



Faculty of Education, Language and Communication

**A Quantitative Study Exploring Motivation, Anxiety, and Enjoyment in
Learning English Among Pakistani Undergraduates**

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A Quantitative Study Exploring Motivation, Anxiety, and Enjoyment in
Learning English Among Pakistani Undergraduates

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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



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ABSTRACT

This study explores the interrelationship between motivation, anxiety, and enjoyment among undergraduate English as a Second Language (ESL) learners in public universities in Khyber Pakhtunkhwa (KPK), Pakistan. This research employs Gardner's Socio-Educational Model (SEM), Horwitz, Horwitz, and Cope's Foreign Language Anxiety (FLA) theory, and the Positive Psychology theory to investigate the levels of these factors, their correlations, and the impact of demographic characteristics, including university, age, gender, academic major, and parental education. The study utilizes a quantitative approach, collecting data through a survey administered to 381 ESL undergraduates from three different universities. Findings revealed high motivation levels among students ($M = 3.88$, $SD = 0.96$), particularly in components such as desire ($M = 3.92$) and intensity ($M = 3.89$), with a stronger inclination toward productive skills (speaking and writing) over receptive ones. Anxiety levels were moderate ($M = 3.11$, $SD = 1.25$), with speaking and listening anxiety being more pronounced than other domains. Enjoyment was generally high ($M = 3.73$, $SD = 1.08$), especially in subdomains of creativity ($M = 3.85$) and positive classroom environment ($M = 3.80$). Statistical analysis indicated significant negative correlations between anxiety and both motivation ($r = -0.43$, $p < 0.01$) and enjoyment ($r = -0.48$, $p < 0.01$), while motivation and enjoyment were positively correlated ($r = 0.55$, $p < 0.01$). Demographic variables showed varied influences; for example, females reported higher anxiety ($p = 0.035$), while learners with postgraduate-educated mothers showed significantly higher motivation and enjoyment and lower anxiety ($p < 0.01$). The research highlights the critical role of emotional factors in ESL learning and provides practical implications for educators and policymakers to enhance the effectiveness of English language instruction in the text. The study underscores the importance of creating a supportive learning environment that fosters

motivation and enjoyment while mitigating anxiety to improve language acquisition outcomes.

Keywords: Motivation, anxiety, enjoyment, undergraduate learner, ESL

Kajian Kuantitatif Mengenai Motivasi, Kebimbangan, dan Keseronokan dalam Pembelajaran Bahasa Inggeris dalam Kalangan Pelajar Prasiswazah Pakistan

ABSTRAK

Kajian ini meneroka hubungan antara motivasi, kebimbangan, dan keseronokan dalam kalangan pelajar prasiswazah Bahasa Inggeris sebagai Bahasa Kedua (ESL) di universiti awam di Khyber Pakhtunkhwa (KPK), Pakistan. Model Sosio Pendidikan (SEM) Gardner, Teori Kebimbangan Bahasa Asing (FLA) oleh Horwitz, Horwitz, dan Cope, serta Teori Psikologi Positif digunakan sebagai asas untuk meneliti tahap faktor-faktor ini, hubungannya, serta kesan ciri-ciri demografi termasuk universiti, umur, jantina, bidang pengajian, dan tahap pendidikan ibu bapa. Kajian ini menggunakan pendekatan kuantitatif dengan pengumpulan data melalui soal selidik yang diedarkan kepada 381 pelajar prasiswazah ESL daripada tiga universiti berbeza. Dapatan menunjukkan tahap motivasi pelajar adalah tinggi ($M = 3.88$, $SD = 0.96$), khususnya dalam komponen keinginan ($M = 3.92$) dan intensiti ($M = 3.89$), dengan kecenderungan lebih kuat terhadap kemahiran produktif (bertutur dan menulis) berbanding kemahiran reseptif. Tahap kebimbangan pula adalah sederhana ($M = 3.11$, $SD = 1.25$), dengan kebimbangan dalam kemahiran bertutur dan mendengar lebih ketara berbanding domain lain. Tahap keseronokan didapati tinggi ($M = 3.73$, $SD = 1.08$), terutamanya dalam komponen kreativiti ($M = 3.85$) dan persekitaran bilik darjah yang positif ($M = 3.80$). Analisis statistik menunjukkan terdapat korelasi negatif yang signifikan antara kebimbangan dengan motivasi ($r = -0.43$, $p < 0.01$) dan keseronokan ($r = -0.48$, $p < 0.01$), manakala motivasi dan keseronokan berkorelasi secara positif ($r = 0.55$, $p < 0.01$). Pembolehubah demografi menunjukkan pengaruh yang berbeza; sebagai contoh, pelajar perempuan melaporkan tahap kebimbangan yang lebih tinggi ($p = 0.035$), manakala pelajar yang mempunyai ibu berpendidikan pascasiswazah menunjukkan tahap

motivasi dan keseronokan yang lebih tinggi serta kebimbangan yang lebih rendah ($p < 0.01$). Kajian ini menekankan peranan penting faktor emosi dalam pembelajaran ESL dan memberikan implikasi praktikal kepada para pendidik serta pembuat dasar untuk meningkatkan keberkesanan pengajaran bahasa Inggeris. Kajian ini juga menggariskan kepentingan mewujudkan persekitaran pembelajaran yang menyokong motivasi dan keseronokan serta pada masa yang sama mengurangkan kebimbangan bagi meningkatkan hasil pemerolehan bahasa.

Kata kunci: *Motivasi, kebimbangan, keseronokan, pelajar sarjana muda, ESL*

TABLE OF CONTENTS

	Page
DECLARATION	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
ABSTRAK	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
LIST OF ABBREVIATIONS	xvii
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	7
1.3 Operational Definitions of Terms	9
1.3.1 Motivation	9
1.3.2 Anxiety	10
1.3.3 Enjoyment	10
1.3.4 ESL Learners in Pakistan	11
1.4 Research Aim, Objectives, and Questions	12

1.4.1	Research Aim	12
1.4.2	Research Objectives	12
1.4.3	Research Questions	12
1.4.4	Research Hypothesis	13
1.5	Significance of the Study	14
1.6	Chapter Summary	15
CHAPTER 2 LITERATURE REVIEW		17
2.1	Introduction	17
2.2	Key Concepts	17
2.2.1	Motivation	17
2.2.2	Anxiety	18
2.2.3	Enjoyment	20
2.3	Theoretical Framework	21
2.3.1	Socio-Educational Model	22
2.3.2	Horwitz, Horwitz and Cope's Theory of FLA	25
2.3.3	Positive Psychology	27
2.4	Conceptual Framework for the Current Study	30
2.5	Past Studies in ESL Context	31
2.5.1	Level of Motivation, Anxiety, and Enjoyment	31
2.5.2	Relationship Among Motivation, Anxiety, and Enjoyment	60

2.5.3	Demographic Variables	71
2.5.4	Studies in Pakistani Context	85
2.6	Research Gaps	88
2.7	Chapter Summary	93
CHAPTER 3 RESEARCH METHODOLOGY		94
3.1	Introduction	94
3.2	Research Aim and Objectives	94
3.3	Research Design	95
3.4	Sampling Technique and Sampling	99
3.4.1	Sampling Technique	99
3.4.2	Sampling	99
3.5	Research Instrument	101
3.5.1	Demographic Section	103
3.5.2	Motivation Questionnaire	103
3.5.3	Anxiety Questionnaire	104
3.5.4	Enjoyment Questionnaire	106
3.6	Instruments Validity and Reliability	107
3.6.1	Instruments Validity	107
3.6.2	Instruments Reliability	108
3.7	Pilot Study	110

3.8	Data Collection Procedure	112
3.9	Data Analysis	113
3.9.1	Data Cleaning	113
3.9.2	Normality Test	113
3.9.3	Data Analysis for Research Objective 1	114
3.9.4	Data Analysis for Research Objective 2	114
3.9.5	Data Analysis for Research Objective 3	115
3.9.6	Summary of Data Analysis	116
3.10	Chapter Summary	117
	CHAPTER 4 FINDINGS	119
4.1	Introduction	119
4.2	Level of Motivation, Anxiety, and Enjoyment	119
4.2.1	Motivation	120
4.2.2	Anxiety	122
4.2.3	Enjoyment	126
4.2.4	Summary: Levels of Motivation, Anxiety, and Enjoyment	129
4.3	Relationship Among Motivation, Anxiety, and Enjoyment	130
4.3.1	Overall Relationships Among Motivation, Anxiety, and Enjoyment	131
4.3.2	Relationship Between Motivation and Subdomains of Anxiety	132
4.3.3	Correlation Between Motivation and Subdomains of Enjoyment	133

4.3.4	Relationship Between Anxiety and Subdomains of Motivation	134
4.3.5	Relationship Between Anxiety and Subdomains of Enjoyment	135
4.3.6	Relationship Between Enjoyment and Subdomains of Motivation	136
4.3.7	Relationship Between Enjoyment and Subdomains of Anxiety	137
4.3.8	Summary of the Correlation Among Motivation, Anxiety and Enjoyment	137
4.4	Differences by Sociodemographic Variables	139
4.4.1	Differences by University	140
4.4.2	Differences by Age	141
4.4.3	Differences by Gender	142
4.4.4	Differences by Academic Major	143
4.4.5	Differences by Father's Education Level	144
4.4.6	Differences by Mother's Education Level	146
4.4.7	Summary for the Demographic Variables	148
4.4.8	Hypotheses	150
4.5	Chapter Summary	154
CHAPTER 5 DISCUSSION AND CONCLUSION		156
5.1	Introduction	156
5.2	Summary of the Findings	156
5.3	Discussion	158
5.3.1	Level of Motivation, Anxiety, and Enjoyment Among ESL Learners	158

5.3.2	Relationships Among Motivation, Anxiety, and Enjoyment	168
5.3.3	Demographic Influences on Motivation, Anxiety, and Enjoyment	172
5.4	Implications of the Study	194
5.4.1	Theoretical Implications	194
5.4.2	Practical Implications	195
5.4.3	Methodological Implication	197
5.5	Limitations of the Study	198
5.5.1	Self-Reported Data	198
5.5.2	Sample Size Limitations	198
5.5.3	Data Collection Limitations	198
5.5.4	Generalizability of Findings	199
5.5.5	Cross-Sectional Design	199
5.6	Recommendations for Future Research	199
5.7	Final Reflections	201
	REFERENCES	202
	APPENDICES	234

LIST OF TABLES

	Page
Table 3.1 Example of Items in the Motivation Scale	104
Table 3.2 Example of Items in the Anxiety Scale	105
Table 3.3 Items in the Enjoyment Scale	107
Table 3.4 Summary of Scale Reliability for the Pilot and Main Study	109
Table 3.5 Summary of Scale Reliability for the Pilot Study	111
Table 3.6 Summary of Inferential Tests	116
Table 3.7 Summary of Data Analysis for Each Research Objectives	117
Table 4.1 Motivation Level by Sub Domain	120
Table 4.2 Motivational Intensity Items	120
Table 4.3 Desire Items	121
Table 4.4 Attitude Toward English Items	122
Table 4.5 Anxiety Levels by Sub Domains	122
Table 4.6 Speaking Anxiety Items	123
Table 4.7 Classroom Anxiety Items	124
Table 4.8 Writing Anxiety Items	124
Table 4.9 Listening Anxiety Items	125
Table 4.10 Reading Anxiety Items	126
Table 4.11 Enjoyment Levele by Subdomain	127
Table 4.12 Possitive Environment Items	127
Table 4.13 Creativity Items	128
Table 4.14 Pride Items	128
Table 4.15 Correlation Among Motivation, Anxiety and Enjoyment	131
Table 4.16 Correlation Between Motivation and Anxiety Sub-Domains	132

Table 4.17	Correlation Between Motivation and Enjoyment Sub-Domains	133
Table 4.18	Correlation Between Anxiety and Motivation Sub-Domains	134
Table 4.19	Correlation Between Anxiety and Enjoyment Sub-Domains	135
Table 4.20	Correlation Between Enjoyment and Motivation Sub-Domains	136
Table 4.21	Correlation Between Enjoyment and Anxiety Sub-Domains	137
Table 4.22	Demographic Profile of Participants	139
Table 4.23	Differences by Universities	140
Table 4.24	Differences by Age	141
Table 4.25	Differences by Gender	143
Table 4.26	Differences by Academic Major	144
Table 4.27	Descriptive Statistics by Father's Education	145
Table 4.28	ANOVA Results by Father's Education Level	145
Table 4.29	Descriptive Statistics by Mother's Education	146
Table 4.30	ANOVA Results by Mother's Education Level	147
Table 4.31	Summary of Significant Results	149
Table 4.32	Hypothesis Results Summary	151

LIST OF FIGURES

	Page
Figure 2.1 Gardner's Socio-Educational Model	22
Figure 2.2 Horwitz, Horwitz and Cope's (1986) Theory of FLA	25
Figure 2.3 Conceptual Framework	31
Figure 3.1 Research Design Workflow	98
Figure 4.1 Correlation Among Motivation, Anxiety, and Enjoyment	132

LIST OF ABBREVIATIONS

SEM	Socio-Educational Model
ESL	English as a Second Language
FLE	Foreign Language Enjoyment
FLES	Foreign Language Enjoyment Scale
SLA	Second Language Acquisition
AMTB	Attitude/Motivation Test Battery
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
FLB	Foreign Language Boredom
KPK	Khyber Pakhtunkhwa

CHAPTER 1

INTRODUCTION

Understanding affective factors such as motivation, anxiety, and enjoyment is crucial in the field of English as a Second Language (hereafter, ESL) learning, particularly in contexts where students face unique cultural and educational challenges, such as Pakistan. This study aims to examine the levels and interrelationships of these three variables among Pakistani undergraduate ESL learners, along with the influence of demographic factors (e.g., gender, parental education, academic major). By exploring these emotional dimensions, the research seeks to fill a gap in current scholarship where little is known about how these affective factors intersect in the Pakistani context. This chapter presents the background of the study, problem statement, research objectives, questions, operational definitions of terms and significance of the study, laying the foundation for subsequent chapters that delve into the theoretical underpinnings, methodological design, and empirical findings.

1.1 Background of the Study

The interaction between the populations of nation-states that were historically ideologically as well as geographically far apart has now been greatly increased by globalization. The world had become a global village and people are communicating with each other in English language, which is considered a global language (Crystal, 2014; Manolescu, 2023; Rao, 2019; Winkler, 2005; Xu & Knijnik, 2024). The fact that the world's information is generally preserved in English is a very significant justification for considering English as a global language. Given its global dominance, learning English has become an essential skill for both social mobility and academic success. This global spread

of English raises important questions about why some learners thrive in acquiring it while others face persistent struggles.

Linguists have discussed over the years why some students learn a foreign language more easily than others. They wondered why some people easily accomplish native-like abilities, while others find it incredibly difficult to advance beyond beginner ability level. In this sense, the most frequently asked question is what makes a foreign language learner strive towards achieving a goal? Current theories of foreign/second language learning need to be tested if we want to answer this question. Research in a wide range of disciplines such as linguistics, education, psychology, sociology, tried to focus on these kinds of theories (Barrow et al., 2022; Freeman & Freeman, 2001; Hasanah, 2024; Philip & Sengupta, 2020; Siegel & Biesta 2022).

Research in the past has indicated that many factors play role in learning a second or a foreign language (Getie & Popescu, 2020; Javaid et al., 2023; Nazarov, 2022; Shirvan et al., 2021; Yongliang et al., 2021). Ellis (1989) suggested that when learning a foreign language, many factors play a key role. Among the factors, psychological and emotional affective variables such as motivation, attitude, anxiety, and enjoyment are particularly influential, as they shape how learners engage with the language learning process (Dewaele et al., 2025). Saville (2017) posits that understanding why some students perform more effectively than others involves examining variations in these variables within the learners themselves. Although various variables can be examined in this context, the present study specifically focuses on psychological variables, namely motivation, anxiety, and enjoyment, ESL learners. These variables are very relevant because they affect the pace, process, method, and effectiveness of language learning directly and indirectly.

Understanding these psychological and emotional variables becomes particularly important in unequal societies like Pakistan, where learners' experiences are shaped by diverse socioeconomic and linguistic backgrounds.

Pakistan's sociolinguistic and educational landscape provides an important backdrop for understanding the affective dimensions of ESL learning in the present study. The country is characterized by a pronounced urban–rural divide, with only 30% of the population residing in metropolitan areas and the majority living in rural regions (Pakistan Bureau of Statistics, 2015; Malik & Waheed, 2014). Although this gap is narrowing due to advancements in infrastructure, telecommunications, and urbanization, socioeconomic disparities remain stark, dividing the population into elites and the impoverished (Rahman, 2003). Approximately 60% of the population falls within the 18–30 age range (British Council, 2009), with many in higher education accessing modern internet and communication technologies for academic and social purposes. Despite this, national literacy rates remain low, 54% for males and 32% for females (Ministry of Education, 2009), with an overall literacy rate still among the lowest globally (Coleman, 2010). Limited educational investment, at less than 2% of total expenditure, has contributed to systemic issues in the schooling sector (Islam, 2013; Hassan, 2015). Moreover, English holds official status in Pakistan, serving as the language of bureaucracy, higher education, and professional advancement (Islam, 2013). Linguistically diverse, the country has six major languages, Punjabi, Pashto, Sindhi, Siraiki, Urdu, and Balochi, alongside varied educational streams, including elitist public schools, private institutions, non-elitist schools, and madrassas, each catering to different socioeconomic groups (Rahim, 2015). English-medium instruction in universities attracts large numbers of students, making it central to academic and professional success.

Within this context, Pakistani ESL learners are shaped by intersecting sociocultural, economic, and linguistic factors that influence their psychological experiences in language learning. Disparities in access to quality education, variations in exposure to English, and differences in socioeconomic status can significantly impact learners' motivation, anxiety, and enjoyment, the psychological variables examined in the present study. Understanding these factors in relation to Pakistan's educational realities provides a culturally grounded framework for interpreting the affective dimensions of ESL acquisition in this setting.

The Higher Education Commission (hereafter, HEC) of Pakistan implemented significant measures to overhaul English language instruction at the university level in Pakistan, recognizing the crucial role of English proficiency for university students (Pathan et al., 2010; Tamim, 2014). In 2003, HEC initiated the English Language Teaching Reforms (hereafter, ELTR) program to educate instructors in contemporary pedagogical methods such as communicative language teaching (hereafter, CLT) (Ali, 2017; Christopher & Shamim, 2005; Pathan et al., 2010; Syed, 2016). In addition, as stated in the national educational policy (hereafter, NEP) of 2009 and 2017, English is the official language used for teaching at all universities throughout the country. Additionally, institutions are required to use CLT methodologies, which seek to provide learners additional chances to improve their English competence (NEP, 2009, 2017). Along with to the aforementioned efforts, such as the deployment of CLT, the level of English competence among Pakistani students remains to be determined (Ali, 2017; Syed, 2016).

English is frequently used in the media in Pakistan (Islam, 2013). A multitude of English newspapers and publications are disseminated and perused by persons in Pakistan. Included are Dawn (in circulation since Pakistan's inception), the News, the Nation, the Frontier Post, and the Daily Mail (Islam, 2013; Pathan, 2012; Shahzad, 2012). Several cable

networks are presently augmenting their services in the rural areas of Pakistan. Moreover, English serves as a prevalent language in business in Pakistan (Khan, 2007). English is employed in commercial communications with countries such as the UK, the USA, China, India, the Middle East, and several European nations. English is employed in Pakistan for travel-related purposes. Islam (2013), Pathan (2012), and Shahzad and Liu (2012) indicated that numerous Pakistani individuals perceive English as a means to connect with people from various places globally and to exchange their experiences and perspectives with them. Researchers observed that English functions as “a source of cultural enrichment rather than a threat or fear of cultural invasion” and facilitates “becoming part of the global village in Pakistan” (Shamim, 2011, p. 293). English is regarded as a catalyst for individual achievement and a crucial element in Pakistan’s growth; as Islam et al. (2013) noted many Pakistanis now associate English with their aspirations for a more prosperous future for their country. Similarly, Pakistani English has become the preferred means of communication among the young, educated population (Baumgardner, 1995 and Jabeen et al., 2011). Moreover, it is noted that “English is perceived as the vehicle for achieving modernization, scientific and technological advancement, and economic development for both individuals and the nation in Pakistan” (Shamim, 2008, p. 236).

In Pakistan, English has always held a higher position than other local languages and is primarily spoken as a second language (Rahman, 2020). The total number of English speakers may be around 8% of the entire population, based on graduates of English medium schools (Rahman, 2020). In Pakistan, Urdu is the official language of education in government schools, English is the official language of instruction in elite private schools, and English is claimed to be the official language of instruction in nonelite private schools (Channa, 2017). According to Coleman (2010), among 71 indigenous languages, Pashto is

widely used in government schools in Khyber Pakhtunkhwa (KPK) Province. Beginning in Year 1, English is a compulsory subject. In practice, however, much depends on teacher availability; some government schools offer an English-medium component, while others barely go beyond teaching the English alphabet in the first five years of primary school (Mahmood & Zaheer, 2023).

At the tertiary level, English is not only a subject of study but also the medium of instruction, making ESL proficiency essential for academic and professional success (Shamim, 2011). Despite its official status, the quality of English language education varies significantly across regions and institutions due to disparities in resources, teacher training, and curriculum design (Manan et al., 2017). Many undergraduate students, particularly those from rural or public-sector institutions, struggle with fluency and confidence in English due to limited exposure, outdated pedagogical approaches, and large class sizes (Ahmed & Rao, 2013; Khan, 2020). In contrast, private universities and urban colleges often adopt more communicative, student-centered ESL programs, whereas public universities frequently rely on grammar-translation methods that hinder communicative competence (Mahboob, 2015). Socio-economic background, parental education, and prior schooling in Urdu or regional languages further influence students' ESL performance and attitudes (Siddique, 2021).

These challenges often reduce motivation, heighten Foreign Language Anxiety (hereafter, FLA), and diminish enjoyment in classroom activities, creating a cycle that undermines language acquisition (Hassan, 2015). While much research has emphasized Pakistan's language policies and sociolinguistic diversity, fewer studies have examined how institutional and socio-cultural realities shape the affective experiences of ESL learners at the tertiary level. The present study therefore seeks to address this gap by investigating the interplay of motivation, anxiety, and enjoyment among undergraduates in KPK universities,

providing a context-specific understanding of how psychological variables affect language learning in higher education.

1.2 Problem Statement

Learning a second or foreign language has long been a focus of educational and linguistic research. With the shift from teacher-centered to learner-centered approaches, scholars have turned greater attention to students' individual characteristics. Motivation, anxiety, and enjoyment were selected as key affective variables due to their significant and interrelated roles in second language acquisition (hereafter SLA) (Dörnyei, 1998, 2001; Horwitz et al., 1986; Dewaele & MacIntyre, 2014; Gardner 2005; MacIntyre, 2003; Zhang, 2024). While motivation enhances language learning and anxiety hinders it, enjoyment, rooted in positive psychology, promotes greater engagement and resilience (Gardner, 2009; Dewaele, 2013). Despite the global recognition of these affective factors, their interplay remains underexplored within specific educational contexts such as Pakistan, where unique socio-cultural and demographic variables may shape learners' emotional experiences with English language learning (Akram et al., 2023).

In Pakistan, English is taught from the primary to university level and functions as the official language; yet many learners still struggle with English proficiency (Ahmed & Rao, 2013; Akram et al., 2020; Bhatti et al., 2023; Menhas, 2008). Existing research has primarily focused on isolated emotional variables, overlooking their combined impact and interaction. Furthermore, little attention has been paid to the demographic and contextual factors, such as age, gender, parental education, academic major, and university background, that may influence learners' affective experiences. For instance, studies indicate that boys in Pakistan may be less motivated than girls but experience less classroom anxiety (Menhas,

2008), while parental education correlates with both motivation and enjoyment levels (Teimouri et al., 2022).

Past studies emphasize that motivation, anxiety, and enjoyment are central affective variables influencing SLA, yet their effects are shaped by the broader socio-educational context (Gardner, 2009; Dörnyei, 2001). Motivation is often linked to learners' perceptions of the value of English and their sociocultural environment, while anxiety increases in exam-focused or high-pressure settings common in countries like Pakistan (Horwitz et al., 1986; Dewaele, 2013). Enjoyment thrives in learner-centered classrooms but is often suppressed in teacher-dominated, emotionally disengaged environments (Dewaele & MacIntyre, 2014). Therefore, researchers have highlighted the need for context-specific studies, especially in regions like Khyber Pakhtunkhwa (KPK), to better understand how these affective variables interact within Pakistan's unique linguistic and educational landscape (Teimouri et al., 2022; Ramzan & Javaid, 2023).

Although there is growing interest in affective factors in language learning, limited empirical evidence exists on how motivation, anxiety, and enjoyment interact to influence the ESL learning process among undergraduate students in KPK, Pakistan (Aneeza, 2024; Islam, 2013; Ramzan & Javaid, 2023; Teimouri et al., 2022). The underrepresentation of this subpopulation in prior studies further deepens the research gap (Ramzan & Javaid, 2024). Without a nuanced understanding of how these emotional variables interact and are influenced by demographic factors in KPK, educators are left without evidence-based strategies to enhance language learning outcomes.

Therefore, the central problem addressed in this study is the absence of a comprehensive understanding of the interplay among motivation, anxiety, and enjoyment in the English language learning experiences of ESL undergraduate students at public

universities in KPK, Pakistan, and how these experiences are shaped by key demographic variables. Addressing this problem requires examining the levels of these affective variables, their interrelationships, and their variations across demographic groups.

1.3 Operational Definitions of Terms

This section deals with the operational definitions of the terms used in this research.

1.3.1 Motivation

Motivation is “the primary impetus to initiate FL learning and later the driving force to sustain language and often tedious learning process” (Dörnyei, 1998, p. 18). In the context of language learning, motivation is the driving force that determines the effort students put into language acquisition, influenced by both internal and external factors (Dörnyei, 2005). Gardner (1985) characterized second language learning motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985, p. 10).

Motivation is framed as a socially and emotionally embedded process, emphasizing the importance of meaningful interactions and experiences in shaping learners’ drive to learn a language (Henry & Thorsen 2020). According to Zarrinabadi and Khajeh (2021) motivation is influenced by classroom interactions and teacher immediacy behaviors, underscoring the social dimension of language learning motivation.

Motivation, in this study, is defined as a combination of intensity, desire, and attitude toward learning ESL. It is assessed using a questionnaire adapted from previous research, with appropriate modifications made to address the specific aims and scope of this research.

1.3.2 Anxiety

Anxiety is a feeling connected with an unpleasant internal state, often linked to fear or a lack of clarity (Stein & Walker, 2002). The internal feeling of tension, apprehension, nervousness, and fear linked to the stimulation of the autonomic nervous system (Spielberger, 1983). An adverse emotional condition characterized by feelings of discomfort and a sense of strain (Spielberger, 1983; Stein & Walker, 2002; Waninge, 2015). Spielberger (2010) defined anxiety as an emotional state characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. According to Barlow (2002), anxiety is the anticipation of future threats or danger, often accompanied by hypervigilance and physical symptoms like a rapid heartbeat. These definitions emphasize the emotional, cognitive, and physical components of anxiety, highlighting its anticipation of future threats.

In this study, anxiety is defined as an emotional state characterized by tension, pressure, and negative emotions experienced during ESL classroom learning. The assessment is conducted using a questionnaire adapted from previous research, with modifications tailored to align with the specific aims and scope of this study.

1.3.3 Enjoyment

Enjoyment is the emotion developed with positive psychology in learning a foreign or second language. It is defined as when an individual not only fulfils their requirements but also exceeds them to achieve an unanticipated or astonishing outcome (Csikszentmihalyi, 2008). While enjoyment may arise only from engaging in an activity or accomplishing a task, enjoyment has more dimensions, including intellectual engagement, intensified concentration, and ideal challenge (Boudreau et al., 2018). According to Dörnyei and Csizér (2011), Enjoyment in language learning is seen as a positive emotional experience that enhances motivation and engagement. It arises from meaningful interaction,

success in learning tasks, and a supportive learning environment. Shao, Pekrun, and Loderer (2016) provided a definition of enjoyment as; it refers to the positive emotions learners feel when they are actively engaged in learning tasks, find the material interesting, and perceive progress in their skills. Enjoyment in language learning is a complex emotional experience that combines high levels of pleasure and fun with a sense of accomplishment. It can positively influence a learner's willingness to communicate and overall performance (Dewaele & MacIntyre, 2014). These definitions highlight the emotional and cognitive dimensions of enjoyment, emphasizing its role in boosting motivation, engagement, and success in language learning.

In the current research enjoyment is defined as, a positive state where challenges and skills are aligned well, learning in a positive environment and feeling proud of success in learning ESL. It is evaluated through the Foreign Language Enjoyment Scale (hereafter, FLES), designed by Dewaele and MacIntyre (2014), with necessary adjustments made to suit the particular goals and framework of this study.

1.3.4 ESL Learners in Pakistan

Second language learners are individuals who are developing their skills in a language that is not their native or first language. This usually happens in situations where the second language is used for communication, education, work, or other reasons. Second language learners can be of different ages, backgrounds, and levels of experience in language learning, but they all have the same objective of becoming skilled in a language that is not their mother tongue. The term is sometimes used interchangeably with “second language learners” or “foreign language learners” depending on the particular context of language acquisition (Hawkins, 2019).

In the current study ESL learners are Pakistani undergraduate learners at Public universities learning ESL.

