	5	6		
41.	I can imagine myself living abroad and using English effectively for communicating with people there. تصور کو کرنے بات سے طریقے کن متاثر سے لوگوں کے وہاں اور رہنے میں ممالک غیر خود بذات میں ہوں۔ سکتا/سکتی کرس	1	2	3	4	5	6
42.	Learning English is great. بے۔ تجربہ دلچسپ سیکھنا انگریزی	1	2	3	4	5	6
43.	If an opportunity comes, I would like to make friends from other countries. گا/گی کروں پسند بنانا دوست میں ممالک دوسرے میں تو بے ملتا موقع کوئی مجھے اگر	1	2	3	4	5	6
44.	Studying English can be important to me because I think I will need it for further studies even in Pakistan. مزید اپنی میں پاکستان مجھے میں خیال میرے کہ کیوں بے سکتا ہو ثابت اہم لیے میرے سیکھنا کا انگریزی ہوگی۔ ضرورت کی اس لیے بھی کے تعلیم	1	2	3	4	5	6
45.	Studying English is important to me in order to gain the approval of my peers/teachers/ family. بے۔ اہم کرنا حاصل علم کا زبان انگریزی لیے کے پانے مقبولیت کی خاندان اور اساتذہ عسروں، ہم اپنے	1	2	3	4	5	6
46.	I think I am the type who would feel nervous and uneasy if I had to speak to someone in English language. خود میں تو پڑے کرنی بات میں انگریزی سے کسی مجھے اگر کہ ہوں شخص ایسا ایک میں میں خیال میرے گا/گی کروں محسوس میں مشکل اور بدحواس کو	1	2	3	4	5	6
47.	Learning English is an important aspect of my life. بے۔ حصہ اہم کا زندگی میری سیکھنا کا انگریزی	1	2	3	4	5	6
48.	I think it is important to learn English in order to learn more about the culture and art of its speakers. انگریزی لیے کے جاننے میں بارے کے ادب اور ثقافت کی ممالک والے بولنے انگریزی میں خیال میرے بے۔ اہم سیکھنا	1	2	3	4	5	6
49.	Learning English is necessary because it is an important international language. بے۔ زبان الاقوامی بین اہم ایک یہ کیونکہ بے ضروری بھی لیے اس سیکھنا انگریزی	1	2	3	4	5	6
50.	I am interested to read and watch news about foreign countries or international events. ہوں۔ رکھتا / رکھتی دلچسپی میں واقعات الاقوامی بین جا دیکھنے اور پڑھنے خبریں کی ممالک غیر میں	1	2	3	4	5	6
51.	Whenever I think of my future career, I imagine myself being able to use English. انگریزی کو آپ اپنے میں ہوں، سوچتی / سوچتا میں بارے کے پیشے کے مستقبل اپنے بھی کبھی جب میں ہوں۔ سمجھتا/سمجھتی قابل کے کرنے استعمال کے زبان	1	2	3	4	5	6
52.	If an English course was offered at university or somewhere else in the future, I would like to take it. پسند لینا کو اس میں تو بے جاتا پڑھایا کورس کوئی کا انگریزی جگہ اور کسی یا یونیورسٹی میں مستقبل اگر	1	2	3	4	5	6
53.	I have to study English because I do not want to get bad marks in it at university/in other English language test in future. کے زبان انگریزی کسی یا یونیورسٹی میں مستقبل میں کیونکہ بے ضروری مطالعہ کا انگریزی لئے میرے چاہتا/چاہتی کرنا نہیں حاصل برے نمبر میں امتحان	1	2	3	4	5	6
54.	I respect the values and customs of other cultures. ہوں۔ کرتا/کرتی احترام کا اقتدار اور رواج و رسم کے ثقافت کی ممالک دوسرے میں	1	2	3	4	5	6
55.	I would like to become similar to the people of English-speaking countries by adopting their culture. گا/گی چاہوں بننا طرح کی لوگوں کے وہاں کر کے اختیار کو ثقافت کی ممالک والے بولنے زبان انگریزی میں	1	2	3	4	5	6