1.4 Research Aim, Objectives, and Questions

1.4.1 Research Aim

This study aims to investigate the interplay of motivation, anxiety, and enjoyment among Pakistani ESL undergraduate learners, focusing on their levels, relationships, and variations across demographic characteristics.

1.4.2 Research Objectives

1. To identify the levels of motivation, anxiety, and enjoyment among Pakistani undergraduate ESL learners.
2. To determine the relationships among motivation, anxiety, and enjoyment among these learners.
3. To examine significant differences in the levels of motivation, anxiety, and enjoyment among these learners based on their demographic characteristics (university affiliation, age, gender, academic major, father's education level, and mother's education level).

1.4.3 Research Questions

1. What are the levels of motivation, anxiety, and enjoyment among Pakistani undergraduate ESL learners?
2. How are motivation, anxiety, and enjoyment interrelated among the learners?
 - i. What is the relationship between motivation and anxiety?
 - ii. What is the relationship between motivation and enjoyment?

- iii. What is the relationship between anxiety and enjoyment?
- 3. Are there significant differences in the motivation, anxiety, and enjoyment among these learners based on demographic variables?
 - i. Are there significant differences in the level of motivation based on the demographic characteristics?
 - ii. Are there significant differences in the level of anxiety based on the demographic characteristics?
 - iii. Are there significant differences in the level of enjoyment based on the demographic characteristics?

1.4.4 Research Hypothesis

Since empirical evidence in the Pakistani ESL context is limited, this study adopts non-directional (two-tailed) hypotheses. The hypotheses are presented in an umbrella format to avoid redundancy while ensuring full alignment with the research objectives and questions.

a) Relationships among Motivation, Anxiety, and Enjoyment

1. H_{01} : There is no significant relationship among motivation, anxiety, and enjoyment among Pakistani ESL learners.

2. H_{11} : There is a significant relationship among motivation, anxiety, and enjoyment among Pakistani ESL learners.

b) Differences in Motivation by Demographic Characteristics

3. H_{02} : There are no significant differences in the level of motivation among Pakistani ESL learners based on demographic characteristics.

4. H₁₂: There are significant differences in the level of motivation among Pakistani ESL learners based on demographic characteristics.

c) Differences in Anxiety by Demographic Characteristics

5. H₀₃: There are no significant differences in the level of anxiety among Pakistani ESL learners based on demographic characteristics.

6. H₁₃: There are significant differences in the level of anxiety among Pakistani ESL learners based on demographic characteristics.

d) Differences in Enjoyment by Demographic Characteristics

7. H₀₄: There are no significant differences in the level of enjoyment among Pakistani ESL learners based on demographic characteristics.

8. H₁₄: There are significant differences in the level of enjoyment among Pakistani ESL learners based on demographic characteristics.

1.5 Significance of the Study

The study holds substantial theoretical and practical significance in the field of SLA. Its theoretical value lies in advancing the understanding of the emotional factors like motivation, anxiety, and enjoyment, that significantly influence language acquisition. By integrating Gardner's Socio-Educational Model (hereafter, SEM) (1985, 2005), Horwitz, Horwitz, and Cope (1986) FLA theory, and Positive Psychology theory, this research offers a robust framework for exploring these concepts in the underrepresented context of Pakistani learners. This demographic, often overlooked in SLA research, provides a unique perspective that challenges and expands the applicability of established theories to diverse cultural environments.

The study underscores the interplay of motivation, anxiety, and enjoyment, shedding light on their collective impact on language learning. It enhances theoretical models by incorporating emotional and cultural aspects, addressing critical gaps in the literature, particularly the influence of positive emotions on learning English in ESL contexts.

In practical terms, the study equips educators, curriculum developers, and policymakers with actionable insights. By emphasizing positive emotional engagement and reducing anxiety. These include creating supportive classroom environments, utilizing interactive and creative activities, and aligning curricula with learners' emotional needs. Furthermore, the findings support the development of policies that prioritize enjoyment as a key component of ESL education, enhancing both learner motivation and overall language proficiency.

The methodological rigor of the study, demonstrated through statistical analyses, establishes a reliable basis for future research. This enhances the empirical understanding of emotional dynamics in SLA, offering a foundation for interventions aimed at improving educational outcomes. Overall, the study serves as a critical contribution to educational psychology and ESL research, promoting a holistic approach to language education that prioritizes both proficiency and emotional well-being.

1.6 Chapter Summary

This chapter commences with an overview of globalization's influence on communication, highlighting the significance of English as a global lingua franca. This chapter examines the significance of motivation, anxiety, and enjoyment in SLA, specifically for English learners in Pakistan. It offers a geographical overview of Pakistan, addressing the nation's multilingual composition, the status of English as an official language, and its significance in education and governance. It underscores the obstacles

encountered by learners in mastering English, encompassing society and educational system constraints. The chapter further delineates the importance of English for professional development and academic pursuits. Next, the statement of problem examines the impact of motivation, anxiety, and enjoyment on language learning results, contending that these emotional elements have been inadequately investigated in ESL settings such as Pakistan. The chapter delineates essential terms including motivation, anxiety, and enjoyment, which constitute the fundamental themes of the research. Finally, the chapter delineates the research aims, objectives, and questions, underscoring the necessity to examine these emotional components and their interrelations. The chapter finishes by acknowledging the theoretical, practical and methodological importance of this study in improving the comprehension of ESL learners and influencing educational policy and practices.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The literature review provides an extensive overview of key theoretical frameworks, particularly Gardner's SEM, Horwitz, Horwitz and Cope's theory of FLA and the positive psychology theory, to explore motivation, anxiety, and enjoyment in second language learning. It emphasizes the intricate interplay among these variables and their implications for linguistic proficiency. Organized into distinct sections, the review defines critical concepts, examines data collection tools like Gardner's Attitude/Motivation Test Battery (hereafter, AMTB) and the FLES and analyzes their application across diverse cultural settings, especially in ESL contexts like Pakistan. The literature review synthesizes various theoretical and empirical studies, highlighting patterns, trends, and gaps in research while identifying underexplored areas to justify the current study's relevance. It integrates definitions and perspectives on motivation, anxiety, and enjoyment, ensuring a comprehensive methodological approach, and provides insights for educators and policymakers to enhance language teaching practices. By bridging theory and practice, the review situates the research within broader academic and practical domains, driving the study's design and contributions to second language learning.

2.2 Key Concepts

2.2.1 Motivation

Motivation is a multifaceted construct that has been defined in various ways by different researchers. Within the context of SLA, motivation refers to the desire, effort, and favourable attitude towards learning a new language. Gardner and Lambert (1972) described

motivation as the amalgamation of effort plus desire to attain proficiency in the language, along with favourable attitudes towards learning the language. Many theorists from different disciplines have proposed the majority of the accepted definitions of motivation in the field of SLA. Earlier studies, such as Weiner's (1990) behavioral framework and Piaget's cognitive theory (1970s), laid the foundation for understanding motivation, but these approaches are now largely referenced for historical context rather than current application in SLA. This concept replaced behavioural pattern. According to this theory motivation was defined as “ built-in unconscious striving towards more complex and differentiated development of the individual's mental structure” (Oxford & Shearin, 1994, p. 23). Motivation has long been recognized as a critical factor in SLA (Darvin & Norton 2023; Dörnyei, 1998; Khan & Takkac, 2021; Neols et al., 2003; Orio, 2013; Wen 2018). Motivation is a critical determinant of success in learning a second language , often outperforming other factors such as linguistic ability and personality traits in predicting proficiency (Genc, 2023). Researchers have distinguished between Intrinsic motivation, inspired by internal benefits such as happiness and personal accomplishment, and extrinsic motivation, propelled by external incentives like grades or recognition. Additionally, integrative motivation, which involves a desire to integrate with the culture of the language community, and instrumental motivation, which is motivated by tangible advantages such as professional development, are key types of motivation in SLA. Based on these definitions by different researchers, motivation is defined for the current study as, a combination of intensity, desire, and a positive attitude toward learning ESL.

2.2.2 Anxiety

Anxiety in the context of ESL learning relates to the sensations of tension, apprehension, and nervousness associated with the process of acquiring a new language

(Spielberger, 1983). It is a significant affective factor that can negatively impact a learner's progress and performance. Spielberger (1983) defined anxiety as a personal feeling of tension, apprehension, nervousness, and worry linked to the activation of the autonomic nervous system. This definition highlights the physiological and emotional components of anxiety, making it clear that anxiety is a multifaceted experience that affects both mind and body. In the context of ESL learning, this theory suggests that anxiety may appear as physical symptoms, including faster heart rate and sweating, which can further exacerbate the feeling of nervousness and negatively impact language learning. In second language learning, anxiety can manifest as test anxiety, fear of negative evaluation, and communication apprehension. These types of anxiety can impede a learner's skill to efficiently assimilate language input and produce language output (MacIntyre & Gregersen, 2012). Empirical studies have shown that elevated anxiety levels are frequently correlated with poor linguistic proficiency, making it a crucial variable to consider in ESL education and has an adverse impact on the learner's advancement in learning a second language (An & Li, 2024; MacIntyre & Gregersen, 2012; Ni, 2012; Wang et al., 2023; Wu, 2024). According to Stein & Walker, (2002), it is a state that is called an uncomfortable internal state and usually it is related to uncertainty or the unknown.

Anxiety is linked to expressions such as uneasiness, inferiority, stress, and panic, which describe feelings of apprehension, anxiety, bewilderment, and anger (Waninge, 2015). It is distinguished from fear, which is a reaction to an immediate threat. Anxiety is a cognitive state that involves exaggerated perceptions of danger and uncertainty, often leading to distorted thinking patterns and avoidance behavior (Clark & Beck, 2010). Furthermore, Hofmann and DiBartolo (2014) provided a definition of anxiety as a future-oriented emotion, where a person exaggerates the probability of adverse occurrences and

undervalues their capacity to manage them. It manifests in both psychological and physiological symptoms.

MacIntyre and Gardner (1994) conceptualized language anxiety as a unique sort of anxiety pertinent to the language acquisition context. According to them it refers to the sensation of anxiety and apprehension primarily linked to second language situations, encompassing speaking, listening, reading, and writing. Their study indicates that language anxiety is a substantial predictor of linguistic performance, often resulting in lower proficiency levels. They additionally presented the notion of “communication apprehension,” which refers to the fear or anxiety experienced when speaking or listening in the target language. Anxiety is described in this study as an emotional state in ESL classroom learning that includes sensations of unpleasant tension, a feeling of strain, and negative emotions.

2.2.3 Enjoyment

Enjoyment, especially Second Language Enjoyment (SLE), represents the positive emotional aspect of language learning (Thumvichit, 2022; Zeng, 2021). It is associated with feelings of joy, satisfaction and accomplishment derived from engaging in language learning activities. Enjoyment has been found to be psychologically beneficial and motivating, leading to increased involvement and passion for learning (Dewaele et al., 2018; Dewaele & MacIntyre, 2014; Lee & Lee, 2021). Positive emotions like enjoyment can enhance cognitive functions and resilience, contributing to better learning outcomes. The presence of enjoyment during the process of learning can mitigate the effects of anxiety and reinforce motivation, creating a positive feedback loop that promotes sustained engagement and success in language learning. Enjoyment continues to be a critical factor in language learning, with recent research emphasizing its positive impact on student engagement and

proficiency. Minderman et al. (2024) investigated FLE among Indian ESL students, finding that lower levels of anxiety correlate with higher levels of enjoyment, suggesting that creating a low-anxiety environment is crucial for fostering enjoyment and success in language learning.

Enjoyment is associated with positive psychology and refers to the favourable emotional condition that learners encounter when their needs are met and when they are effectively involved in the learning process. MacIntyre and Gregersen (2012) introduced the concept of positive psychology into the domain of learning a second language, highlighting the role of positive emotions in enhancing learning. Second Language Enjoyment (SLE) is characterized by feelings of joy, satisfaction, and accomplishment that arise from engaging in language learning tasks. Enjoyment is not merely the absence of negative emotions like anxiety but a distinct positive emotion that can drive learners to exceed their expectations and achieve more than they initially thought possible (MacIntyre & Gregersen, 2012). The FLES, developed by Dewaele and MacIntyre (2014), assesses learners' enjoyment in classroom contexts. Its subscales; private, social, and environmental enjoyment, capture emotional responses to language learning and are explained once here to prevent redundancy. Enjoyment is crucial for cultivating an encouraging and inspiring educational atmosphere, which can lead to better engagement and higher levels of language proficiency. For the current research enjoyment is defines as a positive feeling related to language learning environment, pride and a state where skills are aligned well.

2.3 Theoretical Framework

This research employs Gardner's SEM, Horwitz, Horwitz, and Cope's FLA theory, and the Positive Psychology theory using MacIntyre and Dewaele's FLES to explore the

levels of motivation, anxiety, and enjoyment, their interrelationships, and the impact of demographic factors on these variables.

2.3.1 Socio-Educational Model

The SEM, developed by Robert Gardner in 1985, is a prominent framework for understanding the role of motivation and socio-psychological factors in SLA. It highlights the interplay between individual differences, such as motivation, anxiety, and attitudes, alongside social and cultural factors that affect language learning success. Gardner identified motivation as central to the model, comprising three components: motivational intensity, desire to learn the language, and attitudes toward the learning situation. Language anxiety, as explored by Gardner and MacIntyre (1994), was also found to significantly impact learners' ability to communicate and acquire language skills, reinforcing the need to address emotional factors in SLA.

The SEM further emphasizes the importance of social context and attitudes towards the target language community, as these significantly influence motivation and language learning outcomes. Positive sentiments towards instructors, peers, and the learning environment were associated with enhanced motivation and performance, as confirmed by Masgoret and Gardner (2003). The AMTB (Gardner, 1985) serves as a foundational motivational framework in this study, aligning with the SEM to understand learners' attitudes, intensity, and desire.

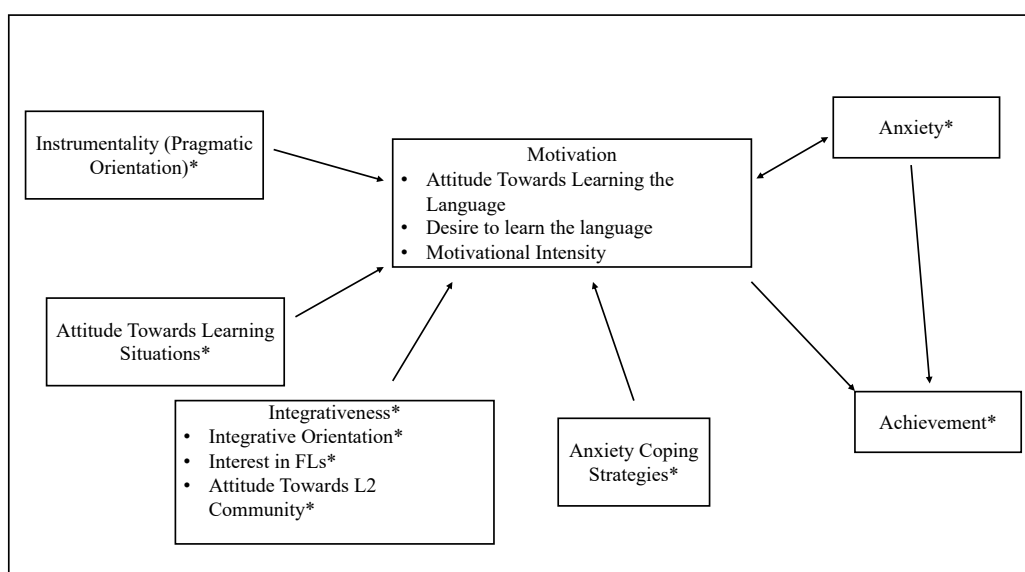


Figure 2.1: Gardner's Socio-Educational Model (1985, 2005)

*Not included in this study

The SEM's first component, external influences, focuses on two factors; motivators and history, that might influence language acquisition. History refers to the social and individual factors that the learners carried with them, such as their sociocultural environment and family history, that might affect their acquisition of a second language. According to Gardner (2001), the integrativeness idea emphasizes the importance of the early history of learners. Conversely, motivators are educators who may help students acquire a language by inspiring them, and this factor directly influences students' attitudes toward the learning environment. Integrativeness and attitudes toward the learning situation are being influenced, respectively, by each of these characteristics. The individual difference component, which consists of (a) Integrativeness, (b) Attitudes toward the Learning Situation, and (c) Motivation, is covered in the second part. Three factors make up the latent construct of integrativeness: Interest in FLs, Integrative Orientation, and Attitudes Toward the Language Community . Integrativeness is a term used to describe group-related affective

reactions. It describes an individual's desire and ability to adopt important traits from the target language group, such as their language and culture, as part of their own behavioural repertoire. It also describes their desire to interact with speakers of the target language.

Attitude towards the learning situation, the second variable, is the affective reaction to any aspect of the class and could be assessed in terms of class atmosphere, the quality of the materials, availability of materials, the curriculum, the teacher etc. The type of learning environment, a committed knowledgeable instructor, an engaging curriculum, well-thought-out lesson plans, and significant evaluation, will affect how motivated a student is (Rehman, 2024; Wiseman & Hunt, 2013).

The motivational factor is the third variable. Three elements are considered to be part of motivation: (a) Attitude towards Learning the Language; (b) Desire (Reading, Writing, Listening and Speaking Skills); and (c) Motivational Intensity.

Gardner's SEM also examines the influence of anxiety on language acquisition, specifically underscoring the detrimental effects of language learning anxiety on performance. Multiple research, especially those employing instruments such as Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (hereafter, FLCAS), have shown that learners with elevated levels of anxiety have more difficulties in activities such as speaking, listening, and engaging in class activities. Although Gardner's approach correctly recognizes anxiety as a major obstacle to language acquisition, its conceptualization of anxiety has been criticized for being too generic. By incorporating both cognitive and affective domains, this model enables researchers to develop targeted interventions and teaching strategies that align with learners' motivational profiles, ultimately enhancing learning outcomes. Thus, adopting the SEM in research ensures a holistic understanding of language acquisition processes.

Gardner's SEM remains a foundational framework for understanding how motivation interacts with social and contextual factors in language learning. It has been extensively validated in diverse educational contexts, including recent work by Alrabai (2022) and Liu and Thompson (2023), which reaffirm its applicability in explaining learners' attitudes, integrativeness, and motivational intensity in ESL settings.

2.3.2 Horwitz, Horwitz and Cope's Theory of FLA

Horwitz, Horwitz, and Cope (1986) integrated the concepts of "anxiety transfer" and "unique anxiety," presenting FLA as a situationally specific construct distinct from other anxiety forms. They conceptualized FLA as "a phenomenon related to but distinguishable from other specific anxieties" (p.129). Horwitz et al. (1986) defined language learning anxiety as "a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning, arising from the uniqueness of the language learning process" (p. 128). This framework subcategorizes FLA into communication apprehension, test anxiety, and fear of negative evaluation, which collectively elucidate the complexity of anxiety experienced in language learning contexts.

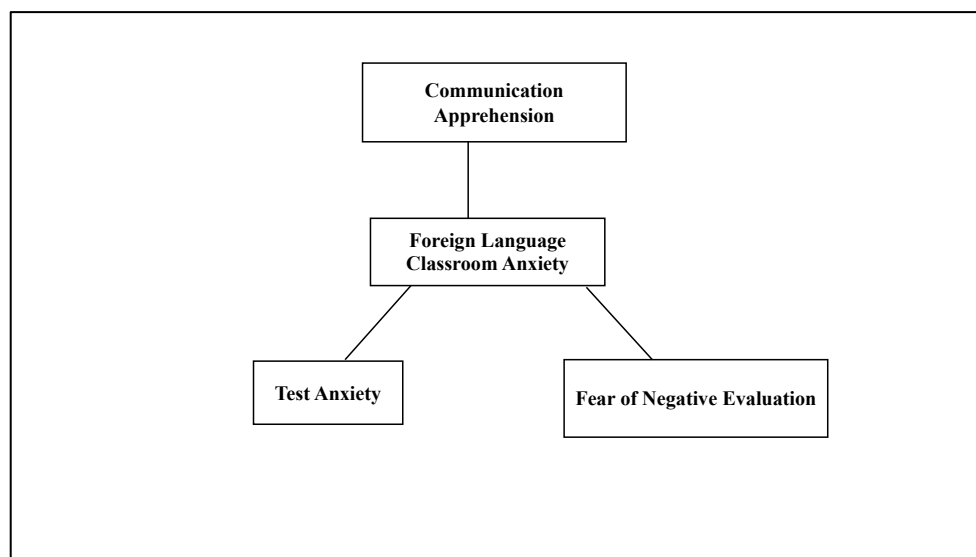


Figure 2.2: Horwitz, Horwitz and Cope's (1986) Theory of FLA

Communication apprehension is the uneasiness that arises from engaging in communication or listening to others, stemming from an inability to convey ideas or thoughts accurately. Individuals with communication apprehension may struggle to communicate thoughts in group settings and may also find it challenging to comprehend or acquire spoken language. This anxiety is likely to be exacerbated in a classroom environment where students' performance in foreign language acquisition is continuously assessed and where learners possess less control over the linguistic context (Horwitz et al., 1986).

Test anxiety, defined as nervousness over evaluative situations, originates from a fear of failure (Sarason, 1986). In the Foreign/Second language classroom, this type of anxiety encompasses regular tests and competence evaluations. It overlaps with reading and writing anxiety, as kids encounter pressure to excel in language comprehension activities and written evaluations. This anxiety frequently results in frustration, as learners view their gradual advancement as insufficient when compared to rigorous requirements (Duan et al., 2023; Horwitz et al., 1986; Yu et al., 2021).

Fear of negative evaluation extends beyond test-taking situations, encompassing broader evaluative contexts such as class participation and peer interaction. This anxiety particularly affects speaking and listening activities, where students anticipate critical judgment from instructors and peers. Furthermore, it overlaps with writing and reading anxieties in tasks requiring public presentation or critique, amplifying students' reluctance to engage.

The tripartite model proposed by Horwitz et al. (1986) underscores the intertwined nature of classroom, reading, writing, listening, and speaking anxieties within the framework of FLA. The FLCAS (Horwitz et al., 1986) theoretically underpins the concept of language learning anxiety in this study.

Horwitz's FLA theory remains the most widely applied and cited model for investigating anxiety in language learning, as reflected in recent empirical studies such as those by Hajiyeva (2024) and Yu (2024), both of which utilized the FLCAS to assess anxiety in contemporary ESL/EFL contexts. The theoretical contributions of Horwitz et al. have profoundly shaped the discourse on language learning anxiety, providing a nuanced understanding of how specific anxieties interplay to impact learners' performance in diverse classroom activities.

2.3.3 Positive Psychology

Positive psychology, pioneered by Seligman (2000), focuses on well-being and strengths rather than deficits. In SLA, it underscores the importance of fostering positive emotions like enjoyment to enhance learning outcomes (MacIntyre & Gregersen, 2012). In 1998, while serving as president of the American Psychological Association (APA), Seligman underscored the necessity of transitioning from an exclusive emphasis on treating mental disease to fostering mental health and well-being. He presented the PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) to summarize the fundamental components of well-being. Positive psychology has been implemented in diverse contexts, such as education, therapy, professional settings, and personal growth (Chodkiewicz & Boyle, 2017; Duckworth et al., 2005; Linely & Joseph, 2004; Lytle et al., 2014; Owens et al., 2019). It promotes the instruction of resilience and optimism in students. In therapy, it enhances conventional approaches by assisting clients in using their strengths (Alam, 2022; Chu, 2022; Kristjánsson, 2012; Noble & McGrath, 2014).

Positive psychology, introduced by Martin Seligman and colleagues, concentrates on the examination of positive emotions, strengths, and elements that facilitate human development (Seligman et al., 2009). In the realm of education, and specifically in ESL

learning, positive psychology emphasizes the importance of fostering positive emotions like enjoyment, which can significantly impact learning outcomes. Enjoyment in language learning is associated with elevated levels of involvement, motivation, and resilience. The interventions of positive psychology in the classroom can include creating a supportive learning environment, incorporating activities that promote positive emotions, and recognizing students' achievements to boost their confidence and enjoyment.

Positive emotions, including enjoyment, play a critical role in the cognitive and motivational aspects of learning. According to Fredrickson's Broaden-and-Build Theory (2004), positive emotions broaden individuals' thought-action repertoires, encouraging creative and flexible thinking, and develop their sustainable individual resources, such as resilience and social connections. In ESL learning, positive emotions can reduce the affective filter, a concept introduced by Krashen (2008), allowing learners to absorb and process language input more effectively. Positive emotions also enhance motivation, making learners more willing to take risks and engage in communication, which are essential for language development.

The classroom environment and the teacher's role are crucial in fostering enjoyment in language learning (Dörnyei & Christine, 2019; Li, 2023). A positive, supportive, and interactive classroom atmosphere can significantly enhance students' enjoyment and engagement. Teachers who create engaging and varied activities, show enthusiasm for the subject, and provide positive feedback can increase students' enjoyment and motivation (Hellin et al, 2023). Studies have shown students who see their instructors as supportive and their classroom environment as positive are more inclined to encounter higher level of enjoyment and, consequently, achieve better learning outcomes.

The relationship between positive psychology and the acquisition of foreign languages is attracting attention, especially regarding learner feelings like enjoyment (Dewaele et al., 2019; Dewaele & MacIntyre, 2016; Dewaele et al., 2018; Jin & Zhang, 2022). Positive psychology, emphasizing the enhancement of strengths and the promotion of well-being, is well-suited to language acquisition (MacIntyre, 2016). Studies indicate that emotions significantly influence language acquisition (Fraschini & Tao, 2024; Kushkiev, 2019; Li et al., 2021; Richards, 2022; Saito et al., 2018; Shao et al., 2019). Positive emotions such as enjoyment, passion, and interest can augment motivation, foster engagement, and elevate the probability of achievement (Shao et al., 2020). By prioritizing positive psychological principles, educators may cultivate environments that enhance student confidence, motivation, and reduce anxiety (Alam, 2022).

Studies indicate that enjoyment in language acquisition correlates with enhanced motivation, elevated engagement rates, and improved linguistic competency. Students who derive greater enjoyment have more inclination to participate profoundly during the process of learning, pursue chances for language practice, and persist despite difficulties (Alarabai 2022; Ramzan & Javaid, 2023). Studies have shown that FLE is a distinct and significant factor that can coexist with FLA but operates independently to positively influence language learning. High levels of enjoyment are linked with increased language use, better classroom participation, and overall improved language proficiency.

The amalgamation of positive psychology with language acquisition, especially via constructs such as the FLES, underscores the significance of emotional well-being in academic achievement (Li & Zhang, 2024; Wei, 2024). An affirmative and enjoyable educational atmosphere can substantially enhance student motivation, engagement, and overall competence in a foreign language (Derakhshan et al., 2022; Ramzan & Javaid, 2023).

2.4 Conceptual Framework for the Current Study

This study conceptualizes the emotional and motivational experiences of ESL learners by interrelating three major frameworks: Gardner's SEM, Horwitz et al.'s FLA theory, the Positive Psychology theory (focusing on SLE).

The present study focuses on three core constructs; motivation, anxiety, and enjoyment, as key emotional and psychological factors influencing ESL learning. Motivation is defined as a combination of desire, intensity, and a positive attitude toward learning ESL. It is guided by Gardner's SEM (1985), which emphasizes three primary components: the learner's desire to learn, attitude toward the learning situation, and motivational intensity.

Anxiety is characterized as a negative emotional state marked by apprehension and nervousness experienced in ESL contexts. It is conceptualized through Horwitz et al.'s (1986) FLA theory, which identifies five specific dimensions of anxiety: overall classroom anxiety, reading anxiety, writing anxiety, listening anxiety, and speaking anxiety.

Enjoyment, on the other hand, refers to a positive affective state that includes feelings of pride, engagement, and satisfaction within the ESL classroom. Rooted in Positive Psychology (Seligman, 2000; Dewaele & MacIntyre, 2014), enjoyment in second language learning is linked with creativity, a sense of pride, and a positive classroom environment. These three constructs, motivation, anxiety, and enjoyment, form the emotional foundation of the study's conceptual framework.

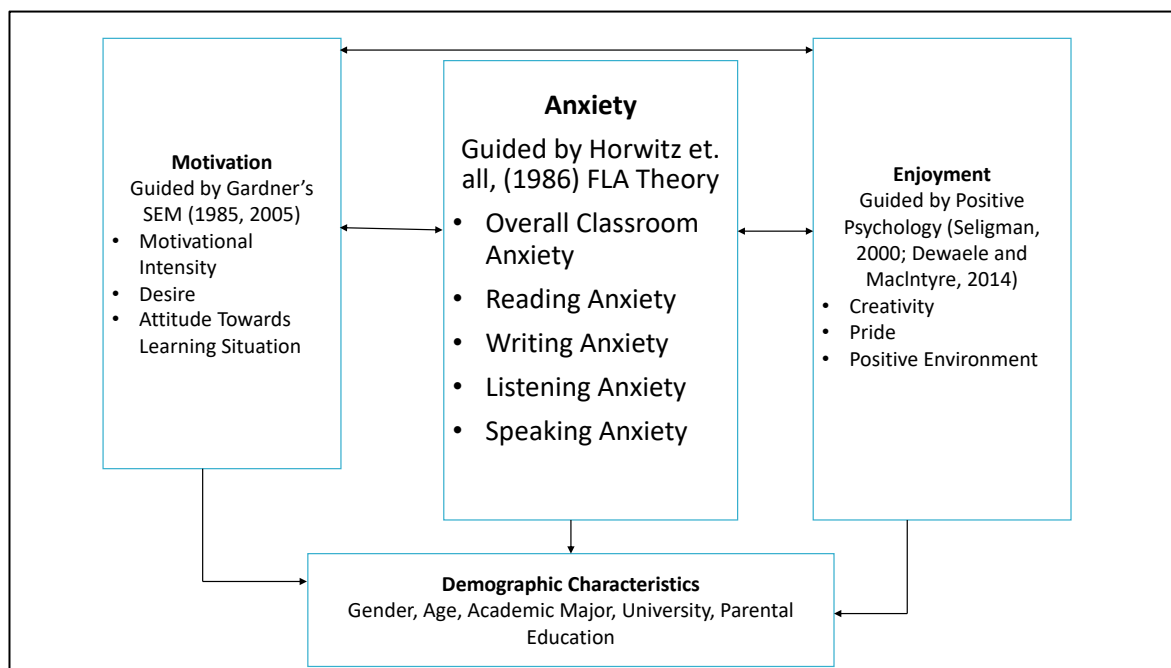


Figure 2.3: Conceptual Framework

2.5 Past Studies in ESL Context

2.5.1 Level of Motivation, Anxiety, and Enjoyment

Gardner's continued work in this area, including the evolution of the AMTB in 1985, provided a comprehensive tool for measuring different motivational factors. The AMTB assesses integrativeness, attitudes towards the learning environment, language anxiety, and other attributes, solidifying the understanding that motivation is multifaceted and deeply intertwined with attitudes and emotional states.

Motivational intensity, a core component of SLA, reflects the level of effort learners invest in language learning activities. Gardner (1985) identified it as a critical dimension of motivation, distinguishing between the desire and the actual effort exerted in language tasks. Researchers emphasize the significance of motivational intensity in predicting language achievement, suggesting that its absence often results in inconsistent progress despite other favorable learning conditions (Dörnyei, 2005).

In a meta-analysis conducted by Masgoret and Gardner (2003), data were gathered from 75 studies involving over 10,000 participants. The researchers used self-report questionnaires, such as the AMTB, to measure learners' motivational intensity, alongside language proficiency assessments. Results indicated a strong correlation between motivational intensity and language success ($r = 0.30$). The findings revealed that learners with high motivational intensity often participated more in language activities and exhibited greater resilience in overcoming challenges. The study underscored the need to foster effort-based engagement in language classrooms to optimize learning outcomes.

The desire in second language learning is an affective dimension of motivation, encapsulating learners' aspirations and willingness to acquire linguistic proficiency. Dörnyei (1998) investigated the desire for learning a second language using a sample of 200 university students enrolled in EFL programs in Hungary. A mixed-methods approach was employed, incorporating quantitative surveys and qualitative interviews. The surveys measured learners' integrative and instrumental orientations, while the interviews explored personal motivations. The results showed that the desire was significantly influenced by learners' perceptions of the target language community and practical utility, with 68% of participants citing integrative motivation as their primary driver. The study concluded that the desire enhances self-regulation, leading to improved performance and reduced dropout rates.

Al-Othman and Shuqair (2013) reported a positive link between motivational desire and ESL proficiency in Kuwait, attributing learners' competence to their strong aspirations for personal and professional advancement. However, their reliance on self-reported data and the focus on Gulf nations with distinct sociopolitical dynamics limit the generalizability of their findings to other contexts. Unlike the current study, they did not explore how

motivation interacts with anxiety or enjoyment, nor did they address the implications of linguistic hierarchies in postcolonial societies like Pakistan. By incorporating these affective variables within the Pakistani ESL context, the current research offers a more holistic and context-sensitive understanding of language learning motivation and its interrelation with emotional experiences. This approach addresses the limitations of earlier studies by examining the combined effects of motivation, anxiety, and enjoyment in shaping ESL learners' engagement and proficiency.

Quenta-Condori et al. (2024) highlighted the predictive power of motivation and attitudes on perceived English proficiency among Peruvian students using SEM, but their model was restricted to attitudinal variables without accounting for emotional constructs like enjoyment or anxiety. The present study extends this work by integrating affective factors, providing a more comprehensive analysis of what influences language achievement, particularly in emotionally and socially complex learning environments such as Khyber Pakhtunkhwa.

Wang et al. (2022) examined factors affecting motivational intensity among 208 university students in Hong Kong. Their SEM analysis revealed that personal factors (daily English-learning time and stage of English learning), family factors (monthly household income and parental attitudes), and school factors (English learning engagement and satisfaction) significantly influence motivational intensity. Additionally, motivational intensity indirectly affected students' intrinsic interest through their attitudes toward native English speakers. The study did not explore the emotional outcomes of these influences. This study builds on their findings by not only considering demographic determinants but also examining how motivation interacts with anxiety and enjoyment to affect ESL learners' performance.

The desire for learning a second language remains a critical component of language acquisition. A bibliometric analysis by Al-Hoorie (2017) reviewed trends in language learning motivation research, emphasizing the significance of learners' intrinsic desire and self-determination in successful language acquisition. The analysis underscored that a strong personal desire is associated with higher levels of engagement and achievement in language studies.

Research by Csizer and Kormos (2009), primarily investigates the motivational elements influencing language acquisition among Hungarian students. The researchers utilized a longitudinal survey methodology, gathering data using questionnaires. The questionnaires evaluated the students' motivation levels and linguistic attitudes. The findings indicated learners exhibiting high motivation and favourable language attitudes regularly displayed enhanced involvement in language learning. This group exhibited greater persistence in their language practice and effectively addressed language anxiety compared to their less driven counterparts. The research emphasized the significance of cultivating motivation to improve learning results in language teaching.

Lamb (2017) examined motivational factors influencing Indonesian school students' English learning. He employed a mixed-methods approach to explore motivational factors influencing English learning among Indonesian school students. Data was collected from 300 students and the data collection involved a combination of surveys and interviews, allowing for both quantitative and qualitative analysis of students' motivations. The survey was designed to assess various motivational dimensions, including intrinsic and extrinsic motivation, attitudes toward the English language, and students' desire for English proficiency. They identified that the ideal L2 self and international posture played crucial roles in their motivation. Students who viewed English as important for their future careers

and international communication were more motivated to learn the language. This highlights the significance of integrating global perspectives and future-oriented goals into language education to enhance student motivation. Their research was based in relatively resource-rich and culturally homogenous settings. In contrast, the current study investigates these motivational dynamics in under-resourced Pakistani universities, offering a critical perspective on how structural constraints may shape or limit the realization of ideal L2 selves.

Henry and Thorsen (2018) conducted a study on Swedish upper secondary students, focusing on the attitude towards classroom environment, specially the influence of motivational strategies. This study utilized a quantitative survey method. Their research found that specific teacher behaviors, such as providing constructive feedback, creating a supportive classroom environment, and employing engaging teaching methods, significantly boosted students' motivation level. Additionally, the research indicated that learners' motivation was positively affected by teachers' efforts to connect language learning with students' personal interests and future goals. This underscores the importance of teacher-student interactions and personalized teaching approaches in fostering motivation.

Lamb and Wedell (2015) investigated the attitude towards learning environment of the learners in Vietnam. The study involved a sample of learners from various educational institutions across Vietnam, representing different age groups, education levels, and geographical regions. The research included both quantitative and qualitative data collection techniques to achieve a thorough grasp of learners' viewpoints. Quantitative data were collected via a standardized questionnaire, focusing on factors such as the learners' comfort levels, available resources, and comprehensive satisfaction with the learning environment. Furthermore, qualitative data were obtained via semi-structured interviews, allowing the

researchers to gain in-depth insights into learners' individual experiences, expectations, and specific challenges they faced in their educational settings. focusing on the critical role of teacher-student relationships in fostering motivation. Their study revealed that teachers who built strong, supportive relationships with their students and employed culturally relevant teaching methods were more successful in motivating their students. The research emphasized the importance of understanding the local context and students' backgrounds in designing effective motivational strategies. This highlights the role of culturally responsive teaching in enhancing student engagement and motivation.

Attitudes toward language learning continue to be a focal point in recent studies. A 2022 bibliometric analysis by Pei and Zhang examined variables affecting language learning motivation, identifying attitudes as a significant factor influencing learners' motivation and proficiency. The study highlighted that positive attitudes toward the target language and its culture enhance motivation, leading to better learning outcomes.

Recent studies offer significant insights into the intricate and multidimensional nature of motivation among ESL learners. They highlight the critical roles of future self-guides, emotional experiences, teacher behaviors, and contextual factors in shaping motivation, offering practical implications for enhancing language learning outcomes through targeted motivational strategies.

In the Pakistani context, studies by Malik and Danish (2020) explored the socio-economic motivations for learning English, highlighting its function as a conduit to enhanced opportunities for employment and social advancement. The research indicates that motivation to learn English in Pakistan is heavily influenced by its status as a language of power and prestige.

The body of research on motivation in ESL learners underscores its critical role in language acquisition. Foundational studies by Gardner and Lambert established key concepts and tools that have been built upon by subsequent research. Contemporary studies have introduced new theoretical frameworks and highlighted the context-dependent nature of motivation. Understanding these key studies offers significant insights for educators and scholars seeking to improve motivational tactics and improve language learning outcomes.

Anxiety is another widespread concern in educational environments, and its effects on student learning, especially in SLA, have been thoroughly investigated (Dewaele et al., 2008; Dörnyei, 2014; Griesser, 2022; Horwitz et al., 1986; Yan & Horwitz, 2008). The SEM developed by Gardner acknowledges that anxiety has a detrimental impact on both motivation and performance. Considerable levels of worry, especially anxiety related to language acquisition, can result in less self-assurance and lower engagement in classroom activities (Aldubaikhi, 2023; Hossain, 202; Jin et al., 2021). This kind of anxiety may arise from a pervasive dread of committing errors, experiencing embarrassment, or facing criticism from classmates or teachers. Gardner's approach posits that the reduction of fear and the cultivation of positive attitudes towards language acquisition are crucial factors in augmenting motivation and achieving success.

Horwitz, Horwitz, and Cope (1986) investigated the influence of language anxiety on ESL learning, involving 100 university students enrolled in foreign language classes. The FLCAS was created to measure students' anxiety levels. The research indicated that high anxiety levels substantially impeded students' language ability and diminished their inclination to engage in class activities. This study emphasized the adverse impact of anxiety on learning, underscoring the necessity of tackling emotional obstacles in language instruction.

Horwitz, Horwitz, and Cope's (1986) conceptualization of FLCA is among the most prominent studies in this field. This type of anxiety is marked by worry or nervousness primarily associated with language acquisition and can substantially impede a student's performance in an academic environment. Horwitz et al. (1986) carried out a study in University of Texas in Austin, involved students registered in introduction foreign language courses at the university. The researchers constructed the FLCAS, a self-report tool intended to assess anxiety related to language learning contexts. The research utilized quantitative approaches, employing a scale to gather data on participants' anxiety levels and linking them with their academic performance and engagement in the classroom. The findings indicated that classroom anxiety is frequently influenced by communication apprehension, fear of unfavourable assessment, and test anxiety. These characteristics result in avoidance behaviours, diminished academic performance, and a decreased propensity to engage in classroom activities.

Elkhafaifi (2005) further examined listening anxiety in foreign language learners, recognizing it as a substantial impediment to successful language acquisition. The research took place in an Arabic language classroom at an American university. The participants were 233 students enrolled in Arabic language courses. Elkhafaifi employed a combination of surveys and listening comprehension assessments to evaluate the correlation between listening anxiety and comprehension performance. A revised version of Horwitz's FLCAS was employed to assess listening anxiety. The research employed a correlational approach to investigate the statistical associations between anxiety levels and listening performance outcomes. The results showed that listening anxiety arises when learners get intimidated by the complexity or unfamiliarity of spoken language, particularly when immediate comprehension is necessary. The research further indicated that elevated listening anxiety

can result in inadequate understanding and adversely impact learners' motivation to enhance listening skills. This form of anxiety may be intensified by learners' lack of confidence in their listening skills, leading to a loop of avoidance and poor performance.

An another study by Elkhafafi's (2005), presents the results of the first empirical inquiry into how students' performance in an Arabic course is affected by their general concern about learning a foreign language, as well as the influence of listening anxiety on students' understanding of spoken language. The data was obtained from 233 postsecondary students studying Arabic as a foreign language, through the administration of two anxiety measures and a background questionnaire. A correlation existed between anxiety levels and both final grades and listening comprehension scores. The findings suggested that foreign language learning anxiety and listening anxiety are distinct yet interconnected phenomena, both exhibiting a negative correlation with academic performance. The investigation revealed significant negative correlations between anxiety related to foreign language learning, listening anxiety, and specific demographic factors. These findings indicate that by lowering student anxiety and creating a less stressful classroom atmosphere, instructors and Arabic programs might potentially enhance students' listening comprehension skills and overall academic performance.

Saito, Garza, and Horwitz (1999) examined reading anxiety across multiple universities in the United States. The participants were 383 students studying Japanese, Russian, and French as foreign languages offered at the university level. The researchers developed the Foreign Language Reading Anxiety Scale to find out students' level of reading anxiety. Quantitative methodologies were utilized, using the FLRAS and reading comprehension evaluations to examine the correlation between anxiety levels and reading performance. The findings demonstrating that students reading anxiety is because of

frequently fear misinterpreting texts or confronting novel vocabulary in foreign language contexts. This anxiety usually arises from insufficient confidence in reading comprehension, resulting in the avoidance of reading activities and a hesitance to confront complex literature. Their research shown that reading anxiety, similar to other types of language anxiety, adversely affects achievement and impedes language acquisition.

Cheng (2004) examined the correlation between students' writing anxiety and their apprehensions regarding grammatical precision, structural organization, and assessment. The research was carried out from 433 undergraduate students majoring in English at Taiwanese universities. Cheng created the Second Language Writing Anxiety Inventory (SLWAI) to assess writing anxiety. The research employed a survey methodology to collect self-reported data regarding anxiety levels. Statistical analyses, including factor analysis, were conducted to validate the scale and investigate the link between writing anxiety and writing performance. The results indicated that writing anxiety frequently presents as worry or dread when students have to produce written work, especially in high-stakes contexts such as examinations or public assessments. Cheng's study emphasized that this form of worry can profoundly impact the quality of written work, as students frequently prioritize error avoidance over the clear articulation of ideas. This increased emphasis on precision rather than fluency may inhibit originality and result in diminished performance in writing assignments.

A study by Nurkamto et al. (2021) investigated anxiety levels in 71 undergraduate students from Universitas Kristen Indonesia. Using questionnaires and follow-up interviews, the study identified writing anxiety as the most significant, followed by reading, speaking, and listening anxiety. The researchers emphasized the importance of a relaxed classroom atmosphere to alleviate these anxieties and improve overall engagement and performance.

The studies of anxiety provide a comprehensive understanding of how anxiety manifests, its causes, and its impacts on language learning. These studies highlight the importance of addressing anxiety to create a conducive learning environment that supports language acquisition. By understanding these theories, educators can develop strategies to reduce anxiety and enhance the overall learning experience for ESL students.

Anxiety is a significant affective factor in the setting of ESL learning, impacting learners' progress and performance. Various empirical research work has examined the manifestations, causes, and the impact of anxiety in language learning, providing insights into how it influences ESL learners.

Liu and Huang (2023) explored speaking anxiety among 76 sophomore English majors at Xi'an International Studies University, China. They employed the English Anxiety Scale and the English-Speaking Anxiety Influencing Factors Scale to assess anxiety levels. Results indicated moderate anxiety, with speaking and listening being the most challenging areas. The study also highlighted self-efficacy and confidence as critical factors influencing anxiety, suggesting the need for interventions that strengthen learners' belief in their abilities.

Empirical research has demonstrated the widespread influence of anxiety on ESL learners. Research conducted by Bailey (1983) through diary studies of language learners revealed that anxiety mostly stemmed from negative self-comparison with peers. The pupils experienced a reduction in anxiety when they believed they were functioning satisfactorily and were capable of competing with their classmates. Saito et al. (1999) presented empirical evidence demonstrating the influence of anxiety on students' reading skills. They proposed that the unfamiliarity with the new writing system might be the underlying factor contributing to reading anxiety.

Conducting research in particular cultural contexts, such as Pakistan, uncovers further complexities in the experience of anxiety in ESL learning. Adeel (2011) discovered that Pakistani learners had profound anxiety as a result of their self-perceptions of English and inflexible classroom settings. The concern was intensified by the shift from Urdu to English as the primary language of teaching in higher education, together with the need to succeed in English exams. Similarly, Ahmed et al. (2017) observed that the apprehension of committing grammatical errors in the presence of foreign language teachers had a substantial impact on anxiety levels among Pakistani students.

MacIntyre and Gardner (1994) expanded on the concept of language anxiety by characterizing it as a sense of fear and worry particularly linked to second language environments, encompassing listening and speaking, reading, and writing. Their research demonstrated that Language anxiety is a strong determinant of language proficiency, often resulting in lower proficiency levels. They also introduced the concept of “communication apprehension,” highlighting the fear or anxiety experienced when speaking or listening in the target language. Their work emphasized the importance of addressing anxiety in language learning to improve educational outcomes.

Using diary studies, Bailey (1983) explored the role of competitiveness and anxiety in adult second language learning process. The study found that anxiety was often caused by negative self-comparison with classmates. When students perceived themselves as performing poorly relative to their peers, their anxiety levels increased, negatively impacting their language learning. Conversely, anxiety decreased when students believed they were performing well. This research highlighted the importance of learners' self-perceptions and the competitive nature of language learning environments in influencing anxiety levels.

Aida's (1994) study examined the construct of FLA among students learning Japanese. Using the FLCAS, the study confirmed the validity of Horwitz, Horwitz, and Cope's theoretical framework across different language contexts. Aida discovered that higher anxiety levels correlated with poor linguistic skills, supporting the notion that anxiety negatively impacts language learning. This study contributed to the generalizability of FLA research across various languages and educational settings.

Saito and colleagues (1999) focused on reading anxiety in their empirical study. They provided data showing that anxiety significantly impacted students' reading abilities, suggesting that unfamiliarity with the new writing system was a major cause of reading anxiety. Their research indicated that specific language skills, such as reading, could be more susceptible to anxiety due to the complexities involved in decoding and comprehending written text in a second language.

Adeel's (2013) investigation into the factors causing anxiety among Pakistani English learners revealed that learners' self-perceptions of the English language and the rigid formal classroom environment contributed significantly to their anxiety. Many Pakistani learners come from Urdu-medium schools and lack confidence in their English proficiency because of the inadequate quality of English education they acquired. The study highlighted that these learners experienced severe anxiety when transitioning to instruction in higher education conducted in the English language, exacerbated by the necessity of passing English exams to succeed academically. However, the study treated anxiety in isolation. The current research advances this line of inquiry by analyzing the combined influence of anxiety, motivation, and enjoyment, revealing a more nuanced picture of learners' emotional experiences.

Ahmed and colleagues (2017) explored the factors contributing to speaking anxiety in postgraduate students in Pakistan. Their findings revealed that nervousness in communication with foreign language teachers and making grammatical errors were significant sources of anxiety, emphasizing the importance of improving communication skills and reducing the fear of making mistakes through supportive teaching practices. This anxiety was further intensified by the requirement for Pakistani students are going to switch from Urdu to English as the medium of teaching in higher education, making the fear of poor performance in English a major barrier to language learning success.

Young (1991) distinguished FLA from general anxiety, identifying it as arising from unique aspects of language learning, such as fear of negative evaluation and performance pressure, suggesting the need for specific strategies to address language learning anxiety distinct from general anxiety interventions. His study focused on FLA as distinct from general anxiety. Participants included language learners experiencing varying degrees of anxiety. The methodology involved surveys and interviews to assess the specific triggers of FLA, such as fear of negative evaluation and performance pressure. The findings revealed that FLA arises from unique aspects of language learning, including classroom dynamics and the fear of making mistakes in front of peers. Young suggested that strategies to address language learning anxiety should differ from those targeting general anxiety, highlighting the need for tailored interventions to improve learners' confidence and performance.

Kamaruddin et al. (2017) examined anxiety among Malaysian students, focusing on factors influencing their learning experience. The participants included a diverse group of students from various educational levels. The study employed surveys and interviews to identify sources of anxiety, particularly in language learning contexts. The findings revealed that teacher-student interactions and writing skills were key contributors to anxiety, with

students often feeling pressured or unsupported. The authors emphasized the need to enhance teacher-student communication and offer targeted support for developing writing proficiency as essential strategies to mitigate anxiety and improve students' overall confidence and academic performance.

Young's (1994) research emphasized that SLA and FLA are complex and multidimensional phenomena, distinct from general anxiety. Young indicated that FLA originates from the distinctive characteristics of language acquisition, for instance the apprehension of poor assessment and pressure to perform in front of others. This study underscored the need for targeted strategies to address the specific anxieties associated with language learning.

In a study conducted in Malaysia, Kamaruddin and colleagues (2017) analyzed the severity of language anxiety related to reading and writing skills. The result showed that student-teacher contact was the primary source of anxiety, with writing being the skill that caused the most anxiety among students. This research highlighted the importance of addressing skill-specific anxieties and improving teacher-student interactions to reduce overall anxiety levels in language learning.

Aydin's (2013) research on Turkish students identified the fear of receiving a poor grade as the primary cause of language test anxiety. The study revealed that test anxiety hindered students' ability to learn and perform well in language tests, ultimately leading to unsatisfactory academic outcomes. Aydin's findings emphasized the need for educational interventions that reduce test anxiety to enhance language learning and performance.

The study conducted by Papi and Khajavy (2021) demonstrates that anxiety has a substantial influence on ESL learners, altering their motivation, behavior, and performance.

Elevated levels of anxiety frequently result in the avoidance of language usage and impede the ability to creatively apply language. Research has indicated that learners who experience anxiety may restrict their usage of the target language to just when it is absolutely required. Their findings suggest that the anxiety experienced by ESL learners frequently originates from apprehension about committing errors, the pressure to succeed, and the learning environment. The anxiety might be intensified by particular classroom dynamics, such as the expectations for oral presentations.

In recent years, researchers have further refined their understanding by examining skill-specific anxiety. For instance, Zhang and Wei (2020) conducted a mixed-methods study involving 210 Chinese EFL university students, combining FLCAS with semi-structured interviews. Their findings showed that speaking anxiety was significantly higher than anxiety in other language skills, largely due to fear of making mistakes and the pressure of real-time performance. The inclusion of qualitative data added depth by revealing that students often internalized negative classroom experiences, which exacerbated their anxiety.

Similarly, Hossain (2022) surveyed 300 undergraduate EFL learners in Bangladesh using a cross-sectional design. His findings confirmed that listening and speaking skills trigger more anxiety compared to reading and writing. He linked this trend to large classroom sizes, lack of interaction opportunities, and inadequate teacher feedback. This study emphasized the need for skill-targeted teaching strategies and was grounded in the SEM of SLA (Gardner, 2009), adding theoretical strength to the interpretation of findings.

Recent studies on ESL/EFL learning anxiety have shed light on the complex and context-dependent nature of this affective factor, offering both theoretical insights and practical implications. Hajiyeva (2024) explored language anxiety among ESL learners in

Azerbaijan and identified linguistic challenges, cultural distance, and social pressure as key anxiety triggers. Her qualitative approach offered depth but was limited in generalizability, and while intervention strategies were proposed (e.g., scaffolding and mindfulness), they lacked empirical testing. Yu (2024) conducted a systematic review of 49 FLA studies published in *System* over two decades, revealing that anxiety remains a central construct in ESL research, often assessed via Horwitz's FLCAS. However, Yu noted a geographic imbalance favoring East Asian contexts and highlighted a need to diversify samples and frameworks. Similarly, Aporbo (2023) conducted a phenomenological study with Filipino learners and found that pronunciation and grammar-related insecurities were the primary sources of anxiety. The study captured students' lived experiences effectively but lacked performance-based data or cross-validation, which reduced its reliability. In a more experimental approach, Zhang and Khalid (2024) surveyed non-native speakers using virtual reality and reported promising reductions in public-speaking anxiety. While innovative, their study lacked a control group and formal outcome assessments, limiting its experimental rigor. Liu et al. (2023) further examined how avatar realism in virtual communication impacts ESL learners' anxiety. They found that cartoon-like avatars reduced anxiety more effectively than hyper-realistic ones, though the ecological validity of their virtual setup was questionable due to limited classroom applicability. Dang (2024) focused specifically on English reading anxiety and reported that high anxiety levels were mitigated when learners employed metacognitive strategies. The findings support the inclusion of strategy-based instruction but stopped short of determining causality due to the cross-sectional design. Collectively, these studies highlight a growing interest in anxiety-reduction techniques, especially with the integration of technology and learner-centered strategies. Nevertheless, most are constrained by design limitations such as small or homogenous samples, lack of

longitudinal data, and overreliance on self-report tools like FLCAS. There remains a need for more diverse, theory-driven, and methodologically robust investigations, particularly in underrepresented contexts such as Pakistan, to deepen our understanding of how anxiety influences ESL learning outcomes.

The findings and implications of key studies on anxiety in ESL learners highlight various aspects of FLA and its impact on language acquisition. Horwitz, Horwitz, and Cope (1986) identified FLA as a distinct construct comprising communication apprehension, test anxiety, and fear of negative evaluation, developing the FLCAS to measure these aspects. Understanding the multifaceted nature of FLA helps educators identify specific anxiety triggers and address them effectively in language classrooms. MacIntyre and Gardner (1994) defined language anxiety as specific to language contexts, demonstrating its significant impact on language performance and introducing the concept of “communication apprehension.” This highlighted the need for targeted strategies to reduce anxiety in language-specific contexts, thereby improving language performance and learner confidence. Bailey (1983) found that anxiety in adult language learners was often caused by negative self-comparison with classmates, emphasizing the importance of fostering a supportive and non-competitive classroom environment to reduce anxiety and enhance language learning. Aida (1994) confirmed the validity of FLA across different language learning contexts (Japanese) and its negative impact on language performance, supporting the generalizability of FLA concepts and the need for anxiety-reducing interventions across diverse language learning settings. Saito et al. (1999) demonstrated that reading anxiety significantly affected students’ reading abilities, often due to unfamiliar writing systems, suggesting the need for targeted reading strategies and familiarization with new writing systems to reduce reading-specific anxiety. Adeel (2011) identified self-perceptions of

English and rigid classroom environments as significant anxiety sources among Pakistani learners transitioning to English-medium instruction, highlighting the necessity of addressing learners' self-perceptions and creating more flexible and supportive classroom environments to reduce anxiety.

Aydin (2008) identified fear of poor grades as a primary source of high anxiety level among Turkish students, which negatively affected learning and performance, emphasizing the need for educational strategies that reduce test anxiety, such as alternative assessment methods and supportive feedback. Serquina and Batang (2018) conducted a study examining the correlation between demographic, psychological characteristics, and English competency among ESL students in the Philippines. The English proficiency and anxiety levels of pupils are greatly influenced by the total income of their household. Additional variables like as age, gender, curriculum, and parents' employment do not exert a substantial influence. Students from economically disadvantaged backgrounds have heightened levels of anxiety and reduced English language competence as a result of limited access to resources and prioritization of basic necessities above educational pursuits. In order to provide more effective support to kids from low-income homes, teachers should take into account these socio-economic issues throughout their lesson.

These studies collectively highlight the importance of developing tailored strategies to address different types of anxiety specific to language learning contexts. Creating non-competitive, supportive classroom environments, as indicated by Bailey (1983) and Adeel (2011), can significantly reduce anxiety. Positive and supportive teacher-student interactions are crucial for reducing anxiety, as shown by Kamaruddin et al. (2017). Targeting specific language skills that induce anxiety, such as reading and writing, with appropriate interventions can improve overall language performance, underscored by Saito et al. (1999)

and Kamaruddin et al. (2017). Understanding the socio-cultural context, highlighted in studies like Adeel (2011) and Ahmed et al. (2017), is essential for designing effective anxiety-reducing interventions tailored to the learners' backgrounds. Reducing test anxiety through alternative assessment methods and supportive feedback, as suggested by Aydin (2008), can enhance learners' confidence and performance. Integrating strategies that address multiple facets of anxiety, including emotional, cognitive, and physiological aspects, can provide a comprehensive approach to improving ESL learning outcomes.

The study done by Ahmed et al. (2023) examines anxiety levels in ESL students in Pakistan, with a specific focus on their language abilities in speaking, writing, listening, and reading. Anxiety is widespread as a result of insufficient drive, social engagement, and unsupportive surroundings. Speaking and writing abilities are most impacted. A sample of 150 ESL undergraduates was surveyed using questionnaires. Recommendations encompass understanding the underlying reasons of anxiety, questioning and disputing pessimistic views, and seeking assistance from both educators and classmates. In a study conducted by Tsang and Dewaele (2023), the focus was on three well studied and recognized emotions in foreign language learning: anxiety, boredom, and enjoyment. The study aimed to explore the connections between these feelings and learners' engagement in EFL lessons, as well as their competency in EFL. A total of 111 EFL learners in Grades 3-4 successfully filled out a questionnaire and took English proficiency exams. Statistical investigations, including correlation, hierarchical multiple regression, and path analysis, demonstrated strong inter-correlations across all five variables. Enjoyment was the most influential factor in determining engagement and competency, with anxiety being the next most significant. The results emphasize the pivotal significance of enjoyment for young students in foreign language instruction and acquisition.

These key studies offers an extensive comprehension of the various dimensions of anxiety in ESL learning. They emphasized the pervasive impact of anxiety on different language skills and emphasize the need for targeted strategies to mitigate its negative effects. By addressing the sources and manifestations of anxiety, educators can create more supportive learning environments that facilitate language acquisition and improve learners' overall educational experiences. The current investigation will concentrate on the various dimensions of classroom anxiety, including reading anxiety, writing anxiety, listening anxiety, and speaking anxiety, drawing insights from previous studies. By addressing these implications, educators can develop more effective strategies to reduce anxiety and enhance the overall language learning experience for ESL learners.