56.	English ability would help me in getting a better job. گی۔ کرے مدد میں حصول کے نوکری اچھی مجھے قابلیت میں انگریزی I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5	6				
57.	انگریزی مجھے کہ ہیں سمجھتے یہ لوگ محترم میرے کہ ہے لگتا اہم لیے اس سیکھنا زبان انگریزی مجھے چاہیے۔ اُنی Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5	6				
58.	محسوس شرم مجھے تو آیا برا اگر ایڈ میرا میں انگریزی اگر کیونکہ ہے ضروری لیے میرے مطالعہ کا انگریزی ہوگی۔ Studying English will help me to understand people from all over the world, not just English-speaking countries.	1	2	3	4	5	6				
59.	میں سمجھنے کو لوگوں کے دنیا پوری بلکہ کو ممالک والے بولنے انگریزی صرف نہ مطالعہ کا انگریزی گا۔ کرے مدد I have thoughts that I want to share with people from other parts of the world.	1	2	3	4	5	6				
60.	گا/گی کروں پسند کرنا شنیر ساتھ کے لوگوں کے ممالک دیگر کے دنیا میں جو ہیں خیالات ایسے میرے I think that I am really doing my best to learn English.	1	2	3	4	5	6				
61.	ہوں۔ رہا کر کوشش بہترین اپنی میں لیے کے سیکھنے انگریزی میں خیال میرے I think the knowledge of English would help Pakistani people to represent Pakistan in a better way among other nations.	1	2	3	4	5	6				
62.	کرنے پیش سے طریقے بہتر کو پاکستان میں اقوام دوسری کو لوگوں پاکستانی علم کا انگریزی میں خیال میرے گا۔ کرے کی مدد ان میں I can imagine myself writing English e-mails fluently.	1	2	3	4	5	6				
63.	ہوں۔ سکتا/سکتی کر تصور ہوئے لکھتے سے رفتاری برق کو میلز ای میں انگریزی کو خود میں I get nervous and confused when I am speaking English in my class.	1	2	3	4	5	6				
64.	ہوں۔ جاتا/جاتی ہو پریشان اور حواس بد میں تو ہوں بولتا انگریزی میں جماعت اپنی میں جب It will have a negative impact on my life if I do not learn English.	1	2	3	4	5	6				
65.	گا۔ پڑے اثر برا پر زندگی میری کا اس تو سیکھنا نہیں انگریزی میں اگر	1	2	3	4	5	6				
Strongly Disagree		Disagree		Slightly Disagree		Slightly agree		Agree		Strongly Agree	
1		2		3		4		5		6	
66.	I would like to learn many foreign languages. گا/گی کروں پسند سیکھنا زبانیں کی ممالک غیر سے بہت میں	1	2	3	4	5	6				
67.	My family encourages me to learn English. ہیں۔ بڑھاتے حوصلہ میرا لیے کے سیکھنے انگریزی والے گھر میرے	1	2	3	4	5	6				
68.	I like the people of English-speaking countries. ہوں۔ کرتا/ کرتی پسند کو لوگوں والے رکھنے تعلق سے ممالک والے بولنے زبان انگریزی میں	1	2	3	4	5	6				
69.	Studying English is important to me, because I do not like to be considered a poorly educated person. جائے۔ سمجھا یافتہ تعلیم کم مجھے کہ نہیں پسند مجھے کہ کیوں ہے اہم لئے میرے تعلیم کی انگریزی	1	2	3	4	5	6				
70.	I can imagine myself studying in a university where all my courses are taught in English. تصور ہوئے کرتے مطالعہ میں ہیں جاتے پڑھائے میں انگریزی مضامین تمام جہاں یونیورسٹی ایک کو خود میں ہوں۔ سکتا/سکتی کر	1	2	3	4	5	6				
71.	I get support from my peer group/friends in learning English. ہوں۔ کرتا/ کرتی حاصل مدد میں سیکھنے انگریزی سے دوستوں اور گروپ کے کلاس اپنی میں	1	2	3	4	5	6				

Part IV

Please provide the following information by ticking (✓) in the relevant box.

- Gender: ☐ Male ☐ Female