Empirical research on has demonstrated the positive impact of enjoyment on ESL learning. For instance, studies by Dewaele and colleagues (2014) have found that students who report higher levels of enjoyment in their language classes tend to participate more actively and perform better academically. These findings underscore the importance of incorporating strategies to enhance enjoyment in language teaching practices. Activities that promote interaction, cultural exchange, and personal relevance to students' lives can foster a sense of enjoyment and engagement in language learning (Muhammed et al., 2023). These studies have greatly enhanced our comprehension of how enjoyment influences ESL learning. Studies by Dewaele and colleagues have been particularly influential. Dewaele and MacIntyre (2014) presented the concept of FLE, highlighting the significance of positive emotions in the process of language acquisition. The FLES was created to assess students' positive emotions in relation to their instructors, peers, and learning experiences. They performed an online survey with 1,746 foreign language learners from varied backgrounds, studying languages such as English, French, Spanish, Dutch, and German. The survey

comprised a 21-item FLE scale. Their findings demonstrated that high levels of enjoyment are associated with increased language use, better classroom participation, and overall improved language proficiency.

Boudreau, MacIntyre, and Dewaele (2018) utilized a method to investigate enjoyment and anxiety in second language communication. The study involved 10 university students (7 female, 3 male) from Cape Breton University, Canada. The individuals involved in this study were native English speakers who were acquiring French as their second language. They were in the midst of their second or third year of university studies. The findings indicate that students expressing greater enjoyment in their language classes are likely to engage more actively and achieve higher academic performance. This study highlights the significance of integrating strategies that boost enjoyment in language teaching methodologies. Engaging in activities that encourage interaction, cultural exchange, and personal relevance to students' lives can enhance enjoyment and involvement in language learning.

In China, Li, Jiang, and Dewaele (2018) employed a mixed-method approach to develop a Chinese version of the FLES. The study examined the sources and prevalence of FLE among Chinese high school students. Three key factors influencing FLE for Chinese EFL learners were identified: instructors, students, and the classroom environment. Their study revealed that enjoyment was significantly influenced by the quality of teaching, the organization of classroom activities, and the supportive nature of the learning environment.

A study by Jiang (2020), explored the impact of teachers on Chinese university students' FLE using qualitative methods. The study involved 646 Chinese college students who provided written responses through the focused essay technique. This approach allowed participants to express their experiences and perceptions regarding how teachers influenced

their enjoyment in foreign language classes. The findings revealed that teacher-related factors such as teaching materials, organization of classroom activities, teacher qualities, teaching abilities, and teacher support significantly impacted students' enjoyment. This study underscores the critical role of teachers in shaping a positive emotional climate that fosters motivation and reduces anxiety.

Li, Jiang, and Dewaele (2018) validated the Chinese version of the FLES and explored its origins among Chinese high school students. The research used a mixed-methods approach across three stages. In the first stage, the researchers administered the initial Chinese version of the FLE Scale to 1,718 students and conducted an exploratory factor analysis to uncover the underlying factors of FLE. In the second stage, a different sample of 360 students completed the refined 11-item FLE Scale, which was then subjected to confirmatory factor analysis to validate its structure. In the third stage, qualitative data were gathered from 64 participants through open-ended questions, offering deeper insights into the origins of FLE. The study ultimately identified three dimensions of FLE, FLE-Private, FLE-Teacher, and FLE-Atmosphere and found that teacher-related factors had a substantial impact on students' enjoyment in learning foreign languages. Their research demonstrated that enjoyment was influenced by the quality of teaching, classroom activities, and the overall learning environment.

In a study, Jin and Zhang (2021) examined the various aspects of FLE and its influence on language achievement in Chinese high school students. The investigation included 320 senior high school students who were native Chinese speakers and were engaged in learning EFL. The participants completed an adapted version of the FLES to evaluate their enjoyment levels within the language classroom setting. To assess language achievement, the team gathered the students' mid-term English examination scores. Through

factorial analysis, they identified three dimensions of FLE: Enjoyment of Teacher Support, Enjoyment of Student Support, and Enjoyment of Foreign Language Learning. Path analysis revealed that Enjoyment of Foreign Language Learning had a direct effect on mid-term scores, while Enjoyment of Teacher Support and Enjoyment of Student Support indirectly influenced language achievement via Enjoyment of Foreign Language Learning. Their study identified three key factors: enjoyment of learning, student support, and teacher support. They found a direct relationship between enjoyment and language proficiency, indicating that a supportive and enjoyable classroom environment can enhance motivation and reduce anxiety, leading to improved learning outcomes.

Jiang (2020) conducted qualitative research on the influences of teachers on FLE among Chinese college students. The study found that teacher-related factors such as teaching material, organization of classroom activities, teacher qualities, teaching abilities, and teacher support played crucial roles in enhancing students' enjoyment. These findings suggest that teachers' efforts to create a positive and supportive classroom environment can significantly impact students' enjoyment and, consequently, their language learning outcomes. However, while Jiang's study highlights the teacher's role in shaping students' positive emotional experiences, it does not explore how these teacher-related variables interact with broader institutional or demographic factors. The present study extends this understanding by quantitatively examining how enjoyment levels are consistently high across different universities in Pakistan, despite variations in context. This suggests that structural or institutional efforts, beyond individual teacher influence, may also contribute to fostering enjoyable learning environments, pointing to a more systemic dimension of FLE.

Jin and Zhang (2021) examined the elements of classroom enjoyment in foreign language contexts and their impact on language proficiency among Chinese senior high

school students. They identified three key factors of enjoyment: enjoyment of learning the foreign language, peer support, and teacher support. Their research revealed a significant positive correlation between FLE and learners' achievement, emphasizing the importance of a supportive, engaging, and emotionally enriching classroom environment. However, their study focused solely on the Chinese context and did not explore how enjoyment interrelates with other affective variables such as motivation and anxiety. The present study builds on their findings by not only investigating enjoyment among ESL learners in Pakistan but also by examining how enjoyment interacts with motivation and anxiety, thereby offering a more holistic understanding of the emotional dimensions of second language learning within a distinct socio-cultural context.

In China, Li, Jiang, and Dewaele (2018) identified that FLE among Chinese high school students is significantly influenced by the quality of teaching, the organization of classroom activities, and a supportive learning environment. While this study highlights essential institutional and pedagogical contributors to enjoyment, it primarily reflects the secondary school context in China, where standardized curriculums and centrally managed teaching practices differ significantly from Pakistani universities. The present study expands this understanding by examining similar enjoyment factors, such as classroom atmosphere and creativity, but within a higher education context in Pakistan, where learner autonomy and teacher-student interaction dynamics vary considerably.

Similarly, Jiang (2020) found that teacher-related factors such as teaching materials, classroom activity organization, teacher qualities, teaching abilities, and teacher support are crucial for enhancing students' enjoyment. However, the study did not account for broader institutional variables or learners' internal affective traits such as motivation and anxiety. In contrast, the current study integrates both teacher-related and learner-centered dimensions,

thereby providing a more holistic perspective on the factors that shape enjoyment in ESL settings.

Jin and Zhang (2021) discovered that enjoyment in foreign language learning, student support, and teacher support directly impact foreign language success among Chinese senior high school students. Although their findings underscore the importance of a supportive learning environment, they are limited by their reliance on secondary school populations and a narrow scope of affective variables. Unlike their work, the current study investigates enjoyment alongside motivation and anxiety, offering a comprehensive analysis of how these interrelated affective factors contribute to ESL proficiency in a university context.

Minderman et al. (2024) investigated the interplay of FLA and FLE among Indian ESL learners, focusing on how these affective factors shape their language learning experiences and pedagogical outcomes. Their findings revealed that Indian learners generally report lower anxiety levels compared to peers from other Asian contexts and exhibit high enjoyment in foreign language learning. These patterns were attributed to learners' multilingual backgrounds and the supportive academic environment that fosters positive emotional experiences. However, while their study provides important cross-cultural insights, its generalizability to the Pakistani context remains limited due to cultural, linguistic, and educational differences. Unlike Minderman et al.'s focus on the emotional balance within Indian classrooms, the present study examines FLA and FLE in Pakistani universities while also exploring their interaction with motivation, thus addressing the need to understand the combined influence of affective variables in a distinct sociolinguistic setting. Furthermore, this study expands on Minderman et al.'s work by analyzing

demographic variables such as gender and academic discipline, which were not extensively considered in their research.

These studies collectively highlighted the critical role of enjoyment in ESL learning. They emphasize the need for positive psychology interventions in the classroom, which can include creating a supportive learning environment, incorporating activities that promote positive emotions, and recognizing students' achievements to boost their confidence and enjoyment. By fostering an environment that enhances enjoyment, educators can significantly improve students' engagement, motivation, and overall language proficiency. The key empirical studies on enjoyment in ESL learners highlight the significant role of positive emotions in enhancing language acquisition. Dewaele and MacIntyre (2014) introduced the concept of FLE and developed a scale to measure it, finding that high levels of enjoyment correlate with increased language use, better classroom participation, and improved language proficiency. Boudreau, MacIntyre, and Dewaele (2018) further confirmed that students reporting higher enjoyment levels tend to participate more actively and perform better academically, emphasizing the need for strategies that enhance enjoyment in language teaching.

While Gardner's foundational work (1985) and the development of the Attitude/Motivation Test Battery (hereafter AMTB) have significantly advanced our understanding of motivation in SLA, their applicability to diverse socio-cultural settings such as Pakistan remains underexplored. Although the AMTB assesses multifaceted components; like integrativeness, attitudes toward the learning context, and anxiety, it has been critiqued for emphasizing Western conceptualizations of motivation that may not reflect localized realities in multilingual societies (Dörnyei, 2005; Al-Hoorie, 2017). The current study therefore adapts this framework to investigate how motivational intensity

manifests in Pakistani university learners who navigate complex linguistic hierarchies and academic pressures.

Masgoret and Gardner's (2003) meta-analysis established a moderate correlation ($r = 0.30$) between motivational intensity and language achievement, yet most included studies were conducted in Western or East Asian contexts. The present research extends this evidence base by examining motivational engagement among ESL learners in Khyber Pakhtunkhwa, Pakistan, a region where English is both a gatekeeper for academic success and a symbol of socio-economic mobility (Malik & Danish, 2020). This socio-educational dynamic potentially alters the structure and salience of motivational constructs, which this study aims to unpack.

Furthermore, although studies such as Dörnyei (1998) and Al-Othman and Shuqair (2013) have identified integrative and instrumental orientations as key drivers of motivation, they rarely consider how postcolonial language ideologies influence learners' desire to acquire English. In the Pakistani context, learners may exhibit strong instrumental motivation tied to employment and academic aspirations, but simultaneously experience linguistic alienation due to English's elite status. By incorporating these cultural nuances, the current study aims to offer a more grounded understanding of motivational factors in ESL learning within underrepresented South Asian contexts.

Recent contributions by Quenta-Condori et al. (2024) and Wang et al. (2022) using Structural Equation Modeling (SEM) emphasize the interconnectedness of motivation, attitudes, and self-perception in determining English proficiency. However, these models remain largely untested in regions like KPK, where limited exposure to English and inconsistent instructional quality may mediate these relationships. Thus, this study

contextualizes these theoretical models by empirically examining how motivational variables predict learning outcomes in resource-constrained settings.

Similarly, while Lamb (2017) and Henry & Thorsen (2018) underscore the role of ideal L2 self and teacher strategies in fostering motivation, these findings derive from comparatively homogenous educational settings. The current study investigates whether such motivational constructs hold in classrooms characterized by large student-to-teacher ratios, exam-oriented curricula, and lack of communicative language teaching practices.

Regarding anxiety, the literature firmly establishes its negative correlation with language achievement (Horwitz et al., 1986; MacIntyre & Gardner, 1994). However, most research focuses on general FLA, with fewer studies systematically distinguishing between skill-specific anxieties (Cheng, 2004; Saito et al., 1999). The current study fills this gap by disaggregating anxiety into reading, writing, listening, and speaking components to capture nuanced learner experiences across multiple language domains. Moreover, unlike earlier research primarily conducted in Western academic institutions, this study explores how socio-institutional pressures in Pakistan, such as the sudden transition to English-medium instruction, exacerbate learners' anxiety levels (Adeel, 2011; Ahmed et al., 2017).

Additionally, the current research builds on findings by Liu and Huang (2023) and Hossain (2022) by exploring how self-efficacy, peer comparison, and classroom environment mediate the relationship between anxiety and language performance. While these studies offer valuable insights, they rarely incorporate data from multilingual, low-resource educational contexts like those in KPK. By focusing on these overlooked variables, this study aims to inform context-specific pedagogical interventions.

Finally, although enjoyment has recently emerged as a central affective factor in SLA (Dewaele & MacIntyre, 2014; Jin & Zhang, 2021), research in this domain remains sparse in South Asian contexts. Much of the existing work has emphasized East Asian learners or those in Western multilingual settings. The current study addresses this imbalance by examining how enjoyment interacts with motivation and anxiety in Pakistani ESL classrooms. By integrating the concept of FLE into the study's analytical framework, it extends the positive psychology paradigm to an underrepresented demographic.

The implications of these findings are particularly relevant to the context of ESL education in Pakistan. They emphasize the necessity of designing classroom environments that not only facilitate linguistic competence but also respond to learners' emotional and psychological dimensions. In the socio-cultural and educational landscape of Khyber Pakhtunkhwa, marked by diversity and limited resources, it becomes essential to adopt culturally sensitive, emotionally supportive, and motivationally driven classroom environment. The study underscores the urgency for context-specific affective interventions that can foster more positive and productive ESL learning experiences, thereby enhancing learners' overall English language proficiency. This study thus advocates for targeted, context-sensitive affective interventions that promote a more effective and inclusive ESL learning experience in Pakistan.

2.5.2 Relationship Among Motivation, Anxiety, and Enjoyment

The literature highlights a complex interrelationship among motivation, anxiety, and enjoyment in the context of ESL learning. Several key studies have examined how these affective factors interact and influence language acquisition outcomes. MacIntyre and Gregersen (2012) further developed the concept of positive psychology within the realm of SLA. Their research emphasized that positive emotions, such as enjoyment, can expand

learners' thought-action repertoires and cultivate lasting personal resources, including resilience and social relationships. This broadening effect can counteract the narrowing effect of anxiety, leading to better language learning outcomes. Research has demonstrated a strong correlation between higher levels of motivation and greater enjoyment in the process of learning linguistic skills (Dong et al., 2022; Saito et al., 2018; Zhang et al., 2020). Learners who are driven, particularly by intrinsic variables like their interest in the language, are more likely to feel greater levels of enjoyment (Dewaele et al., 2018). This enjoyment, in return, promotes a more favorable learning atmosphere, stimulating continuous involvement and improved results in language acquisition. Dewaele and MacIntyre (2019) highlight those positive emotions, such as enjoyment, have the ability to expand learners' cognitive abilities and improve their overall learning experience.

Dewaele and MacIntyre (2014) investigated the correlation between FLE and FLCA in learners. The research included 1,746 foreign language students from various countries, who participated by completing an online questionnaire. This questionnaire assessed FLE using a 21-item Likert scale emphasizing enjoyment in learning, and FLCA using eight questions from the FLCAS created by Horwitz, Horwitz, and Cope in 1986. The research sought to identify correlations between FLE and FLCA, and investigated their relationship with variables including self-assessed proficiency, number of languages spoken, educational attainment, and cultural background. The results indicated that although FLE and FLCA are inversely correlated, they are separate emotions influenced by various learner attributes. Research indicates that higher enjoyment correlates with lower anxiety, implying that positive emotions may alleviate the adverse effects of anxiety on language acquisition. This study emphasizes the importance of fostering an enjoyable learning environment to reduce anxiety and enhance motivation.

Dewaele, Gkonou, and Mercer (2018) examined the emotional experiences of foreign language learners, emphasizing the relationship between anxiety and enjoyment. The participants were 189 British secondary school students engaged in the study of several different foreign languages. Higher levels of FLE correlated with enhanced scores in attitudes towards the foreign language, the foreign language instructor, classroom utilization of the foreign language, time allocated to speaking, relative proficiency, and developmental stage. Lower levels of FLCA correlated with increased scores on attitudes towards the FL, relative status, and developmental stage. Their research revealed that these emotional elements are intricately linked, with high levels of enjoyment correlating with decreased anxiety. However, their study focused exclusively on Western learners in a secondary school context, which may not fully capture the affective dynamics present in South Asian higher education settings. Unlike the current study, which explores the triadic interaction between motivation, anxiety, and enjoyment among university ESL learners in Pakistan, Dewaele et al.'s work did not address how motivational variables intersect with emotional responses. This study extends their findings by incorporating motivation as a parallel construct and examining how all three variables interact within the specific sociolinguistic and academic context of Pakistani learners.

Dewaele et al. (2023) investigated the intricate relationships among FLE, FLCA, and Foreign Language Boredom (hereafter, FLB) using structural equation modelling with data from 332 international language learners. Their findings revealed that FLE is positively influenced by the teacher's use of the foreign language and the unpredictability of teaching methods, whereas FLCA negatively affects academic performance. Interestingly, while FLB and FLCA were interconnected, they showed no direct link to teacher actions. The study highlighted the crucial role of a positive classroom atmosphere and diverse teaching

strategies in fostering favorable learner attitudes. Unlike the present study, which explores how motivation, anxiety, and enjoyment collectively shape ESL learners' experiences in Pakistani universities, Dewaele et al.'s research did not examine motivation as a contributing factor. Furthermore, while their study focused primarily on international learners and generalized emotional constructs like boredom, the current study addresses a more localized and culturally specific context, emphasizing how enjoyment and anxiety interrelate with motivation to impact learning. This comparison underlines a key gap the current study fills: by integrating motivational dimensions with affective constructs like FLE and FLCA, it offers a more holistic understanding of learner psychology in ESL settings.

There are studies which collectively highlight the intricate interplay between anxiety and enjoyment in ESL learning. Positive emotions such as enjoyment not only increase motivation but also alleviate anxiety, establishing a beneficial feedback loop that facilitates improved language acquisition (Dewaele et al., 2019; Dewaele & MacIntyre, 2014; MacIntyre & Gregersen, 2012; Ji et al., 2021; Richards, 2022). Conversely, high levels of anxiety can undermine both motivation and enjoyment, leading to poorer performance and lower proficiency (Dewaele et al., 2020; MacIntyre & Gregersen, 2012; Pan & Zhang, 2023). Comprehending and regulating these affective aspects is essential for educators and researchers to formulate successful teaching strategies and solutions that improve the overall language learning experience. By cultivating a friendly and engaging educational atmosphere, educators can markedly elevate students' motivation, diminish anxiety, and ultimately boost their language skills.

The interrelationship among motivation and anxiety in ESL learning is complex influenced by various theoretical perspectives that provide insights into how these affective factors interact and impact language acquisition.

Several studies have built upon Gardner's framework to explore various aspects of motivation in ESL learners. For instance, Gardner et al. (1997) emphasized the correlation between FLA and motivation, demonstrating that emotional characteristics like self-confidence play a significant role in language learning success. The study explored the interplay between affective factors (e.g., motivation and anxiety) and their impact on SLA. Gardner's SEM was central, emphasizing how self-confidence influences success in language learning. The research was conducted among high school students in Canada learning French as a second language. Participants were assessed using Gardner's AMTB, a comprehensive tool to measure factors like motivation and language anxiety. Their research found that students with high achievement levels in language learning exhibited higher levels of motivation, highlighting the critical interplay between anxiety and motivation.

In their study on anxiety and motivation in language acquisition, Gardner and MacIntyre (1993) investigated the impact of anxiety on language learners and the potential role of motivation as a mitigating factor. Gardner's AMTB was employed to evaluate language anxiety and motivation in a study of Canadian high school students learning French as a second language. The findings indicated that anxiety exerted a diminished influence on students with higher motivation, suggesting that motivation may somewhat alleviate the adverse effects of anxiety on academic performance. While their study provided a foundational understanding of how motivation buffers anxiety, it was conducted within a Western context using a homogenous sample of high school learners, which may not fully reflect the complexities of learners in developing multilingual contexts like Pakistan. Unlike the current study, Gardner and MacIntyre (1993) did not explore how motivation interacts simultaneously with enjoyment, nor did they consider contextual influences such as socio-economic or institutional factors that shape learners' emotional responses. The present

research builds on their framework but extends it by examining the interplay of motivation, anxiety, and enjoyment among Pakistani university students, offering a culturally situated perspective on affective factors in ESL learning.

Dörnyei and Csizér (1998) looked into the motivational elements that affect Hungarian ESL learners' acquisition of a second language. They used a survey-based research design among Hungarian students learning ESL, drawn from various schools in Hungary. They emphasized that language anxiety was lower among students who were internally motivated; that is, driven by a desire to acquire the language rather than by benefits from outside sources. Fear of failure was found to have less of an impact on inner motivation, which is motivated by interest or enjoyment and keeps anxiety levels under control. This underscores the protective role of intrinsic motivation in managing affective barriers like anxiety. Unlike the current study, which explores this dynamic within the Pakistani context and incorporates enjoyment as a distinct construct alongside motivation and anxiety, Dörnyei and Csizér did not explicitly address enjoyment as a mediating or moderating factor. The present research builds on their foundational insights by examining how internal motivation interacts with both anxiety and enjoyment, offering a more comprehensive understanding of emotional variables influencing ESL learning in underrepresented contexts like Khyber Pakhtunkhwa.

To find out how anxiety affects motivation and language proficiency, Liu and Huang (2011) studied Chinese university students learning English. Employing a quantitative research technique, they utilized two instruments to collect data: the FLCAS and the ELMS. The FLCAS, a 33-item instrument created by Horwitz et al. (1986), was employed to assess students' anxiety levels in language learning environments. Simultaneously, the ELMS, derived from Gardner's (1985) AMTB, evaluated multiple facets of the student's motivation

to acquire English. They discovered that there was a cyclical pattern whereby learners with higher anxiety levels tended to exhibit a decrease in motivation, which in turn deteriorated their language performance. This study demonstrated how anxiety and motivation have a complicated, reciprocal relationship in which one component frequently affects the other, resulting in a feedback loop that can have a big impact on language acquisition results. However, while Liu and Huang (2011) highlighted the interplay between anxiety and motivation, their study did not consider the role of positive emotional factors such as enjoyment, which may mediate or buffer the anxiety-motivation relationship. Unlike their work, the present study adopts a more holistic perspective by simultaneously examining motivation, anxiety, and enjoyment, thereby addressing a critical gap in understanding how these affective variables interact in ESL contexts like Pakistan's, where socio-cultural and academic pressures may intensify emotional responses in language learning.

Tanveer (2007) conducted qualitative interviews with ESL students from diverse cultural backgrounds to explore their anxiety experiences. His research identified self-perception issues, cultural differences, and communication apprehension as key sources of anxiety. He emphasized that creating a psychologically safe classroom, where learners feel comfortable making mistakes, can significantly reduce anxiety and enhance motivation. While Tanveer's study offered valuable insight into the emotional and cultural triggers of language anxiety, it did not quantitatively assess how such factors interact with learners' motivational or enjoyment levels. The current study extends this line of inquiry by examining not only anxiety but also its relationship with motivation and enjoyment among Pakistani university ESL learners, thus offering a broader perspective on affective experiences in language classrooms.

Alamer and Almulhim (2021) examined the correlation between motivation and language anxiety among Saudi EFL learners using a mixed-methods approach. They found that while motivation positively predicted certain forms of linguistic anxiety, factors such as competence and relatedness, drawn from self-determination theory, had a negative correlation with specific anxiety types. Their study emphasized the importance of a supportive learning environment and intrinsic motivational factors in reducing anxiety. However, their findings were grounded in a Saudi context, which may not reflect the socio-cultural and institutional realities of Pakistani ESL learners. Unlike their study, the present research simultaneously investigates motivation, anxiety, and enjoyment, aiming to explore not only their individual effects but also their interplay in the Pakistani higher education context. This expanded focus helps address a critical gap in the literature by highlighting how these affective variables function together in shaping ESL learning experiences in Pakistan.

In their study of Chinese university students, Liu and Du (2024) examined the connections between language use, classroom anxiety, and motivation for learning English. The researchers discovered strong relationships among these factors, with classroom anxiety having a detrimental effect on both language use and motivation. While their study emphasizes the importance of anxiety-reduction strategies to enhance language learning outcomes, its focus remains limited to individual factors without exploring their interdependence with enjoyment. Unlike Liu and Du's (2024) research, the current study expands the scope by investigating not only anxiety and motivation but also enjoyment as a complementary affective factor. This broader perspective allows for a more nuanced understanding of how positive and negative emotions jointly influence ESL learning in the

Pakistani context, where socio-cultural and institutional factors may intensify or buffer the effects of anxiety and motivation.

Motivation and enjoyment often positively correlate, where motivated learners who experience enjoyment in their learning activities are more likely to achieve higher proficiency levels (Dewaele et al., 2018; Dewaele, 2022; MacIntyre & Gregersen, 2012). Conversely, anxiety can negatively impact both motivation and enjoyment. High levels of anxiety can decrease motivation and reduce the enjoyment of learning activities, leading to poorer performance and lower proficiency (Fang & Tang, 2021; Gardner, 2002,2009; MacIntyre, 2002). Therefore, understanding and managing these affective factors is critical for educators and researchers to develop effective teaching strategies and interventions.

Dewaele and MacIntyre (2014) investigated the correlation between motivation and enjoyment in foreign language acquisition by surveying 1,746 learners from various backgrounds and age demographics. The FLE and FLCA questionnaires were employed to evaluate learners' enjoyment and anxiety levels concerning their motivation. A quantitative methodology employing statistical analysis enabled the researchers to ascertain a positive association between motivation and enjoyment. Their findings indicated that more motivated learners generally had greater enjoyment and in their language-learning process.

Noels and colleagues (2000) examined the influence of motivation on SLA, emphasizing its relationship with enjoyment and engagement levels. This research included 159 university students enrolled in French as a second language program. The researchers utilized the Language Learning Motivation Scale to gather self-reported data regarding motivation, as well as enjoyment in language-related activities. The researchers performed a quantitative correlational analysis, demonstrating a significant association between motivation and enjoyment. Their findings indicated that learners with

greater motivation reported elevated levels of enjoyment, underscoring the beneficial effect of motivation on language acquisition.

Carreira (2011) conducted a study on motivation and enjoyment among Japanese high school students learning English. With a sample of 565 students, Carreira used a self-report survey adapted from the Foreign Language Learning Motivation Questionnaire to measure correlations between enjoyment and various motivational types, such as integrative and instrumental motivation. The quantitative analysis showed that students with higher integrative motivation, or a desire to connect with English-speaking communities, experienced greater enjoyment in learning. The study concluded that the type of motivation significantly influenced students' enjoyment levels, with integrative motivation being a strong predictor of enjoyment.

Kim and Kim (2021) examined the correlation between motivation and enjoyment in the setting of EFL among Korean university students. A survey including 302 students was undertaken to evaluate their motivation and enjoyment in language classes, focusing on motivational factors. Employing a mixed-methods approach, they combined quantitative data with qualitative interviews to gain additional insights. The results demonstrated a robust correlation between motivation and enjoyment. Their findings revealed that learners with high motivation levels in English found the learning experience more enjoyable.

The literature clearly highlights a dynamic and reciprocal relationship among motivation, anxiety, and enjoyment in the context of SLA, particularly within ESL learning environments. For instance, MacIntyre and Gregersen (2012) introduced the role of positive psychology in SLA, arguing that positive emotions such as enjoyment can counterbalance anxiety, enhance cognitive flexibility, and foster resilience, ultimately supporting more effective language learning. Similarly, Dewaele and MacIntyre (2019) emphasized that

enjoyment plays a key role in broadening learners' cognitive capacity and motivation, whereas anxiety has the opposite effect, narrowing learners' engagement and performance.

Empirical studies have further confirmed these interrelationships. Dong et al. (2022), Saito et al. (2018), and Zhang et al. (2020) found that intrinsically motivated learners tend to experience higher enjoyment, which in turn contributes to sustained learning efforts and greater proficiency. Dewaele and MacIntyre (2014), through a large-scale international survey (N = 1,746), confirmed an inverse correlation FLE and FLCA, showing that while distinct, these emotional variables are interdependent and significantly shaped by learner background and self-perception. Their findings were echoed by Dewaele, Gkonou, and Mercer (2018), who found that enjoyment fosters positive classroom engagement while anxiety undermines learners' attitudes, especially in younger populations.

Although the international evidence affirms the significance of emotional variables in SLA, few studies address how these dynamics manifest within under-researched contexts like Pakistan, particularly in the Khyber Pakhtunkhwa (KPK) region, where learners face distinct socio-cultural and institutional constraints. This study directly responds to that gap by examining how motivation, anxiety, and enjoyment are influenced not only by individual learner factors but also by contextual variables such as gender, academic major, university type, and parental education.

Moreover, Gardner's SEM (1985) has served as a foundational framework for understanding the interplay of motivation and anxiety. Gardner and MacIntyre (1993) and Gardner et al. (1997) found that high motivation can mitigate the detrimental effects of anxiety on performance. However, these studies were conducted in Canadian and Western educational contexts. The present study builds upon this framework and tests its applicability in a South Asian context, thereby extending its theoretical utility.

Several recent studies have started addressing how socio-contextual variables affect these emotional constructs. For instance, Liu and Du (2024) demonstrated that classroom anxiety significantly reduced language use and motivation among Chinese university learners, while Tanveer (2007) highlighted that cultural and communicative challenges increase anxiety in ESL students from diverse backgrounds. These insights are pertinent to the Pakistani ESL context, where language learning is often influenced by societal expectations, rigid curriculum structures, and linguistic hierarchies.

Critically, despite growing evidence of the interconnectedness among motivation, anxiety, and enjoyment, most existing studies focus on either EFL contexts or isolate one or two variables at a time. The present study addresses this critical gap by examining all three affective variables simultaneously within the unique ESL environment of public universities in KPK, Pakistan. It further differentiates itself by examining how demographic and institutional factors moderate these relationships, elements often neglected in existing models.

Finally, while studies such as those by Carreira (2011), Noels et al. (2000), and Kim and Kim (2021) confirm the positive correlation between motivation and enjoyment, they do not sufficiently consider the role of socio-educational and cultural factors in shaping these experiences. By integrating these demographic considerations, the current study contributes a culturally nuanced understanding of how ESL learners in Pakistan experience language learning emotionally, thereby offering practical insights for teacher interventions, curriculum reform, and learner support strategies.

2.5.3 Demographic Variables

Research examining how demographic factors like age, gender, educational background, and cultural context influence motivation, anxiety, and enjoyment in language

learning has shown significant variability in these psychological factors (Dewaele & MacIntyre, 2014; Gardner, 2010).

(a) Gender

Gender disparities significantly influence EFL motivation, as evidenced by a study conducted by Ahmed and Patel (2023), which involved 300 Canadian high school EFL students with equitable gender representation. The study, using surveys and interviews grounded in the Language Learning Motivation Scale, revealed that female students exhibited superior motivation, particularly regarding self-development and cultural comprehension. Male students, however, exhibited greater motivation, concentrating on pragmatic applications of language abilities, including travel and professional benefits. These findings underscore that society expectations and individual aspirations profoundly influence motivation about gender.

According to Gardner (2010), gender is a significant variable influencing language learning. He used a quantitative survey method to find out the differences in the level of motivation based on gender groups. Participants included Canadian students of various backgrounds, learning both French and English as second languages. The results showed that gender differences have been reported, with female students frequently exhibiting higher motivation levels for language learning than male students.

Csizér and Dörnyei (2005) conducted a study examining motivational factors among Hungarian students studying ESL, emphasizing demographic variables such as gender, and socioeconomic level. A comprehensive questionnaire revealed notable gender disparities in motivation, with female students frequently exhibiting greater motivation levels than their male counterparts. While their study was instrumental in establishing the relevance of

demographic influences on ESL motivation, its applicability to the Pakistani context remains limited due to cultural and educational differences. The current study builds on their findings by examining gender-based motivational trends within Khyber Pakhtunkhwa's public universities. Unlike Csizér and Dörnyei, who focused mainly on gender, this study incorporates additional variables such as anxiety and enjoyment, offering a more holistic view of how affective and demographic factors interplay in the Pakistani ESL context.

Dewaele et al. (2017) conducted a study examining gender differences in anxiety levels among ESL learners. The research examined 500 secondary school pupils around Europe, employing the FLCAS to assess anxiety levels. Demographic data was collected to evaluate potential correlations between gender and language anxiety. Findings indicated that female students exhibited marginally elevated anxiety levels relative to male students, however the disparity lacked statistical significance. While this study offers insight into gendered patterns of anxiety, its European context may limit generalizability to Pakistani learners. Moreover, unlike the current study, it did not explore how enjoyment or motivation interact with anxiety across gender. By situating gender within a broader affective framework, the present research addresses this gap and adds nuance to our understanding of gender-specific emotional experiences in ESL contexts.

The study by Li, Jiang, and Dewaele (2018) examined 320 Chinese university students acquiring EFL. The researchers utilized a mixed-method approach, integrating quantitative data from the FLE and FLCA measures with qualitative insights obtained from follow-up interviews. This study gathered demographic data on gender to analyse their impact on enjoyment levels. The findings revealed that female participants consistently reported higher enjoyment than their male counterparts, supporting earlier research that highlighted gender-based affective differences in language learning. However, the cultural

and institutional context of Chinese universities may shape students' emotional responses differently than in other settings. Unlike the present study, which explores the role of gender in the enjoyment of English learning among Pakistani university students, Li et al.'s work did not consider how enjoyment interacts with motivation and anxiety. Thus, the current research extends this line of inquiry by situating gender differences in enjoyment within a broader emotional framework, addressing a gap in existing literature on gendered emotional experiences in South Asian EFL contexts.

Hiver, Kim, and Tesluk (2020) examined variations in enjoyment levels among 700 South Korean high school and college ESL learners based on gender. The researchers employed a mixed-method approach, using the FLE scale, interviews, and observations across various learning environments, and found that in accordance with prior study, female students reported greater levels of enjoyment compared to male students. However, while their study provided valuable insights into gender-based differences, it did not examine how enjoyment interacts with other affective variables such as motivation or anxiety. The current study addresses this limitation by exploring the interrelationship of enjoyment, motivation, and anxiety among Pakistani ESL learners, thereby offering a more integrated understanding of learners' affective experiences in a distinct sociocultural context.

Khan and Bano (2021) explored gender-related anxiety in Pakistani ESL classrooms using a comparative design. With a sample of 200 students (100 male, 100 female) from two public colleges, they found that female students reported significantly higher anxiety, particularly in co-educational settings. The researchers attributed this to sociocultural constraints and gendered classroom dynamics. While the study provided useful gender-based insights, it lacked triangulation, as it did not include teacher perspectives or classroom observations. Moreover, unlike the present study, Khan and Bano (2021) focused solely on

anxiety without examining how it interacts with motivation and enjoyment. This limited scope prevents a holistic understanding of affective factors in language learning. By contrast, the current study integrates all three emotional variables; motivation, anxiety, and enjoyment, and investigates them in relation to demographic factors such as gender, thereby offering a more comprehensive view of learners' emotional experiences in ESL contexts.

(b) Age

According to Kormos and Csizér (2008), variations in age represent a significant demographic factor influencing learners' language learning behavior. In their study, they examine the impact of age on motivation in learning EFL, emphasizing attitudes, self-concept, and learning behaviours. It examines variations among age groups in motivational elements, including the ideal self, perceptions of the English-speaking community, and the influence of these elements on learning behaviour. Younger learners frequently demonstrate motivation associated with aspirations and global cultural integration, while adult learners are motivated by pragmatic objectives, such job progression or personal accomplishment. The research indicates that motivational elements evolve with age, as younger learners exhibit more idealistic and intrinsic drives, whilst older learners emphasize instrumental objectives. It underscores the necessity of customizing pedagogical approaches to accommodate the requirements of various age demographics to enhance engagement and maintain motivation. This research enhances the comprehension of how EFL training can be modified for varied learners through the analysis of these variances.

Geng and Jin (2023), in another study, examines the emotional experiences of older learners studying English at Chinese Universities of the Third Age (U3As), with an emphasis on their worry and enjoyment. The research examines the impact of these emotions on language acquisition processes and results. Older learners frequently encounter a blend of

enthusiasm and trepidation, with anxiety arising from fears of failure, perceived cognitive deterioration, and classroom interactions. Conversely, pleasure derives from social engagements, individual accomplishments, and the novelty of acquiring a new language. Although the study offers valuable insights into affective experiences among lifelong learners, its context differs significantly from the current study, which investigates traditional university students in Pakistan. Unlike Geng and Jin's focus on elderly learners' intrinsic motivations and age-related anxieties, the current study considers a broader demographic, including gender and academic major, and examines how institutional environments impact motivation, anxiety, and enjoyment. Moreover, Geng and Jin underscore the importance of anxiety-reducing and enjoyment-enhancing learning environments, which parallels the current study's emphasis on the role of supportive academic settings in shaping affective experiences. However, the current study extends this line of inquiry by quantitatively comparing these emotions across multiple demographic variables, thus addressing gaps in cross-contextual generalizability.

Tsang and Dewaele (2024) carried out a study in which they explored the relationship between classroom emotions like anxiety, boredom, and enjoyment, and their influence on the engagement and competency of young foreign language learners. The results indicated that emotions profoundly affect learning habits and outcomes. Anxiety and boredom adversely impact learners' engagement, diminishing their motivation to participate and impairing competence. Conversely, enjoyment is closely linked to elevated engagement and enhanced language proficiency, since it cultivates a favourable learning atmosphere and promotes active involvement. The study highlights the essential importance of emotional regulation in foreign language education. It recommends that instructors prioritize measures to mitigate adverse emotions, such as worry and boredom, while fostering enjoyment to

improve student engagement and learning results. While this study offers valuable insights into the role of emotions in language learning, its focus on young learners in a foreign language context limits the generalizability to the Pakistani ESL context at the tertiary level. Unlike the present study, which examines university-level ESL learners in Pakistan, Tsang and Dewaele did not explore how emotions interact with motivation across diverse demographic groups. By addressing this gap, the current study extends their findings by offering a more contextually grounded understanding of emotional dynamics in ESL education.

(c) Academic Institution

The academic institution in which learners are enrolled serves as a critical variable influencing the language learning process, as it shapes the availability of resources, instructional quality, and exposure to diverse linguistic environments (Liu and Chen, 2015). Their research analyzed the differences in FLA and motivation among high school students in academic and vocational tracks. The study comprised 155 students from a singular private senior high school in central Taiwan, with 60 enrolled in the academic route and 95 in the vocational track. The research indicates that students on an academic track typically demonstrate greater ambition to acquire a foreign language, frequently motivated by long-term educational and professional goals. Conversely, vocational-track students generally exhibit diminished motivation, prioritizing immediate, practical applications of language acquisition. Academic-track students endure heightened FLA due to elevated expectations and pressure to succeed. Vocational-track students, albeit less apprehensive, frequently exhibit diminished involvement in language study due to its apparent irrelevance to their future aspirations. The study emphasizes the necessity for customized instructional strategies that cater to these unique emotional and motivational characteristics, hence improving

language learning results for both groups. It enhances comprehension of how educational trajectories affect language acquisition experiences and offers insights for more inclusive and successful pedagogical practices.

Kim (2009) examines the stability of FLCA and motivation across several classroom situations, contesting the presumption that these components are invariant across different learning environments. The study examines the impact of situational variables, including educator conduct, peer relationships, and classroom dynamics, on students' emotional and motivational states. It concludes that both FLCA and motivation are contingent upon context, influenced by variables such as instructional methods, group dynamics, and task characteristics. The study highlights the fluidity of emotions and motivations in language learning, indicating that educators ought to account for contextual aspects when developing instruction to reduce anxiety and enhance motivation. This research underscores the necessity for flexible, adaptable pedagogical practices to address the emotional and motivational diversity of learners. Unlike Kim's study, which focused on contextual classroom dynamics in foreign language settings, the current study investigates how motivation, anxiety, and enjoyment interact among Pakistani ESL learners across demographic profiles, including gender, parental education, and institutional context. While Kim (2009) highlights the variability of affective factors based on immediate classroom environment, the current research extends this by quantitatively examining how broader socio-academic variables shape emotional experiences and learning engagement. This connection reveals that affective factors in SLA are not only situational but also socially embedded, reinforcing the need for context-sensitive ESL policies in Pakistan.

(d) Academic Major

Academic major is a significant variable influencing the language learning process, as it shapes students' educational experiences, cognitive engagement, and exposure to diverse linguistic contexts (Ariani, 2017). He conducted a quantitative study involving 365 undergraduate students majoring in Economics and Business at Maranatha Christian University, Indonesia. The methodology used Pearson's correlation and Structural Equation Modelling to explore relationships between self-determined motivation (intrinsic motivation, extrinsic motivation, and amotivation), achievement goals, and students' anxiety. The findings revealed that students with extrinsic motivation and performance-goal orientations experienced higher anxiety levels, while those with intrinsic motivation and mastery-goal orientations reported lower anxiety. This aligns with the current study, which also found that learners who reported stronger intrinsic motivation experienced significantly lower anxiety levels in English language classrooms. However, unlike the current study, the Indonesian research did not examine the additional role of enjoyment as a mediating factor, which this study identifies as crucial in understanding the broader affective landscape in ESL learning.

In another study, Tang et al. (2022) investigated anxiety levels among undergraduate students from a flagship university in the northwest United States. The study used surveys to measure anxiety, grade point averages (GPAs), majors, and grade levels, with statistical analyses including correlation and difference tests. Results indicated that Human Services students reported the highest anxiety levels, while those in Agriculture, Food, and Natural Resources experienced the least anxiety. Additionally, freshmen showed higher anxiety levels than seniors, suggesting that both academic discipline and year of study influence anxiety experiences. While these findings underscore the importance of demographic and

contextual factors in shaping anxiety, the study was conducted in a Western context and did not explore the interplay between anxiety and other affective variables like motivation or enjoyment. The present study addresses this gap by examining anxiety in relation to both motivation and enjoyment among ESL learners in the socio-cultural context of Pakistani universities, thereby offering a more holistic understanding of affective dynamics in SLA.

Liu (2021) reviewed existing literature on the role of Second Language Enjoyment (SLE) in English as a Foreign Language (hereafter EFL) students' academic motivation and engagement. This review synthesized theoretical and empirical studies without collecting primary data. Findings suggested that experiencing enjoyment while learning a second language positively influences motivation and engagement, enhancing overall academic outcomes. While Liu's findings emphasized the positive influence of enjoyment on motivation and engagement, the study lacked contextual specificity and did not explore how enjoyment interacts with other affective variables such as anxiety or motivation in a localized educational setting. The current study addresses this gap by empirically examining the interconnected roles of enjoyment, motivation, and anxiety among Pakistani ESL learners, thus extending Liu's theoretical insights into a context-sensitive empirical framework.

These studies collectively highlight the varying effects of academic majors on students' psychological and academic experiences. Understanding these differences is essential for developing targeted interventions to improve student well-being and academic success across diverse fields.

(e) Parents' Education Background

According to Butler and Li, (2018) parents' educational background is another variable influencing the language learning acquisition, as it can shape learners' academic

support, exposure to language resources, and overall attitudes toward education. Their research emphasizes that parental education, an element of socio-economic status, significantly influences early children's acquisition of EFL. The study involved 189 middle school learners and their parents, selected from two different socioeconomic regions. Parents possessing advanced educational qualifications are more inclined to participate in their children's education, facilitate access to additional resources like private tutoring, and cultivate environments abundant in English exposure. These benefits enhance pupils' language acquisition and proficiency. In contrast, students from less-educated parental backgrounds frequently lack this assistance, resulting in differences in academic achievement over time.

Yeung et al., (2023) evaluated the correlation between mother education, classroom emotions, and literacy outcomes among third and fourth grade learners of EFL. The research emphasizes that mother education significantly influences children's learning attitudes and emotional experiences in the school. Elevated maternal education correlates with good emotions, including enjoyment and confidence, which improve engagement and literacy outcomes. In contrast, poorer maternal education frequently corresponds with increased anxiety and lower academic performance. Classroom emotions, such as anxiety, boredom, and delight, moderate the association between maternal education and reading outcomes. Positive emotions enhance reading and writing abilities, whilst negative emotions impede advancement. The research highlights the necessity for educators to account for familial and emotional elements when developing interventions to enhance reading results in young EFL learners. This study enhances comprehension of the interplay between socio-emotional factors and parental impacts in early language acquisition settings.

Moreover, Teimouri et al. (2022) conducted a large-scale study across four South Asian countries, including Pakistan, using structural equation model (SEM) to assess the influence of parental education and socioeconomic status on language anxiety. Their findings supported the view that learners from educated family backgrounds reported lower anxiety, likely due to more supportive home environments and early exposure to English. The methodological rigor of this study, including its use of SEM and large sample size (N = 1,200), provides robust evidence for contextual influences on affective variables.

In the Pakistani context, Ramzan and Javaid (2023) conducted a quantitative study involving 450 ESL learners from three public universities. Using FLCAS and demographic profiling, they found moderate to high levels of anxiety across all language skills, with notably higher levels during oral presentations and examinations. Their regression analysis revealed significant relationships between anxiety levels and factors such as parental education, institutional type, and academic discipline. However, the study was limited by its reliance on self-reported data and its cross-sectional nature, which restricts causal interpretations.

While prior studies acknowledge the influence of demographic variables such as gender, parental education, and institutional affiliation, their interaction with affective variables like motivation, anxiety, and enjoyment has not been sufficiently examined in the sociocultural context of Khyber Pakhtunkhwa (KPK), Pakistan. For instance, research by Serquina and Batang (2018) in the Philippines revealed that students from lower socioeconomic backgrounds exhibited higher anxiety and lower English proficiency due to limited access to resources, paralleling rural learners in Pakistan who may experience similar challenges. Similarly, Ahmed et al. (2017) highlighted that female Pakistani students often reported higher levels of language anxiety due to sociocultural expectations and classroom

dynamics. These gendered patterns resonate with findings by Liu and Huang (2023), who noted that female learners generally reported higher speaking anxiety. In urban vs. rural comparisons, studies such as that by Adeel (2011) observed that urban students with better exposure to English and educational support reported lower anxiety and greater enjoyment in ESL classes than their rural counterparts. Integrating these findings into the current study's framework allows for a nuanced understanding of how demographic factors, shaped by KPK's unique cultural and educational landscape, influence affective experiences in ESL learning. By doing so, the study not only contextualizes learner variability but also strengthens the applicability of its findings for policy and pedagogical reform in Pakistan's linguistically diverse regions.

Recent studies have increasingly recognized the influence of parental education on learners' anxiety in ESL contexts, yet findings reveal a complex, sometimes contradictory, relationship. Al Murshidi et al. (2023), in a UAE-based mixed-methods study, reported that parents with higher education levels engaged more frequently in their children's English learning through strategies such as home-based literacy practices and use of English media. This involvement appeared to ease learners' anxiety indirectly by enhancing exposure and confidence. However, the study fell short by not directly measuring anxiety levels, relying instead on parent-reported indicators, thus weakening the empirical link to Horwitz et al.'s (1986) FLA framework. In a more nuanced Malaysian study, Kamal and Alias (2025) compared families across socioeconomic backgrounds and found that while both high- and low-SES parents acknowledged their children's language-related anxiety, only the more educated parents translated this awareness into structured support strategies like scheduled reading and language scaffolding. This suggests that education level may not only impact awareness but also action, an important distinction in applying Gardner's (1985) SEM,

where parental attitudes shape learners' motivation and emotional climate. Similarly, a South African qualitative case study highlighted how parents with higher education subtly shaped learners' confidence through early literacy habits, whereas less educated parents offered mostly emotional and financial support during later stages. Yet, the absence of standardized anxiety measures in this study again limits generalizability and theoretical application. A large-scale Spanish university study (N = 2,522) found a positive correlation between higher parental education and students' coping abilities, academic confidence, and emotional well-being, key factors in reducing language anxiety. This supports findings from Positive Psychology (Seligman, 2002), though the study focused more broadly on academic stress than language-specific anxiety. In contrast, an NCBI study (2024) established a direct, statistically significant relationship between parents' own educational anxiety and their children's learning anxiety, suggesting a possible intergenerational transmission of academic pressure. This challenges the assumed protective role of educated parents and indicates that educational background alone does not guarantee reduced anxiety. This paradox is further illustrated by a Pakistani study where learners from highly educated and affluent families reported higher levels of English anxiety, attributed to heightened parental expectations and performance pressure, an important consideration when interpreting Gardner's notion of motivational intensity. Finally, an Indonesian study by Yusra et al. (2022) revealed that active parental participation, particularly by educated mothers, in oral language tasks helped reduce students' speaking anxiety. While promising, the study lacked a control group and relied on limited self-reporting, restricting its interpretive depth. Collectively, these studies affirm that while higher parental education often provides the tools for emotional and academic support, it can also foster elevated expectations that inadvertently increase learner anxiety. The inconsistent operationalization of anxiety and SES across studies points to a

need for more theoretically grounded, quantitatively rigorous investigations that examine the intersection of parental education, affective learner outcomes, and SLA.

While existing literature affirms the significant influence of demographic factors such as gender, age, academic institution, academic major, and parental education on affective variables in SLA, most of these studies are grounded in Western, East Asian, or urban South Asian contexts. These contexts differ markedly from the sociocultural, linguistic, and institutional realities of public universities in Khyber Pakhtunkhwa (KPK), Pakistan, where learners often face unique challenges related to conservative societal norms, resource limitations, and multilingual backgrounds. Consequently, the present study critically extends the literature by contextualizing the interrelationships among motivation, anxiety, and enjoyment within this under-researched ESL environment. It disaggregates learners' emotional experiences across demographic subgroups such as gender, age, academic discipline, institutional affiliation, and parental education, offering a localized understanding of how these variables shape affective dimensions of ESL learning. Furthermore, the study validates widely accepted models, such as Gardner's SEM and the FLE/FLCA framework, in a setting where their applicability has rarely been tested. By drawing on empirical data from three public universities in KPK, this research not only fills a theoretical and contextual gap but also provides actionable insights for educators and policymakers to improve learner engagement, reduce affective barriers, and foster emotionally supportive ESL learning environments in Pakistan.

2.5.4 Studies in Pakistani Context

Motivation and anxiety have recently been introduced as focal areas of research in the context of ESL learning in Pakistan (Malik & Pervaiz, 2023; Raza et al., 2020). A research done by Waseem and Jabeen (2013) explores the relationship between language

learning anxiety and motivational elements among ESL learners in Pakistan. Data was gathered from 170 male and female undergraduates, aged 19 to 20 years, enrolled at COMSATS, where English serves as the medium of instruction. The result emphasizes that elevated anxiety levels substantially impede learners' performance and engagement, especially in oral communication, a prevalent issue in the Pakistani context owing to sociocultural and pedagogical limitations. The results highlight the necessity of alleviating anxiety and promoting a balanced motivational strategy to improve ESL learning outcomes in Pakistan.

The research by Malik and Pervaiz (2023) indicates that motivation markedly improves student engagement and performance in language tasks, facilitating a more efficient acquisition of ESL. This research employed a quantitative research design. Furthermore, structural equation modelling was employed to document the relationship between task motivation and second language motivation, as well as to establish the correlation between task anxiety and FLA. Conversely, elevated anxiety levels adversely affect learners' engagement and results, establishing obstacles to language proficiency. The study highlights the cultural and educational dynamics of Pakistan, illustrating the impact of socio-cultural elements on motivation and anxiety levels in ESL courses. The findings highlight the necessity of addressing psychological issues to enhance the efficacy of TBLT in Pakistani educational contexts, recommending customized techniques to alleviate anxiety and increase learner motivation.

Ramzan et al., (2023) emphasize that cultivating a positive classroom atmosphere profoundly influences students' attitudes, motivation, and overall performance. The research illustrates that strategies including interactive activities, supportive instructor conduct, and peer collaboration enhance learners' engagement and emotional connection to the language

through a blend of qualitative and quantitative methods. The results correspond with the increasing research indicating that positive emotional elements are equally significant as cognitive factors in language acquisition. The study advocates for educational techniques that focus emotional well-being to enhance ESL learning outcomes.

Recent research in Pakistan has highlighted the effects of demographic characteristics on motivation, anxiety, and enjoyment in learning ESL. One study by Khan et al., (2019) at COMSATS Institute of Information Technology, Lahore, explored the relationship between motivation and anxiety among 170 undergraduate students aged 19–20. Using scales to measure these factors, the study found that instrumental motivation contributed significantly to SLA, encompassing fear of negative evaluation, speech apprehension, test anxiety, and classroom anxiety. Integrative motivation was mainly linked to fear of negative evaluation. The findings underscored the dominant role of instrumental motivation, reflecting the importance of English for career advancement in Pakistan.

Raza et al. (2020) conducted a qualitative case study examining the factors contributing to English language anxiety among learners at a public sector university in Karachi. The study involved 15 students and 5 English department teachers and relied on interviews for data collection. The findings indicated that anxiety stemmed from lack of confidence, fear of failure, socio-cultural differences, gender dynamics, and peer pressure. While this study offers valuable insight into context-specific factors influencing language anxiety in Pakistani higher education, its qualitative nature and small sample size limit generalizability. Moreover, Raza et al. focused solely on anxiety without exploring its relationship with other affective variables such as motivation or enjoyment. The present study builds on this by quantitatively assessing anxiety alongside motivation and enjoyment, thereby offering a broader, integrative perspective on learners' emotional experiences in

English classrooms. This connection highlights how the current study seeks to fill the identified gap by providing a more comprehensive understanding of affective factors within similar educational contexts.

A qualitative study by Ali et al., (2022) investigated the learning experiences and motivation of 20 undergraduate students from various universities in Pakistan. Through semi-structured interviews and thematic analysis, the study found that students, despite challenges such as lack of facilities and outdated teaching methods, reported positive learning experiences and high motivation to learn English. The research emphasized the role of intrinsic and extrinsic factors in shaping motivation and recommended improving classroom environments and teaching practices to boost learner engagement. However, while Ali et al.'s study offers valuable insights into motivational dynamics in under-resourced contexts, it did not explore the interplay between motivation and other affective variables such as anxiety and enjoyment. The present study addresses this gap by quantitatively examining how motivation interacts with both anxiety and enjoyment among ESL learners in public universities in Khyber Pakhtunkhwa, thus providing a more comprehensive understanding of learners' emotional experiences.

These studies collectively underscore the interplay of demographic factors and affective variables in ESL learning in Pakistan. They highlight the importance of addressing anxiety and leveraging motivation to create more effective and enjoyable learning experiences for students.

2.6 Research Gaps

The literature review highlights several critical gaps in existing research on motivation, anxiety, and enjoyment in SLA, particularly in the Pakistani ESL context.

First, the combined investigation of affective variables remains scarce. While substantial work has examined motivation, anxiety, or enjoyment individually, much of this research has been conducted in EFL rather than ESL contexts (Dewaele & MacIntyre, 2014; Dewaele et al., 2020; Wang et al., 2023). In Pakistan, where English occupies a distinct socio-economic and institutional role, there is very limited scholarship exploring these three constructs simultaneously (Ali, 2016, 2024). This omission restricts generalizability and fails to capture the complex interplay of socio-cultural and socio-economic realities unique to Pakistani learners.

Second, the interaction between emotional factors is underexplored. Isolated examinations of motivation (Malik & Pervaiz, 2023), anxiety (Raza et al., 2020), and enjoyment (Jiang, 2020) have provided useful insights, yet they offer only partial pictures. Affective factors rarely operate in isolation; rather, they reinforce or counteract each other in shaping language learning outcomes (Alrabai, 2024; Boudreau et al., 2018). Without examining motivation, anxiety, and enjoyment collectively, current research lacks a holistic understanding of the ways these variables interact dynamically in real classrooms.

Third, measurement tools require cultural adaptation and validation. Widely used instruments such as Gardner's AMTB and the FLES were designed in Western contexts and may inadequately capture the linguistic and socio-cultural realities of Pakistani learners. While some studies have employed these scales, systematic efforts to validate or adapt them for the Pakistani context remain underdeveloped (Hashwani, 2008; Li & Wei, 2023). This creates the risk of measurement bias and undermines the reliability of cross-cultural comparisons.

Fourth, demographic and contextual influences remain insufficiently examined. Variables such as gender, age, academic major, parental education, and institutional type are

often included only as background descriptors rather than as integral analytical factors. Yet existing evidence shows that these demographics significantly shape learners' affective experiences (Dewaele et al., 2018; Noren et al., 2015). Their interrelationships with motivation, anxiety, and enjoyment are rarely explored in depth, leaving important questions unanswered about how different learner groups experience English in unequal educational environments.

Finally, theoretical and methodological limitations persist. Gardner's SEM remains foundational in SLA research but its emphasis on attitudinal factors limits its ability to account for practical skill development and socio-economic constraints that characterize under-resourced ESL contexts such as Pakistan. Similarly, methodological approaches remain polarized: many studies rely on either small-scale qualitative inquiries that lack generalizability or large-scale quantitative surveys that sacrifice depth. Few integrate these approaches to provide both breadth and nuanced insight.

The present study seeks to address these gaps by examining motivation, anxiety, and enjoyment together, adapting Gardner's SEM to incorporate contextual and demographic variables, and employing a context-sensitive design with data drawn from public universities in Khyber Pakhtunkhwa.

Lastly, the study triangulated quantitative findings with qualitative data (where applicable) to identify skill-based and socio-contextual patterns of anxiety and motivation, thereby extending Gardner's model to include practical, skill-related implications for teaching and learning. These methodological refinements ensure that while the SEM served as a theoretical foundation, it was applied and expanded in a way that responds to the real-world complexities of Pakistani ESL learners' experiences.

Overall, these gaps highlight the need for culturally relevant strategies and targeted interventions to support ESL learners, particularly in underrepresented and resource-limited settings. Addressing these issues can pave the way for more effective teaching methodologies and improved learning outcomes. The study examines motivational orientation, including intrinsic and extrinsic motivation; however, it overlooks to comprehensively address overall motivation levels, motivational intensity, language learning motivation, and the influence of demographic variables on the motivation of ESL learners.

Moreover, the argument in the literature review highlights clear and specific research gaps that are highly relevant to the current study's focus. These include: (1) the lack of exploration into the interaction between anxiety and other affective factors like motivation and enjoyment, (2) the absence of culturally sensitive and context-specific pedagogical interventions, particularly in ESL settings like Pakistan, and (3) the need to move beyond generic understandings of anxiety to investigate skill-specific and classroom-situational triggers. These identified gaps directly align with a research design that presumably seeks to investigate emotional variables; motivation, anxiety, and enjoyment, among ESL learners in a specific cultural and educational context.

Key empirical studies on enjoyment in EFL learners reveal several research gaps. Most studies, such as those by Dewaele and colleagues, focus on EFL contexts, with limited exploration in ESL settings, restricting cross-cultural applicability. While some research extends to Chinese learners (Li, Jiang, & Dewaele, 2018; Jiang, 2020), broader cultural and educational contexts remain underexplored. Teacher-related factors influencing enjoyment, such as support and classroom organization (Jiang, 2020; Jin & Zhang, 2021), lack detail on demographic influences like age, gender, and academic major, which can significantly affect

learner experiences. Additionally, there is limited investigation into the interaction between enjoyment, anxiety, and motivation, preventing a holistic understanding of emotional dynamics in language learning. Individual differences, including institutional factors and parental education, are often overlooked, despite their potential impact on emotional responses. Moreover, existing tools like the FLES (Dewaele & MacIntyre, 2014) may not fully capture diverse learner experiences, emphasizing the need for culturally sensitive, validated instruments for broader educational contexts.

In summary, while the key empirical studies on enjoyment in ESL learners provide valuable insights, there are significant gaps in terms of the unexplored interactions between these emotional factors, addressing these factors in diverse context like Pakistan, the interplay of multiple affective factors, overlooked the individual differences among learners, and the development of comprehensive assessment tools. Addressing these gaps through this research enhances the understanding and application of motivation, anxiety and enjoyment in ESL learning, leading to more effective and inclusive educational practices. There is a need for comprehensive research that investigates how motivation, anxiety, and enjoyment interact and influence each other, and how individual differences like different universities, age, gender, academic major and parents' education effects motivation, anxiety and enjoyment of ESL learners. Factors such as different universities, age, gender, academic major, and parents' education are often not sufficiently considered in the research. This study calls for more nuanced studies that account for these individual differences, helping to tailor interventions and support to meet the diverse needs of ESL learners. This study advocates for experimental research that evaluates practical interventions, offering concrete recommendations for educators and policymakers to enhance language learning experiences. By addressing these gaps, the research contributes to a more comprehensive and actionable

understanding of motivation, anxiety, and enjoyment in ESL learning, ultimately aiming to improve language education.

2.7 Chapter Summary

The literature review offers a comprehensive examination of the theoretical frameworks and empirical research regarding motivation, anxiety, and enjoyment in SLA, specifically ESL. It includes fundamental concepts such as Gardner's SEM, Horwitz, Horwitz and Cope's theory of FLA, and Positive Psychology, highlighting their importance in understanding the complex interplay of various emotional factors. The review analyzes motivation domains, including attitude, motivational intensity, and desire, with components of anxiety, such as classroom anxiety, reading anxiety, writing anxiety, listening anxiety, and speaking anxiety. It underscores the importance of positive emotions, such as enjoyment, which can alleviate anxiety and improve language learning outcomes. The analysis highlights deficiencies, particularly in ESL cultures, underscoring the necessity for research to ascertain the extent and correlation of these variables in a comprehensive study. To evaluate the influence of individual differences on these emotional elements.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology employed in the study, focusing on the investigation of motivation, anxiety, and enjoyment among Pakistani undergraduate ESL learners. It outlines the research design, sampling techniques, instruments used, and data collection procedures. The chapter begins with the research objectives and questions, followed by a detailed explanation of the quantitative research design adopted. Sampling methods and participant demographics are then discussed, along with the instruments developed for data collection, including their reliability and validity. The final sections detail the data analysis strategies and ethical considerations implemented to ensure the rigor and integrity of the study.

3.2 Research Aim and Objectives

(a) Research Aim

This study aims to investigate the interplay of motivation, anxiety, and enjoyment among Pakistani ESL undergraduate learners, focusing on their levels, relationships, and variations across demographic characteristics.

(b) Research Objectives

- i. To identify the levels of motivation, anxiety, and enjoyment among Pakistani undergraduate ESL learners.
- ii. To determine the relationships among motivation, anxiety, and enjoyment among these learners.

- iii. To examine significant differences in the levels of motivation, anxiety, and enjoyment among these learners based on their demographic characteristics (university affiliation, age, gender, academic major, father's education level, and mother's education level).

3.3 Research Design

A research design provides a structured framework for conducting research, guiding each step from formulating questions to analysing and interpreting findings (Kalaian, 2008). This study employs a quantitative, cross-sectional survey design grounded in the positivist paradigm to explore relationships among motivation, anxiety, and enjoyment in ESL learners, while identifying demographic variations in these constructs.

The positivist paradigm emphasizes objectivity, systematic observation, and replicability, making it well-suited for studies quantifying psychological constructs (Creswell & Creswell, 2017; Cohen, Manion, & Morrison, 2018). This paradigm aligns with the study's focus on deriving empirically grounded and generalizable insights into motivation, anxiety, and enjoyment among ESL learners.

The positivist paradigm in this study is characterized by three key features. First, objectivity is ensured through the use of standardized instruments, which minimize researcher bias and enhance the reliability of data collection. Second, replicability is emphasized, as the study's methodology allows results to be validated in similar educational contexts, ensuring consistency and reliability across different settings. Finally, generalisability is a central focus, with findings designed to be applicable to comparable populations, thereby increasing their relevance and utility in broader educational research. These features collectively contribute to the robustness and credibility of the study's framework.

Quantitative methods were chosen to translate subjective psychological constructs into measurable data, ensuring precision, consistency, and reliability in addressing the study's research questions (DeVellis, 2017). By adopting validated scales, this study ensures a robust framework for exploring the relationships and differences among the constructs.

The cross-sectional survey design was selected for its ability to capture data from a large sample at a single point in time, making it efficient and effective for examining trends, relationships, and demographic variations (Fowler, 2014). This approach aligns with the study's aim of systematically investigating the interplay of motivation, anxiety, and enjoyment among undergraduate ESL learners.

The cross-sectional design offers several advantages that make it an effective research approach. First, it is highly efficient, as data collection is completed within a limited timeframe, reducing logistical challenges. Second, it ensures standardization through the use of structured instruments, providing consistency in responses and enabling meaningful comparisons across participants. Additionally, this design supports comparative analysis by facilitating the examination of demographic variations in psychological constructs. Lastly, it employs measurable tools, such as Likert-scale instruments, to quantify subjective experiences like motivation and anxiety, making it well-suited for analysing complex psychological phenomena.

While the cross-sectional design is ideal for identifying relationships and group differences, it has limitations, including the inability to establish causality and capture temporal changes. However, these limitations are acceptable within the study's scope, which focuses on exploring patterns rather than causal mechanisms.

The research followed a structured workflow to ensure methodological rigor, as illustrated in Figure 3.1. Each step was designed to align with the research objectives and to enhance the reliability and validity of findings.

In the present study, validated scales measuring motivation, anxiety, and enjoyment were systematically adapted to suit the ESL context. This adaptation process was undertaken to ensure the instruments' contextual relevance and appropriateness for the target population. Modifications to individual items were guided by insights drawn from previous empirical literature and informed by expert evaluations. These steps were taken to preserve the construct validity of each scale while aligning them with the specific linguistic and cultural characteristics of the ESL learners involved in the study.

A pilot study was conducted using a smaller, representative sample of ESL learners to pre-test the survey instruments. This preliminary phase served to assess the internal consistency of the questionnaire through Cronbach's alpha reliability analysis. Additionally, it facilitated the refinement of item clarity, structure, and overall coherence, thereby enhancing the validity and appropriateness of the instruments for use in the main study.

Data for the study were collected through a web-based survey administered to undergraduate ESL learners enrolled in three public universities. This approach enabled the efficient gathering of data from a large and geographically diverse sample, ensuring broad representation across institutions. Additionally, the online format supported participant anonymity and convenience, thereby enhancing response rates and reducing potential biases associated with face-to-face data collection.

Data cleaning was conducted as a critical preliminary step to ensure the accuracy and reliability of the dataset. The responses were meticulously examined to eliminate duplicate

entries, address missing values, and detect potential outliers. These procedures were implemented to maintain the integrity of the data and enhance its overall quality, thereby ensuring the validity of subsequent analyses.

Statistical analyses were conducted to provide a comprehensive understanding of the data and to address the study's objectives. Descriptive statistics, including means and standard deviations, were utilized to summarize the data and determine the levels of motivation, anxiety, and enjoyment among the participants. To examine the interrelationships among these affective constructs, correlation analysis was employed. Furthermore, inferential statistical procedures, such as Analysis of Variance (ANOVA) and subsequent post hoc tests, were performed to investigate potential variations across demographic groups, thereby enhancing the rigor and validity of the study's findings.

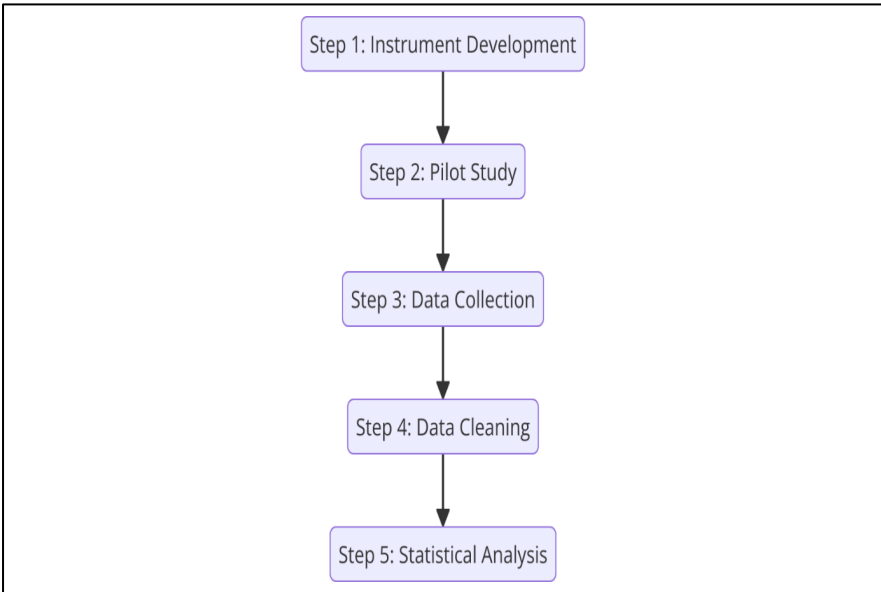


Figure 3.1: Research Design Workflow

3.4 Sampling Technique and Sampling

3.4.1 Sampling Technique

This study utilized a purposive sampling technique, a non-probability method where participants are intentionally selected based on specific characteristics relevant to the research objectives (Alvi, 2016; Creswell & Creswell, 2017). This approach ensures that the sample includes individuals with attributes directly aligned with the variables under investigation: motivation, anxiety, and enjoyment in ESL learning. The criteria for the participant selection are as follows:

- a. The selection criteria requiring participants to be first-semester students enrolled in compulsory ESL courses at public universities was established to ensure consistency, relevance, and comparability in measuring affective variables; motivation, anxiety, and enjoyment, at a foundational stage of ESL learning.
- b. Students from a range of academic majors (Science, Arts, and Humanities) were included to explore potential variations across disciplines.

Purposive sampling was deemed appropriate for this study because it allowed the deliberate selection of participants most likely to provide data relevant to the study's objectives. This technique enhances data relevance and ensures that the sample accurately represents the population under study (Bloomfield & Fisher, 2019).

3.4.2 Sampling

Emails were sent to all 31 universities in KPK, Pakistan, requesting permission to collect data from their students (Appendix A). Out of these, three universities approved participation:

a. University A

Located in KPK's capital, this university has an undergraduate enrolment of over 14,000 students across six faculties. English is a mandatory subject, emphasizing foundational communication skills. A total of 156 participants were from this institution.

b. University B

With 7,476 undergraduates, this university focuses on agricultural and environmental studies. English is a required subject in all six faculties, with 128 participants responding.

c. University C

Serving 2,779 undergraduates, this institution combines traditional and modern education. English courses are mandatory across all departments, contributing 97 participants to the study.

A total of 397 participants initially responded to the online survey. After cleaning the dataset to remove duplicates and incomplete responses, 381 valid responses were retained for analysis. The sample included a diverse cross-section of undergraduate ESL learners.

The sample for the study included 244 male students (64.04%) and 137 female students (35.96%), reflecting regional enrolment trends, with female representation being particularly notable in fields such as Arts and Humanities. Most participants were aged between 17 and 22, consistent with the typical undergraduate age range, while a smaller proportion (6.30%) fell within the 23–25 age group, possibly due to academic delays or transfers. Regarding academic majors, the majority of students (80.84%) were enrolled in Science programs, while 19.16% pursued studies in Arts and Humanities, reflecting the regional focus on science and technology education. Parental education levels varied significantly; 29.66% of fathers and 19.16% of mothers held postgraduate degrees, while

5.79% of fathers and 17.06% of mothers had no formal education, highlighting the socioeconomic diversity of the participants.

3.5 Research Instrument

This study employed a structured questionnaire to investigate the constructs of motivation, anxiety, and enjoyment in ESL learners (Appendix B). The questionnaire was carefully designed to ensure relevance to the research objectives and appropriateness for the cultural and academic context of Pakistani undergraduate learners. The instrument consisted of four sections:

1. Demographic Information: Collect participants' background information.
2. Motivation: Measure students' effort, desire, and attitudes toward learning English.
3. Anxiety: Assess classroom anxiety and language skill-specific anxieties (listening, speaking, reading, writing).
4. Enjoyment: Evaluate learners' positive emotions during English classes.

The questionnaire used a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), to facilitate quantitative measurement of subjective constructs (DeVellis, 2017). This approach enabled precise data collection, supporting statistical analysis and minimizing ambiguity in responses.

The design and adaptation of the instrument followed established best practices in educational and psychological research, ensuring reliability, validity, and contextual relevance (Dörnyei & Taguchi, 2009). Items were adapted from validated scales, including Gardner's (1985) AMTB, Horwitz et al.'s (1986) FLCAS, and Dewaele and MacIntyre's (2014) FLES (Appendix B). Modifications were made to align with the Pakistani ESL context while retaining the integrity of the original constructs.

As part of the expert validation process, overlapping or similar items from multiple sources were compared and consolidated based on expert feedback. Experts recommended retaining only the most relevant and context-appropriate wording to avoid redundancy and ensure clarity for Pakistani ESL learners. For example, several items related to reading motivation (e.g., *“I wish I could read newspapers and magazines in many foreign languages”*; *“I study English to read books/magazines”*; *“Because it will enable me reading books, magazines, newspapers, articles in English”*) were merged into the final item: *“I have a desire to improve my reading skills in English.”*

A similar process was applied to other constructs. For instance, multiple items expressing the desire to master English skills (e.g., *“I would really like to learn many foreign languages”*; *“I have a strong desire to know all aspects of English”*) were consolidated into *“I have a desire to improve my listening, writing, and speaking skills in English.”*

For the anxiety scale, items such as *“I feel nervous when I could not catch up with the Japanese language class”* (Motoda, 2000) and *“I worry about not being able to catch up”* (Horwitz et al., 1986) were refined into *“I feel anxious when I am unable to catch up with the English classroom.”*

For the enjoyment scale, the original item *“We have common ‘legends,’ such as running jokes”* (Dewaele & MacIntyre, 2014) was adapted into *“I believe that we have shared ‘legends,’ such as running jokes in our English classroom”* to ensure cultural and contextual relevance.

These revisions ensured that the final instrument avoided duplication, enhanced clarity, and reflected the linguistic and classroom realities of Pakistani undergraduate learners.

3.5.1 Demographic Section

The demographic section collected essential background information on participants. These variables were selected for their potential impact on learners' motivation, anxiety, and enjoyment in ESL learning. Specifically, information was gathered on:

- i. University: Student's affiliation
- ii. Gender: Male or Female.
- iii. Age: Categorized into three groups (17–19, 20–22, and 23–25 years).
- iv. Academic Major: Classified as Science or Arts and Humanities.
- v. Parents' Educational Background: Captured both fathers' and mothers' education.

3.5.2 Motivation Questionnaire

Items for the motivation construct were primarily adopted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB), with additional items adapted from Pae (2017) and Clement et al. (1994). Adaptation focused on linguistic simplification and contextual alignment. For example, Pae's (2017) original item "I try to practice the Japanese language that I have learnt in the class" was adapted to "I try to practice English language that I have learnt in the classroom" to ensure contextual relevance. Similarly, Gardner's original item "When I am studying English, I ignore distractions and pay attention to my task" was simplified to "I pay attention to my task when I am studying English" to enhance clarity for learners with varying proficiency. New items were selectively created to reflect classroom realities in Pakistan, such as large-group instruction and exam-oriented study habits. These adaptations preserved construct validity while ensuring the items were accessible and meaningful in the Pakistani ESL context.

The construct consists of three domains as the following:

- i. Intensity: Captured the learners' effort in learning English
- ii. Desire: Measured the learners' aspirations to improve language skills across reading, writing, listening, and speaking
- iii. Attitude: Assessed learners' interest and positive emotions toward the language learning process

Table 3.1: Example of Items in the Motivation Scale

Domain	Source	Example Item	No. of Items
Intensity	Gardner (1985), Pae (2017)	I try to practice English that I learn in class.	5
Desire	Gardner (1985), Clement et al. (1994)	I have a desire to improve my speaking skills in English.	4
Attitude	Gardner (1985)	I find learning English a wonderful experience.	5

3.5.3 Anxiety Questionnaire

The anxiety construct was measured through items adapted from Horwitz et al.'s (1986) FLCAS, Cheng (2002), Zhao and Dynia (2013), and other validated sources. Items were grouped into five subdomains: classroom, listening, speaking, reading, and writing anxiety.

Adaptations often involved shifting from general or foreign language contexts to specific English classroom realities. For example, Horwitz et al.'s (1986) original item "Listening to someone speaking in English makes me nervous" was reworded to "I feel

nervous when I'm listening in English". Similarly, Motoda's (2000) Japanese-language item "I feel nervous when I could not catch up with the Japanese language class" was adapted to "I feel anxious when I am unable to catch up with the English classroom". These modifications ensured cultural and linguistic appropriateness while retaining the theoretical grounding of the original scales.

The five subdomains are:

- i. Classroom Anxiety: Gauged anxieties stemmed from situations where learners felt judged by peers or unable to respond to teachers' questions.
- ii. Listening Anxiety: Examined real-time comprehension difficulties, such as unfamiliar accents or fast speech.
- iii. Speaking Anxiety: Addressed fears related to public speaking and error correction in the classroom.
- iv. Reading Anxiety: Focused on difficulties in understanding complex texts, unfamiliar vocabulary, and interpreting meaning under time pressure.
- v. Writing Anxiety: Captured anxieties related to grammar, spelling, and idea organization.

Table 3.2: Example of Items in the Anxiety Scale

Domain	Source	Example Item	No. of Items
Classroom Anxiety	Horwitz et al. (1986)	I feel upset when I don't know the answer to my teacher's question.	5

Table 3.2: Continued

Listening Anxiety	Al-Khafaifi (2005), Zhao & Dynia (2013)	I feel uneasy when listening to new information in English.	5
Speaking Anxiety	Horwitz et al. (1986), Zhang (2019)	I feel nervous when I am speaking in English.	6
Reading Anxiety	Zhao & Dynia (2013), Lien (2011)	I feel anxious when I encounter unfamiliar words while reading.	5
Writing Anxiety	Cheng (2002), Liu & Ni (2015)	I feel nervous when organizing my ideas in English writing.	6

3.5.4 Enjoyment Questionnaire

The enjoyment construct was adapted from Dewaele and MacIntyre's (2014) FLES and extended with items from Li, Jiang, and Dewaele (2018). Adaptations emphasized contextual alignment with Pakistani ESL classrooms. For example, the original item *"It's fun to learn a foreign language"* was adapted to *"I feel fun while learning English in the classroom"*. Another item, *"We have common 'legends,' such as running jokes"* (Dewaele & MacIntyre, 2014), was modified to *"I believe that we have shared 'legends,' such as running jokes in our English classroom"*, ensuring students could relate to classroom humor within their own cultural context. These examples demonstrate how enjoyment items were tailored without altering their conceptual meaning.

This scale consists of three subdomains:

- i. Creativity: Evaluated learners' ability to express themselves in innovative ways.

- ii. Pride: Measured learners' satisfaction with their accomplishments in English.
- iii. Positive Environment: Assessed the level of support and encouragement in the classroom.

Table 3.3: Items in the Enjoyment Scale

Domain	Source	Example Item	No. of Items
Creativity	Dewaele & MacIntyre (2014)	I feel fun while learning English in class.	4
Pride	Gardner (1985), Li et al. (2018)	I feel proud of my achievements in English class.	4
Positive Environment	Dewaele & MacIntyre (2014)	I believe my English class has a positive atmosphere.	7

3.6 Instruments Validity and Reliability

3.6.1 Instruments Validity

Validity, specifically construct validity, refers to the extent to which a psychometric tool accurately measures the intended construct (Dörnyei & Taguchi, 2011). Establishing construct validity is crucial to ensuring that the research instruments align with the study's objectives and theoretical framework. One of the most widely used approaches is expert judgement (Brown, 1983; Gay et al., 2011), with Gable and Wolf (2012) recommending feedback from at least two subject-matter experts.

In this study, two specialists in applied linguistics reviewed the questionnaire to evaluate the alignment of items with the constructs of motivation, anxiety, and enjoyment.

They assessed vocabulary, sentence structure, and cultural appropriateness. Items that were unclear, redundant, or irrelevant were rephrased or consolidated. For example, several items on reading motivation were merged into a single, context-relevant item (“I have a desire to improve my reading skills in English”), while classroom anxiety items were refined to better reflect Pakistani ESL realities (see Section 3.5 and Appendix B).

This expert validation ensured that the final instrument retained theoretical integrity, reflected the linguistic and cultural context, and avoided redundancy, thereby strengthening its construct validity.

3.6.2 Instruments Reliability

Reliability refers to the consistency and predictability of an instrument in measuring a concept, ensuring that the scores are free from random measurement errors (Bhattacherjee, 2012; Dörnyei & Taguchi, 2010). A reliable instrument yields consistent results across different contexts and time periods.

For this study, internal consistency reliability was assessed using Cronbach’s alpha, a widely accepted metric in educational and psychological research (Taherdoost, 2016). Cronbach’s alpha measures the degree of interrelatedness among items in a scale, with higher values indicating stronger reliability. The Cronbach’s alpha was interpreted following the guidelines by George and Mallery (2012):

- i. 0.90: Excellent reliability
- ii. 0.80–0.89: Good reliability
- iii. 0.70–0.79: Acceptable reliability
- iv. <0.70: Low reliability

The pilot study (see Section 3.7) confirmed the high reliability of the research instruments. The Cronbach's alpha values for each construct and their subdomains for the pilot and the main study are summarized in Table 3.4.

Table 3.4: Summary of Scale Reliability for the Pilot and Main Study

Construct	Subdomain	Pilot Study	Main Study	Interpretation
Motivation	Intensity	0.882	0.914	Excellent
	Desire	0.944	0.932	Excellent
	Attitude	0.814	0.889	Good
Motivation Total		0.944	0.911	Excellent
Anxiety	Classroom Anxiety	0.839	0.860	Good
	Listening Anxiety	0.860	0.895	Good
	Reading Anxiety	0.896	0.902	Excellent
	Speaking Anxiety	0.902	0.928	Excellent
	Writing Anxiety	0.904	0.912	Excellent
Anxiety Total		0.969	0.962	Excellent
Enjoyment	Creativity	0.795	0.819	Good
	Pride	0.700	0.738	Acceptable
	Positive Environment	0.917	0.926	Excellent
Enjoyment Total		0.926	0.915	Excellent
Overall Total		0.924	0.930	Excellent

3.7 Pilot Study

The pilot study played a critical role in validating the research instruments and ensuring their reliability, clarity, and appropriateness before conducting the full-scale data collection. The process included assessing psychometric properties and testing the survey administration procedure to ensure smooth implementation.

The pilot study involved a sample of 70 undergraduate ESL learners from University B. Participants were selected using purposive sampling, replicating the criteria applied in the main study to ensure representativeness of the target population.

- i. Participant Characteristics: First-semester students enrolled in compulsory ESL courses were chosen, as they had direct experience with the constructs under investigation.
- ii. Sample Size Justification: A smaller sample was sufficient to test the instrument's reliability and validity without overburdening the overall participant pool reserved for the main study.

The pilot study was conducted during the 10th to 12th week of the first semester of the 2020/2021 academic session. Participants completed the questionnaire via an online platform, replicating the distribution method planned for the main study.

- i. Survey Language: The questionnaire was administered in English.
- ii. Participant Briefing: Participants were informed about the study's objectives, assured of their voluntary participation, and guaranteed anonymity.
- iii. Survey Duration: Participants required approximately 15–20 minutes to complete the questionnaire.

Reliability, measured by Cronbach's alpha, assessed the internal consistency of the instrument. . The pilot study confirmed that the questionnaire was reliable in measuring the intended constructs. The results demonstrated excellent reliability for all constructs and their subdomains, as shown in table 3.5.

Table 3.5: Summary of Scale Reliability for the Pilot Study

Construct	Subdomains	Cronbach's Alpha	Interpretation
Motivation	Intensity	0.882	Good
	Desire	0.944	Excellent
	Attitude	0.814	Good
	Overall	0.944	Excellent
Anxiety	Classroom Anxiety	0.839	Good
	Listening Anxiety	0.860	Good
	Speaking Anxiety	0.902	Excellent
	Reading Anxiety	0.896	Good
	Writing Anxiety	0.904	Excellent
	Overall	0.969	Excellent
Enjoyment	Creativity	0.795	Acceptable
	Pride	0.700	Acceptable
	Positive Environment	0.917	Excellent
	Overall	0.926	Excellent

3.8 Data Collection Procedure

The procedure was designed to ensure the ethical collection and analysis of data. Prior to commencing the study, formal permissions were obtained from the registrars of the three participating universities: University A, University B, and University C. A detailed explanation of the study's objectives and intended procedures was provided to the administration, ensuring their understanding and approval. Participants, consisting of first-semester undergraduate ESL learners, were identified through faculty announcements and institutional communication channels. They were explicitly informed about the purpose of the study and their role in the data collection process.

To maintain ethical standards, participants were provided with a disclaimer at the beginning of the web-based survey. This disclaimer outlined the study's objectives, assured them of their anonymity and confidentiality, and emphasized that their participation was voluntary. Consent was obtained from all participants before answering the online survey questionnaire. They were also made aware of their right to withdraw from the study at any point without consequences. Data collection was carried out using a web-based survey platform optimized for both desktop and mobile devices, ensuring accessibility and convenience. Internet availability and technical feasibility were verified beforehand to avoid disruptions.

Ethical safeguards were implemented throughout the research process. The data was anonymized, and no identifying information was collected. The survey concluded with 396 responses, of which 381 were retained for analysis after cleaning for duplicates, incomplete entries, and outliers. This structured and ethically compliant approach ensured the reliability and validity of the data collected.

3.9 Data Analysis

This section details the data-cleaning procedures and statistical analyses used to address the three research objectives. All analyses were conducted using IBM SPSS Statistics (Version 29).

3.9.1 Data Cleaning

An online survey was distributed to students enrolled at three public universities, yielding a total of 396 responses. Before proceeding with the formal data analysis, the dataset underwent a rigorous screening process to ensure accuracy and validity. First, all questions pertaining to the core constructs of the study, motivation, anxiety, and enjoyment, were marked as mandatory, resulting in no missing data in the final dataset. Second, the data were reviewed for typographical errors and duplicate entries. This involved identifying implausible values (such as unrealistic age entries) and checking for duplicate records based on email addresses and identical time-stamp patterns. Third, potential outliers were identified through descriptive statistical techniques, including the use of z-scores exceeding ± 3.29 and visual inspection of boxplots. Responses exhibiting extreme or repetitive patterns were deemed invalid and subsequently removed. After these data cleaning procedures, a total of 381 valid responses remained and were used for all subsequent statistical analyses.

3.9.2 Normality Test

Given that inferential statistical analyses such as Pearson's correlation, t-tests, and ANOVA rely on the assumption of approximately normally distributed data, the Shapiro-Wilk test was employed to assess the normality of the dataset. A p-value greater than 0.05 was interpreted as evidence that the data did not significantly deviate from normality, thereby justifying the use of parametric tests such as Pearson's *r*, ANOVA, and t-tests.

Conversely, if the p-value had been less than 0.05, non-parametric or robust alternatives, such as Welch's ANOVA, would have been considered. In the present study, the Shapiro-Wilk test yielded a p-value of 0.78, indicating that the assumption of normality was met for all three key constructs: motivation, anxiety, and enjoyment.

3.9.3 Data Analysis for Research Objective 1

To address the first objective, which was to identify the levels of motivation, anxiety, and enjoyment among Pakistani undergraduate ESL learners, descriptive statistical analyses were performed. Specifically, means and standard deviations were calculated for each of the three affective constructs to determine central tendencies and the degree of variability in responses. To facilitate meaningful interpretation, the resulting scores were classified into three categories, low, moderate, and high, based on established thresholds from previous studies (Abu-Snoubar, 2017; Ma et al., 2019). Scores ranging from 1.00 to 2.49 were categorized as low, 2.50 to 3.49 as moderate, and 3.50 to 5.00 as high. This classification system allowed for a systematic and comparative assessment of learners' emotional and motivational states within the ESL learning context.

3.9.4 Data Analysis for Research Objective 2

To examine the relationships among motivation, anxiety, and enjoyment, Pearson's Correlation Coefficient (r) was employed, as the normality test yielded a p-value of 0.78, indicating that the data were normally distributed. Pearson's r was used to assess the strength and direction of the linear associations among the three psychological constructs. The interpretation of correlation values followed Cohen's (1988) guidelines, which classify coefficients as negligible (0.00–0.10), weak (0.10–0.39), moderate (0.40–0.69), strong (0.70–0.89), and very strong (0.90–1.00). This approach provided a nuanced understanding

of the extent to which the constructs were related within the context of English language learning.

All correlation analyses in the study were conducted using a significance level of $\alpha = 0.05$ to determine the statistical reliability of the observed relationships. The p-values obtained from these tests indicated whether the correlations between variables significantly differed from zero, thereby confirming the presence or absence of meaningful associations. This analysis provided valuable insight into the extent to which motivation is related to anxiety and enjoyment. Specifically, it examined whether higher levels of motivation were associated with lower levels of anxiety and greater levels of enjoyment, thereby contributing to a deeper understanding of the interplay among these affective constructs in the ESL learning context.

3.9.5 Data Analysis for Research Objective 3

To address Objective 3, which aimed to examine significant differences in motivation, anxiety, and enjoyment based on demographic characteristics, including university affiliation, age, gender, academic major, father's education, and mother's education, a series of statistical procedures were implemented. Initially, Levene's Test for Homogeneity (Cohen et al., 2018) was applied to assess the equality of variances across demographic groups. If the p-value exceeded 0.05, equal variances were assumed, and standard ANOVA or independent t-tests were conducted accordingly. In cases where p-values were below 0.05, indicating unequal variances, alternative procedures such as Welch's ANOVA were employed. Group comparisons were then carried out using one-way ANOVA for demographic variables with three or more categories (e.g., university affiliation, age, and parental education), while independent t-tests were used for binary variables such as gender (male vs. female) and academic major (Science vs. Arts). When ANOVA results

revealed significant differences ($p < 0.05$), post hoc analyses using Tukey's HSD were conducted to identify which specific groups differed significantly. To evaluate the magnitude of these differences, effect sizes were calculated: Cohen's d was used for t-tests, with benchmarks of 0.2 for small, 0.5 for medium, and 0.8 for large effects, while Eta Squared (η^2) was used for ANOVA, interpreted as 0.01 (small), 0.06 (medium), and 0.14 (large), respectively.

Using these analyses, the study determined whether and how demographic factors such as gender, university affiliation, and parental education influenced learners' motivation, anxiety, and enjoyment. Table 3.6 summarizes the main statistical tests and their purposes.

Table 3.6: Summary of Inferential Tests

Test	Purpose	Details
Levene's Test	Assess variance homogeneity	If $p > 0.05$: Equal variances.
ANOVA	Compare means across multiple groups	Requires equal variances (if $p > 0.05$).
Welch's ANOVA	Robust alternative to ANOVA	Used if variances are unequal.
Independent t-test	Compare means for two groups	Applicable for gender, academic major.
Tukey's HSD	Post hoc for equal variances	Identifies group pairs that differ.

3.9.6 Summary of Data Analysis

Table 3.7 provides an overview of how each research objective was addressed methodologically.

Table 3.7: Summary of Data Analysis for Each Research Objectives

Research Objective	Analysis Method	Details
Objective1: Levels of motivation, anxiety, enjoyment	Descriptive Statistics (means, standard deviations)	Threshold classification (Abu-Snoubar, 2017; Ma et al., 2019):
Objective2: Relationships among the constructs	Pearson's Correlation Coefficient (r)	Normal distribution confirmed (Shapiro-Wilk $p=0.78$). Correlation strengths (Cohen, 1988):
Objective3: Differences by demographics	1. ANOVA / Welch's ANOVA (≥ 3 groups) 2. Independent t-test (2 groups) 3. Robust tests (Brown-Forsythe, if needed) 4. Tukey's HSD (post hoc)	- Levene's Test: Check homogeneity ($p>0.05$) - Effect sizes: η^2 (ANOVA), Cohen's d (t-test) - Explore group-level variations (gender, age, academic major, parental education).

3.10 Chapter Summary

This chapter outlined the research methodology employed in this study to investigate the levels of motivation, anxiety, and enjoyment among ESL undergraduate learners, their interrelationships, and the demographic variations influencing these constructs. It provided a comprehensive framework for the research process, including the research design, data collection, instrument validation, and data analysis techniques.

The chapter began with an overview of the research design, which utilized a quantitative, cross-sectional survey approach grounded in the positivist paradigm. This

approach facilitated the systematic collection and analysis of data from 381 undergraduate learners across three universities in Pakistan.

The development and validation of research instruments were discussed in detail. Adapted from validated scales in previous studies, the instruments demonstrated high reliability and validity, as confirmed through expert reviews and pilot testing. The process of data cleaning was also elaborated, ensuring the dataset's integrity by addressing missing values, duplicates, and outliers.

The data analysis techniques were explained in alignment with the study's objectives. Descriptive Statistics were used to evaluate the levels of motivation, anxiety, and enjoyment among participants whereas correlation analysis was applied to explore the relationships between the three constructs, using Pearson correlation coefficients and effect sizes. Inferential Statistics such as t-tests, ANOVA and Tukey HSD were utilized to examine demographic differences. For homogeneity of variance, Leven's test was conducted to identify specific group differences. The chapter also emphasized the use of effect size measures (e.g., Cohen's d and η^2) to complement statistical significance with practical relevance. Normality tests (Shapiro-Wilk) were conducted to ensure the appropriateness of parametric or non-parametric tests, and robust alternatives were employed when assumptions were violated.

In conclusion, this chapter provided a detailed roadmap of the methodological steps taken to address the research questions. The approach to data collection and analysis ensures the credibility and validity of the findings, which are presented and discussed in the subsequent chapters.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter presents the quantitative findings for the three research objectives: (1) to identify the levels of motivation, anxiety, and enjoyment among Pakistani undergraduate ESL learners, (2) to determine the relationships among these constructs, and (3) to examine significant differences based on demographic variables. Data were analyzed using descriptive statistics, correlational analyses, and inferential tests. Interpretations related to each research objective are provided to contextualize the results.

4.2 Level of Motivation, Anxiety, and Enjoyment

Research Objective 1: To identify the levels of motivation, anxiety, and enjoyment among Pakistani undergraduate ESL learners.

To address this objective, descriptive statistics (mean and standard deviation) were computed for each construct (motivation, anxiety, enjoyment). Following prior studies (Abu-Snoubat, 2017; Ma et al., 2019), three threshold ranges defined the level of each construct:

- Low: 1.00–2.49
- Moderate: 2.50–3.49
- High: 3.50–5.00

4.2.1 Motivation

Motivation was examined through three subdomains: intensity, desire, and attitude toward English. Overall, learners displayed a high level of motivation ($M = 3.88$, $SD = 0.96$), as shown in Table 4.1.

Table 4.1: Motivation Levels by Subdomain

Subdomain	Mean	SD	Interpretation
Desire	3.92	0.84	High
Intensity	3.89	1.05	High
Attitude	3.83	0.99	High

(a) Motivational Intensity

Motivational intensity refers to the effort and focus learners invest in language learning. The mean score for this subdomain ($M = 3.89$, $SD = 1.05$) was high, indicating a generally strong commitment as shown in table 4.2.

Table 4.2: Motivational Intensity Items

Item	Item Description	Mean	SD
1	I plan to learn as much English as possible.	4.15	1.014
2	I pay attention to my task when studying English.	4.01	0.953
3	I try to practice the English I have learned in class.	3.88	1.028
4	I try to do my English assignments immediately.	3.80	1.098
5	I really work hard to learn English.	3.61	1.134

The highest-rated item ($M = 4.15$) shows that learners strongly aim to maximize their English proficiency, whereas slightly lower means in completing assignments ($M = 3.80$) and persisting in practice ($M = 3.61$) suggest some room for enhancement in day-to-day effort.

(b) Desire

Desire yielded the highest mean score ($M = 3.92$, $SD = 0.84$), with learners particularly motivated to improve productive skills (speaking and writing) over receptive skills (reading and listening). Table 4.3 details these results.

Table 4.3: Desire Items

Item	Item Description	Mean	SD
1	I have a desire to improve my speaking skills.	4.53	0.756
2	I have a desire to improve my writing skills.	4.44	0.817
3	I have a desire to improve my listening skills.	3.35	0.888
4	I have a desire to improve my reading skills.	3.34	0.909

The highest means (4.53 for speaking, 4.44 for writing) indicate learners' strong preference for active language use, while moderate interest in reading and listening reflects a lesser emphasis on receptive skills.

(c) Attitude Towards English

Attitudes were high overall ($M = 3.83$, $SD = 0.99$), indicating a positive view of English learning as presented in table 4.4.

Table 4.4: Attitude Toward English Items

Item	Item Description	Mean	SD
1	I like learning English.	4.33	0.870
2	I find that learning English is a wonderful experience.	4.12	0.913
3	I like the activities in my English classroom.	3.94	1.032
4	I look forward to studying more English in the future.	3.47	1.142
5	I like the way learning materials are used in my English class	3.30	0.984

Although learners expressed high enjoyment in learning English ($M = 4.33$) and classroom activities ($M = 3.94$), the somewhat lower interest in future study ($M = 3.47$) and dissatisfaction with certain materials ($M = 3.30$) imply areas where improvement could foster stronger attitudes.

Overall, the high desire, intensity and attitude suggest strong investment in acquiring English, particularly for receptive skills and for more varied, engaging classroom materials.

4.2.2 Anxiety

On average, learners reported moderate anxiety ($M = 3.11$, $SD = 1.25$). Five subdomains: speaking, classroom, writing, listening, and reading were assessed. Table 4.5 indicates the results for the level of anxiety's subdomains.

Table 4.5: Anxiety Levels by Subdomain

Subdomain	Mean	SD	Interpretation
Speaking Anxiety	3.34	1.24	Moderate
Classroom Anxiety	3.26	1.26	Moderate

Table 4.5: Continued

Writing Anxiety	3.06	1.23	Moderate
Listening Anxiety	3.05	1.26	Moderate
Reading Anxiety	2.83	1.26	Moderate

(a) Speaking Anxiety

Speaking tasks induced the highest anxiety ($M = 3.34$, $SD = 1.24$), involving fear of making mistakes and being judged by peers as indicated in table 4.6.

Table 4.6: Speaking Anxiety Items

Item	Item Description	Mean	SD
1	I feel uneasy discussing new ideas in English.	3.58	1.184
2	I feel nervous when the teacher does not understand me.	3.44	1.194
3	I fear classmates might laugh at me.	3.34	1.175
4	I feel nervous when speaking in English.	3.21	1.312
5	I am anxious about organizing my ideas when I speak.	3.12	1.346

Learners' discomfort in discussing new ideas ($M = 3.58$) underscores the perceived risk of error, particularly regarding novelty and clarity of expression.

(b) Classroom Anxiety

Classroom anxiety ($M = 3.26$, $SD = 1.26$) is linked to worry about teacher questions and peer comparisons as shown in table 4.7.

Table 4.7: Classroom Anxiety Items

Item	Item Description	Mean	SD
1	I feel upset when I don't know the answer to my teacher's question.	3.70	1.179
2	I feel anxious when I am unable to catch up with the English classroom	3.46	1.127
3	I feel embarrassed when I make mistakes in front of other students.	3.25	1.352
4	I feel worried that other students think my English is poor.	3.04	1.376
5	I feel more anxious in my English classroom than in any other class.	2.86	1.260

Struggling to answer teacher questions ($M = 3.70$) is the primary anxiety trigger, reflecting the perceived performance pressure in a classroom setting.

(c) Writing Anxiety

Writing anxiety also falls into the moderate range ($M = 3.06$, $SD = 1.23$), particularly around grammatical accuracy. Table 4.8 indicates the results for writing anxiety.

Table 4.8: Writing Anxiety Items

Item	Item Description	Mean	SD
1	I feel tense when I am confused about correct grammar.	3.43	1.165
2	I get bothered when I cannot write words in English.	3.17	1.261
3	I feel nervous when I do not know the right spelling.	3.12	1.193

Table 4.8: Continued

4	I feel uneasy when writing new information in English.	3.03	1.275
5	I feel nervous when I am writing in English.	2.57	1.264

Grammar confusion ($M = 3.43$) emerges as the primary source of writing anxiety, indicating the importance of clarity in language rules for students.

(d) Listening Anxiety

With a mean score of 3.05 ($SD = 1.26$), listening anxiety centers on difficulty grasping essential words or complex instructions as indicated in table 4.9.

Table 4.9: Listening Anxiety Items

Item	Item Description	Mean	SD
1	I feel tense when I cannot understand the key words while listening.	3.40	1.165
2	I feel nervous when I do not understand everything my teacher says.	3.27	1.301
3	I feel nervous when I do not understand what I am listening to.	3.24	1.284
4	I feel uneasy when listening to new information in English.	2.76	1.273
5	I am afraid of listening in English.	2.56	1.279

Failing to grasp key words ($M = 3.40$) is the leading anxiety factor, highlighting the need for explicit listening strategies and vocabulary support.

(e) Reading Anxiety

Reading anxiety was the lowest among the subdomains ($M = 2.83$, $SD = 1.26$), linked to misunderstanding unfamiliar or complex texts as presented in table 4.10.

Table 4.10: Reading Anxiety Items

Item	Item Description	Mean	SD
1	I feel nervous when I do not understand every word I am reading.	3.17	1.262
2	I get confused when I can't remember what I'm reading.	3.10	1.213
3	I feel uneasy when reading new information in English.	2.73	1.293
4	I get upset when I'm not sure whether I understand what I read.	2.65	1.253
5	I am afraid of reading in English.	2.51	1.268

Needing to understand every word ($M = 3.17$) emerges as the strongest reading-related anxiety, indicating a tendency toward perfectionism that can hinder reading fluency.

Overall, learners exhibit moderate anxiety in all language skills, with speaking and classroom anxiety most pronounced. These patterns suggest that scaffolding, collaborative activities, and ongoing feedback may help reduce learners' stress and boost confidence.

4.2.3 Enjoyment

Learners reported a high level of enjoyment ($M = 3.81$, $SD = 0.70$), assessed through three subdomains: positive environment, creativity, and pride as shown in table 4.11.

Table 4.11: Enjoyment Levels by Subdomain

Subdomain	Mean	SD	Interpretation
Positive Environment	4.04	1.02	High
Creativity	3.72	1.09	High
Pride	3.67	1.03	High

(a) Positive Environment

A supportive and encouraging atmosphere topped the enjoyment factors ($M = 4.04$, $SD = 1.02$). Table 4.12 highlights this subdomain.

Table 4.12: Positive Environment Items

Item	Item Description	Mean	SD
1	My English teacher seems friendly.	4.18	1.012
2	My English teacher is supportive.	4.15	0.992
3	My English teacher seems encouraging.	4.12	1.050
4	I feel a positive environment in my class.	4.04	1.030
5	My peers in class are pleasant.	3.69	0.996

Teacher friendliness ($M = 4.18$) is the highest-rated element, underscoring the importance of teacher-student rapport in fostering a positive classroom climate.

(b) Creativity

Creativity ($M = 3.72$, $SD = 1.09$) reflects learners' appreciation for fun, engaging tasks. Table 4.13 presents the item-wise analysis.

Table 4.13: Creativity Items

Item	Item Description	Mean	SD
1	I feel fun while learning English in the classroom.	3.85	1.073
2	I do not get bored during my English class.	3.78	1.144
3	I can be creative during my English class.	3.75	1.037
4	I can ignore embarrassing mistakes in my English class.	3.51	1.095

The highest-rated item ($M = 3.85$) shows that fun classroom activities promote enjoyment and creativity, while the ability to overlook mistakes ($M = 3.51$) suggests learners value a safe environment for experimentation.

(c) Pride

Pride, representing a sense of accomplishment, also scored high ($M = 3.67$, $SD = 1.03$). Table 4.14 lists the ranked items.

Table 4.14: Pride Items

Item	Item Description	Mean	SD
1	I feel proud of my English teacher.	4.12	1.085
2	I feel proud of my accomplishments in my class.	3.82	0.961
3	I'm a worthy member of my English class.	3.40	0.999
4	I feel as though I'm a different person during class.	3.34	1.085

Learners' pride in their teachers ($M = 4.12$) indicates that effective instruction and strong teacher-learner relationships significantly boost learners' sense of achievement.

Overall, high enjoyment underscores the role of positive, creative, and pride-enhancing experiences in the ESL classroom. Strengthening opportunities for teacher support and learner creativity can further nurture this enjoyment, which may, in turn, bolster motivation and reduce anxiety.

4.2.4 Summary: Levels of Motivation, Anxiety, and Enjoyment

This section identifies Pakistani undergraduate ESL learners' level of motivation, anxiety, and enjoyment, following threshold ranges (1.00–2.49: low; 2.50–3.49: moderate; 3.50–5.00: high). The results indicate:

a) Motivation

The overall motivation level was categorized as high ($M = 3.88$, $SD = 0.96$), according to the threshold range (3.50–5.00). Subcomponents also reflected high scores: desire ($M = 3.92$), intensity ($M = 3.89$), and attitude ($M = 3.83$), confirming a generally strong positive orientation toward English learning. Within these, learners displayed higher motivation toward productive skills (speaking and writing), whereas moderate motivation was observed for receptive skills like reading ($M = 3.46$) and listening ($M = 3.41$), both falling within the moderate range. This pattern suggests the need to balance skill development to promote holistic language proficiency.

b) Anxiety

Learners reported an overall moderate level of anxiety ($M = 3.11$, $SD = 1.25$), aligning with the 2.50–3.49 threshold. Among subdomains, speaking anxiety ($M = 3.34$) and classroom anxiety ($M = 3.26$) also fell within the moderate range but ranked highest, indicating performance-related stress and fear of negative evaluation. In contrast, anxiety levels in writing ($M = 3.14$), listening ($M = 2.94$), and reading ($M = 2.81$) were

similarly moderate, suggesting the need for targeted pedagogical strategies like scaffolding and peer support to ease anxiety across these domains.

c) Enjoyment

The enjoyment level was interpreted as high ($M = 3.81$, $SD = 0.70$), based on the established indicator. Subdomains, positive environment ($M = 3.88$), creativity ($M = 3.79$), and pride ($M = 3.76$), also met the high criterion. Teacher friendliness, with a particularly strong mean score of 4.18, further reinforces the high enjoyment levels and emphasizes the role of supportive, engaging teacher-student relationships in fostering a positive ESL learning experience.

In line with the defined mean score indicators, learners exhibited high motivation and high enjoyment alongside moderate anxiety. While fear of speaking and classroom performance persists at a moderate level, the findings suggest that encouraging creative and student-centered instruction, paired with supportive feedback, can improve learners' affective experiences and performance in ESL contexts.

4.3 Relationship Among Motivation, Anxiety, and Enjoyment

Research Objective 2: To determine the relationships among motivation, anxiety, and enjoyment among Pakistani undergraduate ESL learners.

Given that the normality test returned a p-value of 0.78 (i.e., > 0.05), the data were deemed sufficiently normally distributed to use Pearson's Correlation Coefficient (r). Relationships were interpreted according to Cohen's (1988) thresholds:

- 0.00–0.10: Negligible correlation
- 0.10–0.39: Weak correlation

- 0.40–0.69: Moderate correlation
- 0.70–0.89: Strong correlation
- 0.90–1.00: Very strong correlation

4.3.1 Overall Relationships Among Motivation, Anxiety, and Enjoyment

Table 4.15 presents the correlation analysis for the three main constructs, supplemented by a visual illustration in Figure 4.1.

Table 4.15: Correlation Among Motivation, Anxiety, and Enjoyment

Constructs	Correlation Coefficient (r)	p-value	Interpretation
Motivation–Anxiety	-0.265**	<0.001	Weak, Negative
Motivation–Enjoyment	0.594**	<0.001	Moderate, Positive
Anxiety–Enjoyment	-0.050**	<0.001	Negligible, Negative

The findings reveal significant relationships among motivation, anxiety, and enjoyment in learners. Higher motivation is associated with lower anxiety, as indicated by a weak negative correlation ($r = -0.265$). Additionally, motivation and enjoyment exhibit a moderate positive relationship ($r = 0.594$), suggesting that motivated learners tend to experience greater enjoyment in their learning activities. On the other hand, anxiety and enjoyment show a negligible negative correlation ($r = -0.050$), indicating that these two variables are only minimally related. Overall, the results highlight the importance of motivation in reducing anxiety and enhancing enjoyment in learning contexts.

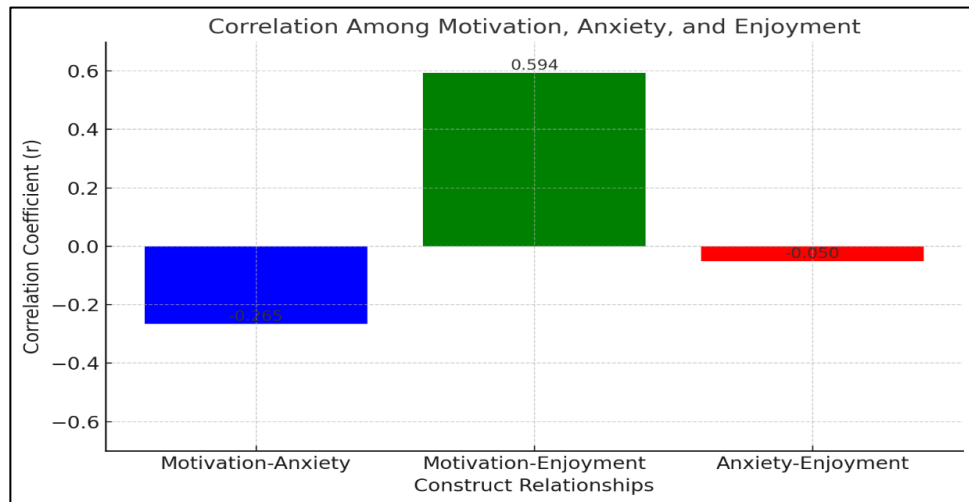


Figure 4.1: Correlation Among Motivation, Anxiety, and Enjoyment

Figure 4.1 visually demonstrates these relationships. Motivation stands out as a key driver, boosting enjoyment and reducing anxiety to a greater extent than anxiety diminishes enjoyment. From an instructional perspective, these results highlight the value of interventions that enhance motivation while also addressing specific anxieties, thereby creating a supportive and engaging learning environment.

4.3.2 Relationship Between Motivation and Subdomains of Anxiety

Motivation showed a negative correlation with all anxiety subdomains, as displayed in Table 4.16.

Table 4.16: Correlation Between Motivation and Anxiety Subdomains

Anxiety Subdomain	Correlation Coefficient (r)	p-value	Interpretation
Classroom Anxiety	-0.358**	<0.001	Weak, Negative

Table 4.16: Continued

Listening Anxiety	-0.191**	<0.001	Weak, Negative
Speaking Anxiety	-0.233**	<0.001	Weak, Negative
Reading Anxiety	-0.219**	<0.001	Weak, Negative
Writing Anxiety	-0.188**	<0.001	Weak, Negative

The strongest negative correlation emerged between motivation and classroom anxiety ($r = -0.358$), implying that highly motivated learners cope more effectively with classroom pressures. Similarly, speaking anxiety ($r = -0.233$) and reading anxiety ($r = -0.219$) showed significant negative relationships with motivation, highlighting that performance tasks (public speaking) and comprehension challenges (reading) can hinder motivation if anxiety is not managed. Scaffolding, positive feedback, and interactive tasks may help sustain motivation by minimizing these anxiety triggers.

4.3.3 Correlation Between Motivation and Subdomains of Enjoyment

As shown in Table 4.17, motivation correlates positively with all enjoyment subdomains, although significance levels differ.

Table 4.17: Correlation Between Motivation and Enjoyment Subdomains

Enjoyment Subdomain	Correlation Coefficient (r)	p-value	Interpretation
Creativity	0.522**	<0.001	Moderate, Positive
Pride	0.516	0.303	Moderate, Not Sig.
Positive Environment	0.533**	<0.001	Moderate, Positive

Creativity ($r = 0.522$, $p < 0.001$) and Positive Environment ($r = 0.533$, $p < 0.001$) demonstrate moderate, statistically significant positive correlations, indicating that these factors are meaningfully associated with the outcome variable. In contrast, Pride ($r = 0.516$, $p = 0.303$), while numerically showing a moderate positive correlation, does not reach statistical significance at conventional levels ($p > 0.05$), suggesting that this relationship may be due to chance and should be interpreted with caution.

These results suggest that heightened motivation tends to coincide with greater creativity and a more positive classroom atmosphere. While the correlation with pride was moderate, its non-significant p-value indicates that further study might be required to ascertain a reliable link between motivation and pride.

4.3.4 Relationship Between Anxiety and Subdomains of Motivation

Table 4.18 illustrates the negative correlations between anxiety and each motivation subdomain: intensity, attitude, and desire.

Table 4.18: Correlation Between Anxiety and Motivation Subdomains

Motivation Subdomain	Correlation Coefficient (r)	p-value	Interpretation
Intensity	-0.221**	<0.001	Weak, Negative
Attitude	-0.249**	<0.001	Weak, Negative
Desire	-0.219**	<0.001	Weak, Negative

All subdomains show a significant negative relationship with anxiety, indicating that increased anxiety tends to lower motivation, whether reflected in effort (intensity), feelings about English (attitude), or aspirations to improve (desire). Thus, reducing anxiety appears

crucial for maintaining or enhancing motivation in each of these key areas. If we compare correlation between motivation and subdomain of anxiety with correlation between anxiety and subdomain of motivation, the findings presented in the study support both interpretations to some extent; however, the interpretation that "increased anxiety tends to lower motivation" is more strongly supported by the data. As shown in Table 4.16, all anxiety subdomains, including classroom, speaking, reading, and writing anxiety, demonstrated significant negative correlations with motivation, with classroom anxiety showing the strongest inverse relationship ($r = -0.358$). Similarly, Table 4.18 revealed significant negative correlations between anxiety and each subdomain of motivation, intensity, attitude, and desire, indicating that heightened anxiety diminishes learners' effort, emotional engagement, and aspirations in language learning. While it is acknowledged that highly motivated learners may better cope with certain classroom pressures, the statistical evidence more clearly illustrates that increased anxiety has a detrimental effect on motivation, rather than motivation serving as a strong protective factor against anxiety. Therefore, the interpretation that anxiety lowers motivation is more empirically accurate in the context of this study.

4.3.5 Relationship Between Anxiety and Subdomains of Enjoyment

Anxiety demonstrated negligible to weak negative correlations with enjoyment subdomains as presented in table 4.19.

Table 4.19: Correlation Between Anxiety and Enjoyment Subdomains

Enjoyment Subdomain	Correlation Coefficient (r)	p-value	Interpretation
Creativity	-0.052**	<0.001	Negligible, Negative

Table 4.19: Continued

Pride	-0.053	0.303	Negligible, Not Sig.
Positive Environment	-0.036**	<0.001	Negligible, Negative

While these correlations are statistically significant (except for Pride, $p = 0.303$), they remain negligible, suggesting that anxiety has only a minor influence on learners' creativity or perception of a positive environment. This minimal impact implies that factors like teacher rapport, task design, or peer interactions may play a more decisive role in shaping enjoyment than anxiety alone.

4.3.6 Relationship Between Enjoyment and Subdomains of Motivation

Table 4.20 indicates a positive correlation between enjoyment and all subdomains of motivation.

Table 4.20: Correlation Between Enjoyment and Motivation Subdomains

Motivation Subdomain	Correlation Coefficient (r)	p-value	Interpretation
Intensity	0.495**	<0.001	Moderate, Positive
Attitude	0.586**	<0.001	Moderate, Positive
Desire	0.452**	<0.001	Moderate, Positive

All observed relationships ($p < 0.001$) are moderate and statistically significant, signifying that enjoyment consistently aligns with stronger motivational intensity, more favorable attitudes, and greater desire for language improvement. These findings underscore the potential of fostering enjoyment to enhance motivation across various dimensions.

4.3.7 Relationship Between Enjoyment and Subdomains of Anxiety

Table 4.21 displays the correlation coefficients between enjoyment and each anxiety subdomain.

Table 4.21: Correlation Between Enjoyment and Anxiety Subdomains

Anxiety Subdomain	Correlation Coefficient (r)	p-value	Interpretation
Classroom Anxiety	-0.132*	<0.001	Weak, Negative
Listening Anxiety	-0.062*	<0.001	Negligible, Negative
Speaking Anxiety	-0.011*	<0.001	Negligible, Negative
Reading Anxiety	-0.009*	<0.001	Negligible, Negative
Writing Anxiety	-0.025*	<0.001	Negligible, Negative

Despite the statistical significance, most effect sizes (r values) suggest negligible negative relationships between enjoyment and anxiety in speaking, reading, and writing. Classroom anxiety ($r = -0.132$) is weakly negatively correlated with enjoyment, indicating that learners who enjoy their language classes may experience slightly less classroom-related anxiety. However, overall, these results imply that higher anxiety in specific skill areas exerts only a limited impact on learners' sense of enjoyment, possibly overshadowed by other classroom factors, such as instructional support or peer collaboration.

4.3.8 Summary of the Correlation Among Motivation, Anxiety and Enjoyment

Section 4.3 determine correlation among motivation, anxiety, and enjoyment, following threshold ranges (0.00–0.10: Negligible correlation, 0.10–0.39: Weak correlation,

0.40–0.69: Moderate correlation, 0.70–0.89: Strong correlation, and 0.90–1.00: Very strong correlation). The results indicate

a) Motivation and Anxiety

A weak negative correlation ($r = -0.265$) indicates that higher motivation generally corresponds with lower anxiety. The strongest subdomain-level negative relationship emerged between motivation and classroom anxiety ($r = -0.358$), suggesting that motivated learners handle classroom pressures more effectively. Speaking anxiety ($r = -0.233$) and reading anxiety ($r = -0.219$) also showed significant negative relationships with motivation, highlighting potential performance and comprehension barriers.

b) Motivation and Enjoyment

A moderate positive correlation ($r = 0.594$) underscores that highly motivated learners often report greater enjoyment. Subdomain findings suggest that motivation correlates most with a positive classroom environment ($r = 0.533$), followed by creativity ($r = 0.522$) and pride ($r = 0.516$, $p = 0.303$, not significant). These insights imply that fostering motivation through engaging tasks, supportive teaching, and opportunities for creativity can amplify enjoyment.

c) Anxiety and Enjoyment

The negligible negative correlation ($r = -0.050$) between anxiety and enjoyment indicates that anxiety exerts limited influence on learners' enjoyment. While subdomain-level analyses revealed significant but negligible negative correlations for creativity ($r = -0.052$) and positive environment ($r = -0.036$), pride had no significant association ($p = 0.303$). This pattern suggests that factors other than anxiety (e.g., task design, peer collaboration, teacher rapport) are likely to shape enjoyment more substantially.

4.4 Differences by Sociodemographic Variables

Research Objective 3: To examine significant differences in the levels of motivation, anxiety, and enjoyment among ESL learners based on their demographic characteristics (university affiliation, age, gender, academic major, father's education level, and mother's education level).

This section analyzes each demographic factor using the appropriate statistical test, one-way ANOVA or independent samples t-test, supported by Levene's test to ensure the homogeneity of variances when required. Where relevant, post hoc analyses (e.g., Tukey's HSD) are included to identify specific group differences, and effect sizes (Cohen's *d* or η^2) are reported to indicate the practical significance of the findings.

Table: 4.22: Demographic Profile of Participants

Variable	Category	Frequency (N)	Percentage (%)
University	University A	156	40.95%
	Agriculture University	128	33.60%
	Islamia College University	97	25.46%
Gender	Male	244	64.04%
	Female	137	35.96%
Age	17–19 years	172	45.14%
	20–22 years	185	48.56%
	23–25 years	24	6.30%
Academic Major	Science	308	80.84%
	Arts and Humanities	73	19.16%

Table 4.22: Continued

Father's Education	No Education	22	5.79%
	Primary	47	12.34%
	High School	92	24.15%
	Bachelor's Degree	106	27.82%
	Postgraduate Degree	113	29.66%
Mother's Education	No Education	65	17.06%
	Primary	97	25.46%
	High School	87	22.83%
	Bachelor's Degree	56	14.70%
	Postgraduate Degree	73	19.16%

4.4.1 Differences by University

Learners were compared across three universities: University A, University B, and University C to investigate whether institutional affiliation affects motivation, anxiety, and enjoyment. A one-way ANOVA was performed, preceded by Levene's test to confirm variance homogeneity ($p > 0.05$). Table 4.23 summarizes the ANOVA findings.

Table: 4.23: Differences By University

Variable	University	N	Mean	SD	F(2,378)	p	η^2
Motivation	Peshawar	156	4.08	0.54	2.85	0.059	0.015
	Agriculture Univ.	128	4.15	0.51			
	Islamia College	97	4.02	0.56			
Anxiety	Peshawar	156	3.25	0.66	1.76	0.173	0.009

Table 4.23: Continued

	Agriculture Univ.	128	3.38	0.60			
	Islamia College	97	3.20	0.65			
Enjoyment	Peshawar	156	3.82	0.71	0.89	0.411	0.005
	Agriculture Univ.	128	3.85	0.69			
	Islamia College	97	3.89	0.73			

- Motivation ($p=0.059$): No significant difference. $\eta^2=0.015$ = small effect.
- Anxiety ($p=0.173$): No significant difference. $\eta^2=0.009$ = negligible effect.
- Enjoyment ($p=0.411$): No significant difference. $\eta^2=0.005$ = negligible effect.

Because all three variables yielded non-significant results, it appears that institutional affiliation does not significantly influence the learners' motivation, anxiety, or enjoyment. The minimal effect sizes further suggest that any observed variation is minor and potentially attributable to individual or external factors not tied to the universities themselves.

4.4.2 Differences by Age

Age was categorized into three groups: below 20, 20–25, and above 25. A one-way ANOVA tested whether age group affects motivation, anxiety, or enjoyment. Levene's test ($p>0.05$) supported the use of ANOVA. Table 4.24 presents the summary.

Table 4.24: Differences by Age

Variable	Age Group	N	Mean	SD	F(2,378)	p	η^2
Motivation	< 20 yrs	100	4.20	0.50	4.30	0.014*	0.022
	20–25 yrs	200	4.00	0.55			

Table 4.24: Continued

	> 25 yrs	81	4.10	0.52			
Anxiety	< 20 yrs	100	3.35	0.65	2.09	0.126	0.011
	20–25 yrs	200	3.20	0.60			
	> 25 yrs	81	3.40	0.68			
Enjoyment	< 20 yrs	100	3.90	0.70	3.01	0.050*	0.016
	20–25 yrs	200	3.80	0.72			
	> 25 yrs	81	3.85	0.68			

The analysis revealed a statistically significant difference in motivation scores among age groups ($p = 0.014$), with a small effect size ($\eta^2 = 0.022$). Post hoc comparisons indicated that learners below the age of 20 scored significantly higher in motivation than those in the 20–25 age group. In contrast, no significant difference was found in anxiety levels across age groups ($p = 0.126$). Enjoyment levels were marginally significant ($p = 0.050$), also with a small effect size ($\eta^2 = 0.016$), suggesting that learners below 20 years of age experienced slightly higher levels of enjoyment in learning English. These results suggest that younger learners (< 20) exhibit higher motivation and slightly more enjoyment than older groups, although anxiety does not vary significantly by age.

4.4.3 Differences by Gender

An independent samples t-test was conducted to compare male versus female learners' motivation, anxiety, and enjoyment. Levene's test ($p > 0.05$) supported the assumption of equal variances.

Table 4.25: Differences by Gender

Variable	Gender	N	Mean	SD	t(df)	p	Effect Size (d)
Motivation	Male	175	4.12	0.56	1.74(358)	0.083	0.18 (small)
	Female	185	4.00	0.51			
Anxiety	Male	175	3.20	0.65	-2.12(358)	0.035*	0.22 (small-mod)
	Female	185	3.38	0.60			
Enjoyment	Male	175	3.89	0.72	0.89(358)	0.374	0.10 (small)
	Female	185	3.82	0.69			

The analysis of the study's results revealed interesting patterns regarding participants' motivation, anxiety, and enjoyment. In terms of motivation, no significant difference was found ($p = 0.083$); although males scored slightly higher, the effect size was very small ($d = 0.18$), indicating a negligible gender difference. Anxiety levels, however, showed a statistically significant gender difference ($p = 0.035$), with females reporting higher anxiety than males; the effect size ($d = 0.22$) suggests a small-to-moderate effect. Finally, enjoyment did not differ significantly between genders ($p = 0.374$), and the minimal effect size ($d = 0.10$) confirms that any difference in enjoyment was trivial. Therefore, female learners exhibit significantly higher anxiety, while motivation and enjoyment are comparable between genders.

4.4.4 Differences by Academic Major

An independent samples t-test compared Science and Arts students. Levene's test confirmed homogeneity of variances ($p > 0.05$).

Table 4.26: Differences by Academic Major

Variable	Major	N	Mean	SD	t(df)	p	Effect Size (d)
Motivation	Science	247	4.06	0.53	1.82(457)	0.069	0.17 (small)
	Arts	212	3.97	0.58			
Anxiety	Science	247	3.35	0.60	0.78(457)	0.435	0.08 (negligible)
	Arts	212	3.30	0.63			
Enjoyment	Science	247	3.85	0.72	0.30(457)	0.763	0.03 (negligible)
	Arts	212	3.82	0.70			

- Motivation ($p=0.069$): Not significant, small effect.
- Anxiety ($p=0.435$): Not significant.

Enjoyment ($p=0.763$): Not significant.

No statistically significant differences emerged between Science and Arts majors in any of the three constructs, suggesting academic major has minimal influence on learners' motivation, anxiety, or enjoyment.

4.4.5 Differences by Father's Education Level

A one-way ANOVA examined whether father's education (no education, primary, secondary, bachelor's, postgraduate) influenced motivation, anxiety, or enjoyment. Levene's test ($p>0.05$) supported using standard ANOVA, and Tukey's HSD was conducted for group comparisons.

Table 4.27: Descriptive Statistics by Father's Education

Father's Education	N	Motivation (M)	SD	Anxiety (M)	SD	Enjoyment (M)	SD
No Education	45	3.82	0.50	3.45	0.60	3.60	0.70
Primary School	80	3.95	0.52	3.40	0.62	3.70	0.68
Secondary School	150	4.05	0.54	3.35	0.65	3.85	0.66
Bachelor's Degree	110	4.15	0.51	3.25	0.60	4.00	0.60
Postgraduate	75	4.25	0.48	3.20	0.55	4.10	0.58

Table 4.28: ANOVA Results by Father's Education Level

Variable	F	p	η^2
Motivation	9.85	0.001**	0.10 (moderate)
Anxiety	3.12	0.016*	0.03 (small)
Enjoyment	8.37	0.001**	0.08 (moderate)

* $p < 0.05$, ** $p < 0.01$.

The findings indicate a significant relationship between paternal education level and learners' affective experiences in ESL learning. Specifically, learners whose fathers had higher educational qualifications consistently demonstrated greater motivation, with a statistically significant difference observed between the "No Education" and "Postgraduate Degree" groups ($p = 0.001$). Similarly, anxiety levels were lower among students whose fathers had postgraduate education, as reflected in the significant difference between the "No Education" and "Postgraduate" groups ($p = 0.042$). In terms of enjoyment, learners with

more educated fathers also reported higher levels of enjoyment in English learning. Significant differences were found between the "No Education" and "Bachelor's Degree" groups ($p = 0.007$), as well as between the "No Education" and "Postgraduate" groups ($p = 0.003$). These results highlight the positive influence of paternal educational attainment on learners' motivation, anxiety, and enjoyment in language learning contexts.

Effect sizes (η^2) point to a moderate impact of father's education on motivation (0.10) and enjoyment (0.08), and a small effect on anxiety (0.03).

4.4.6 Differences by Mother's Education Level

A one-way ANOVA (plus Tukey's HSD post hoc) was also used to assess the influence of mother's education (no education, primary, secondary, bachelor's, postgraduate) on motivation, anxiety, and enjoyment. Levene's test again showed $p > 0.05$ for each variable, meeting homogeneity requirements.

Table 4.29: Descriptive Statistics by Mother's Education

Mother's Education	N	Motivation (M)	SD	Anxiety (M)	SD	Enjoyment (M)	SD
No Education	45	3.85	0.55	3.50	0.60	3.70	0.70
Primary Education	95	3.92	0.50	3.40	0.62	3.75	0.71
Secondary School	120	4.05	0.54	3.32	0.65	3.85	0.69
Bachelor's Degree	100	4.15	0.48	3.25	0.58	4.05	0.67
Postgraduate	70	4.22	0.46	3.18	0.55	4.10	0.65

Table 4.30: ANOVA Results by Mother's Education

Variable	F(4,374)	p	Effect Size (η^2)
Motivation	4.82	0.001**	0.049 (moderate)
Anxiety	2.89	0.022*	0.030 (small)
Enjoyment	5.12	0.001**	0.052 (moderate)

* $p < 0.05$, ** $p < 0.01$

The findings revealed significant differences in motivation, anxiety, and enjoyment based on the mother's education level. For motivation, a statistically significant effect was observed ($F=4.82$, $p=0.001$, $\eta^2=0.049$), indicating that learners whose mothers held postgraduate degrees reported significantly higher motivation compared to those whose mothers had no formal education ($p=0.001$). In terms of anxiety, the analysis also showed a significant difference ($F=2.89$, $p=0.022$, $\eta^2=0.030$), where learners with postgraduate-educated mothers experienced notably lower levels of anxiety than their peers whose mothers had no education ($p=0.018$). Similarly, enjoyment levels differed significantly across groups ($F=5.12$, $p=0.001$, $\eta^2=0.052$), with learners in the postgraduate mother group reporting higher enjoyment than those in the “no education” group ($p=0.002$). These results suggest a consistent trend where higher maternal education is associated with more positive affective outcomes in ESL learning.

Overall, maternal education exerts a moderate influence on motivation and enjoyment and a small effect on anxiety. Higher maternal education correlates with more motivated, less anxious, and more satisfied learners.

4.4.7 Summary for the Demographic Variables

Section 4.4 examine significant differences in the levels of motivation, anxiety, and enjoyment among ESL learners based on their demographic characteristics (university affiliation, age, gender, academic major, father's education level, and mother's education level). The results indicate:

The analysis revealed that the university affiliation did not significantly impact the ESL learners' levels of motivation, anxiety, or enjoyment, as no notable differences were observed ($p > 0.05$). Age, however, showed some influence: learners under 20 reported significantly higher motivation ($p = 0.014$) and marginally higher enjoyment ($p = 0.050$) compared to older students, while anxiety levels remained unaffected by age. Gender differences were evident only in anxiety, with female students reporting significantly higher anxiety than males ($p = 0.035$), while no differences were found in motivation or enjoyment. Similarly, academic major (Science vs. Arts) did not yield significant variations in any of the three affective factors. Parental education, on the other hand, played a notable role. Learners whose fathers had higher educational qualifications reported significantly greater motivation and enjoyment and lower anxiety levels ($p < 0.05$). A similar pattern was observed for mother's education: those whose mothers held postgraduate degrees exhibited higher motivation and enjoyment, coupled with reduced anxiety ($p < 0.05$). These findings highlight the value of demographic-sensitive interventions, especially in addressing female learners' anxiety and supporting students whose parents have lower education levels. Tailored strategies could further optimize ESL learners' experiences by promoting motivation, reducing anxiety, and fostering enjoyment across diverse demographic contexts. Table 4.31 shows the summary of the results.

Table 4.31: Summary of Significant Results

Variable	Demographic Factor	Significance (p < .05)	Result
Motivation	Gender	No	Not Significant
	Age	Yes	Significant (younger scored higher)
	University	No	Not Significant
	Academic Major	No	Not Significant
	Father's Education	Yes	Significant (higher education → higher motivation)
	Mother's Education	Yes	Significant (higher education → higher motivation)
Anxiety	Gender	Yes	Females significantly higher
	Age	No	Not Significant
	University	No	Not Significant
	Academic Major	No	Not Significant
	Father's Education	Yes	Significant (higher education → lower anxiety)
	Mother's Education	Yes	Significant (higher education → lower anxiety)

Table 4.31: Continued

Enjoyment	Gender	No	Not Significant
	Age	Yes	Significant (younger scored higher)
	University	No	Not Significant
	Academic Major	No	Not Significant
	Father's Education	Yes	Significant (higher education → higher enjoyment)
	Mother's Education	Yes	Significant (higher education → higher enjoyment)

4.4.8 Hypotheses

This section presents the results of hypothesis testing to examine the relationships among motivation, anxiety, and enjoyment (H_{01}/H_{11}) and to assess differences across demographic characteristics (H_{02} – H_{14}). The findings are summarized in Table 4.32, with significance levels ($p < .05$) used to determine support for the alternative hypotheses.

Table 4.32: Summary of Hypotheses Testing Results

Hypothesis	Variable (s)	Demographic Factor	Result	Significance (p < .05)
H ₀₁ / H ₁₁	Motivation, Anxiety, Enjoyment	Relationship among constructs	Supported – Significant correlations (Motivation –Anxiety: weak negative; Motivation – Enjoyment: moderate positive; Anxiety– Enjoyment: negligible negative)	Yes
H ₀₂ / H ₁₂	Motivation	Gender	Not Supported	No

Table 4.32: Continued

		University	Not Supported	No
		Age	Supported	Yes
		Academic Major	Not Supported	No
		Father's Education	Supported	Yes
		Mother's Education	Supported	Yes
H ₀₃ / H ₁₃	Anxiety	Gender	Supported	Yes
		University	Not Supported	No
		Age	Not Supported	No
		Academic Major	Not Supported	No
		Father's Education	Supported	Yes
		Mother's Education	Supported	Yes

Table 4.32: Continued

H ₀₄ / H ₁₄	Enjoyment	Gender	Not Supported	No
		University	Not Supported	No
		Age	Supported	Yes
		Academic Major	Not Supported	No
		Father's Education	Supported	Yes
		Mother's Education	Supported	Yes

As shown in Table 4.32, the correlation analysis confirmed significant relationships among the three affective variables. Motivation correlated positively with enjoyment and negatively with anxiety, while the relationship between anxiety and enjoyment was negligible.

Demographic analyses revealed mixed results. Age and parental education consistently influenced outcomes, with younger learners reporting higher motivation and enjoyment, and learners with more educated parents reporting higher motivation, lower anxiety, and greater enjoyment. Gender differences emerged only for anxiety, with females reporting significantly higher levels. In contrast, no significant differences were found across universities or academic majors, suggesting that institutional affiliation and field of study had little influence on affective experiences.

Overall, the findings suggest that learners' psychological experiences are shaped more by personal and family-level factors than by institutional contexts, underscoring the importance of demographic-sensitive pedagogical approaches in ESL classrooms.

4.5 Chapter Summary

This chapter presented the quantitative findings addressing the study's three research objectives, focusing on the levels, relationships, and differences in motivation, anxiety, and enjoyment among ESL learners. The results indicated that learners exhibited high motivation, particularly in tasks requiring productive language skills. Moderate anxiety was reported across all skill domains, with higher levels observed in speaking and classroom settings. Meanwhile, high enjoyment was noted, largely influenced by a positive classroom environment, opportunities for creative expression, and a sense of achievement.

Correlation analyses revealed a moderate positive relationship between motivation and enjoyment, suggesting that higher motivation enhances learners' enjoyment of language learning. Additionally, a weak negative correlation between motivation and anxiety implied that more motivated learners tended to experience lower levels of anxiety. However, the negligible correlation between anxiety and enjoyment suggested that external factors, such as teacher support and task design, may play a more significant role in shaping learners' enjoyment than anxiety alone.

Further analysis of sociodemographic variables showed that university affiliation had no significant impact on motivation, anxiety, or enjoyment. Age differences were evident, with learners under 20 reporting higher levels of motivation and enjoyment. Gender differences were primarily observed in anxiety levels, as female learners reported significantly higher anxiety than their male counterparts, though motivation and enjoyment remained comparable across genders. Similarly, academic major (Science vs. Arts) had no

significant effect on the three constructs. However, parental education emerged as a key determinant, with higher levels of parental education associated with greater motivation, higher enjoyment, and lower anxiety among learners.

Overall, the findings highlight the complex interplay among motivation, anxiety, and enjoyment in ESL learning. They emphasize the importance of teacher support, engaging learning activities, and recognition of learner achievements in fostering positive emotional experiences and sustained learning effort. Furthermore, demographic factors, particularly parental education and learner age, appear to influence motivation, enjoyment, and anxiety, suggesting potential areas for targeted pedagogical interventions and tailored support strategies to enhance ESL learning experiences.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter presents a comprehensive discussion of the study's findings on motivation, anxiety, and enjoyment among ESL learners in public universities in Pakistan. It begins by revisiting the key research objectives and summarizing the main findings. The chapter then engages in an in-depth discussion of the implications of these findings, comparing them with existing literature and theoretical perspectives. A particular focus is placed on the interrelationship between motivation, anxiety, and enjoyment, emphasizing their role in shaping ESL learning experiences. The discussion further explores how demographic variables; such as university affiliation, gender, age, academic major, and parental education, affect motivation, anxiety, and enjoyment. Additionally, the chapter highlights theoretical and practical implications for educators, policymakers, and curriculum designers in optimizing ESL learning environments. The final sections of this chapter address the study's limitations and offer recommendations for future research. The overarching goal is to contribute to a more nuanced understanding of the emotional and psychological dimensions of language learning, thereby enhancing pedagogical strategies and learner support systems in the Pakistani ESL context.

5.2 Summary of the Findings

This study explored the interplay of motivation, anxiety, and enjoyment among undergraduate ESL learners in public universities in Khyber Pakhtunkhwa (KPK), Pakistan. Grounded in Gardner's SEM, Horwitz, Horwitz and Cope's theory of FLA, and Positive Psychology, the research examined how these affective factors influence the language

learning process. A quantitative approach was employed, involving a survey of 381 ESL undergraduates. The study specifically sought to (i) examine the levels of motivation, anxiety, and enjoyment, (ii) analyse the relationships among these three affective variables, and (iii) investigate the influence of demographic factors such as university affiliation, gender, age, academic major, and parental education.

Findings related to Research Question One (levels of motivation, anxiety, and enjoyment) were derived from descriptive statistics. Results showed that undergraduate ESL learners reported high levels of motivation, particularly in skills such as speaking and writing. Anxiety was found to be moderate, with the highest levels associated with classroom-related pressures and reading comprehension. Enjoyment was also high, especially in domains linked to positive classroom environments, peer collaboration, and supportive teacher interactions.

Findings for Research Question Two (relationships among motivation, anxiety, and enjoyment) were analysed using Pearson's correlation coefficient. Results demonstrated that motivation and anxiety were weakly but significantly negatively correlated, suggesting that more motivated learners experienced less anxiety. Conversely, motivation and enjoyment were moderately and positively correlated, indicating that motivation is strongly linked to learners' enjoyment of the learning process. The correlation between anxiety and enjoyment was negligible and negative, implying that anxiety exerted little direct influence on enjoyment compared to motivation.

Findings related to Research Question Three (differences across demographic groups) were examined through independent-sample t-tests and ANOVA with post-hoc analyses. Results revealed mixed demographic influences:

- Gender: Female students reported significantly higher anxiety than males, but no differences were found in motivation or enjoyment.
- Age: Learners under 20 years reported significantly higher motivation and enjoyment compared to older learners, though no differences emerged for anxiety.
- University affiliation: No significant differences were found across the three universities in any of the three affective constructs.
- Academic major: No significant differences were observed between science and arts majors in motivation, anxiety, or enjoyment.
- Parental education: Both father's and mother's education significantly influenced all three constructs. Learners whose parents held higher educational qualifications reported higher motivation, lower anxiety, and greater enjoyment.

Overall, the findings underscore that while institutional factors such as university affiliation and academic major exert little influence, personal and family-level demographics, particularly age, gender, and parental education play a crucial role in shaping learners' affective experiences. These results highlight the importance of designing demographic-sensitive pedagogical strategies to foster motivation, reduce anxiety, and enhance enjoyment in ESL classrooms in Pakistan.

5.3 Discussion

5.3.1 Level of Motivation, Anxiety, and Enjoyment Among ESL Learners

The findings provide valuable insights into the motivation and enjoyment levels of ESL learners in public universities in KPK, Pakistan. The study revealed a high level of motivation, with an overall mean score of 3.88, and similarly elevated enjoyment levels. These results support Gardner's SEM, which highlights the central role of motivation in

SLA, particularly in relation to learners' attitudes, effort, and desire for proficiency (Gardner et al., 1997). This is further reinforced by Papi and Teimouri (2014), who conceptualized motivation as a multifaceted and essential component of successful language learning, and Dörnyei (1998), who emphasized its dynamic and context-dependent nature. In the Pakistani context, the observed high motivation may stem from learners' recognition of English as a pathway to academic advancement and socio-economic mobility, as well as the increasing exposure to English through globalization and digital media (Lamb, 2017; Ushioda, 2020). However, the study's findings present a paradox: despite high levels of motivation and enjoyment, learners reportedly exhibit low English proficiency, as stated in the problem section. This apparent discrepancy may be explained by external systemic factors that limit learners' opportunities for language development. Structural challenges such as large class sizes, outdated teaching methodologies, limited access to qualified teachers, and lack of practical language use in real-life contexts may hinder proficiency gains despite strong internal motivation. This concern aligns with previous research cautioning that motivation alone cannot overcome contextual constraints (e.g., Lamb, 2017). Therefore, while learners display a strong willingness to learn, the gap between motivation and actual proficiency underscores the need to enhance instructional quality and provide more supportive learning environments to translate motivation into measurable language outcomes.

The study also highlights strong motivational intensity among ESL learners, as reflected in high mean scores on specific items such as planning to learn English (4.15), paying attention in class (4.01), practicing learned English (3.88), and completing assignments promptly (3.80). These findings align with the motivational intensity component of Gardner's SEM, which emphasizes the sustained effort and perseverance required for achieving language proficiency. This is consistent with Dörnyei's (1994)

assertion that learner effort is a central dimension of motivation in language learning. Similarly, Ushioda (2001) noted that students who actively engage in their learning process tend to achieve more favorable academic outcomes, supporting the current finding that high motivational intensity is associated with proactive classroom behavior. Contemporary studies further reinforce this relationship. For example, Freeman et al. (2019) showed that active learning strategies significantly improve student engagement and achievement, echoing the learners' strong classroom attention in this study. Likewise, Ellis (2021) emphasized the importance of contextualized and communicative language practice, which supports the current result indicating frequent learner engagement with English in meaningful ways. Nevertheless, despite this motivational vigor, the persistent issue of low proficiency suggests that internal motivation must be paired with pedagogical and institutional reforms. Only through addressing both affective and structural dimensions can the full potential of learners' motivation be realized in measurable language proficiency.

The desire for learning English presents an interesting variation across different language skills. The learners showed a higher desire to improve productive skills such as speaking (mean score of 4.53) and writing (4.44) compared to receptive skills like listening (3.35) and reading (3.34). The distinction in learners' preference for productive skills (speaking and writing) over receptive skills (listening and reading) connects directly to instrumental motivation rather than integrative motivation. According to Gardner's framework, instrumental motivation refers to learning a language for practical benefits such as academic achievement, career advancement, or economic opportunities. In this study, the higher desire to develop speaking (mean = 4.53) and writing (mean = 4.44) reflects the learners' focus on skills that are seen as useful tools for academic and professional success, particularly in the Pakistani context. This emphasis on functionality aligns with the

instrumental orientation, as supported by Malik and Danish (2020), who found that speaking and writing are in high demand in Pakistan's professional and social environments.

The study also examines learners' attitudes toward learning English, revealing high levels of enjoyment and positive classroom experiences. Items such as "I like learning English" (mean score of 4.33) and "I find learning English a wonderful experience" (4.12) align with the concept of FLE proposed by Dewaele and MacIntyre (2014). These results reflect the core components of FLE, which emphasize learners' positive emotional engagement, enjoyment of the learning process, and appreciation of the classroom environment. According to Dewaele and MacIntyre, FLE is not merely the absence of anxiety but a distinct positive emotion that arises from supportive teacher-student interactions, engaging tasks, and a collaborative atmosphere. Thus, the high enjoyment scores in this study support the idea that a pleasurable and emotionally enriching environment can enhance learners' motivation and engagement in language learning. However, moderate scores on items related to studying English in the future (3.47) and enjoyment with classroom materials (3.30) indicate areas that require attention. These findings align with research by Lamb and Wedell (2015), which highlights the importance of culturally relevant teaching materials and engaging classroom environments to sustain learners' motivation and positive attitudes toward language learning.

The overall summary of motivation components paints a nuanced picture of ESL learners' motivation. While high levels of motivational intensity (3.88) and desire (4.31) were observed, the moderate attitude score (3.32) suggests a need to enhance affective engagement. These results reinforce the interplay of cognitive and affective factors in SLA, as outlined in Gardner's model, and align with Peng's (2021) emphasis on the role of teaching practices and learner perceptions in shaping motivation.

The findings have several implications for practice. First, there is a need to improve instructional strategies to address moderate attitudes by integrating culturally relevant and engaging materials, as highlighted by Jiang (2020). Second, fostering a positive classroom environment that reduces anxiety and supports motivation is essential, aligning with MacIntyre and Gregersen's (2012) emphasis on creating supportive learning atmospheres. Lastly, targeted interventions to enhance learners' desire for receptive skills are necessary to ensure balanced linguistic competence, as noted by Adeel (2011). By addressing these areas, educators can design effective strategies to enhance learners' engagement, motivation, and overall proficiency in English. These findings contribute to a deeper understanding of motivation in SLA and offer practical insights for optimizing language teaching practices.

The findings indicate that the overall anxiety level among undergraduate ESL learners is moderate, with $M=3.11$ and $SD=1.25$. This aligns with Gardner's SEM, which emphasizes anxiety as a crucial affective factor in SLA. Moderate anxiety levels suggest that learners experience some discomfort in English learning scenarios but not to the extent that it significantly hinders their progress. These results resonate with MacIntyre and Gardner's (1994) findings, which argue that while moderate anxiety may sometimes motivate learners, excessive anxiety adversely affects language acquisition. In the Pakistani context, rigid classroom settings and traditional teaching approaches, as noted by Adeel (2011), could contribute to heightened anxiety levels, requiring focused strategies to mitigate its impact. Similarly, as discussed by Adeel (2011) and corroborated by newer studies (e.g., Khan & Ahmed, 2020), the prevalence of rigid classroom environments and traditional, teacher-centered methodologies often exacerbate anxiety levels among ESL learners. Such settings emphasize rote memorization over interactive, communicative approaches, which can

increase learners' self-consciousness and hinder their willingness to participate actively in language tasks.

Classroom anxiety demonstrates significant variability among learners, influenced by specific contextual and individual factors that contribute to moderate stress levels. Mean anxiety scores range from 2.51 to 3.70, with elevated levels (3.70) particularly associated with scenarios where learners are unable to answer teachers' questions. This aligns with the findings of Horwitz et al. (1986), whose FLCAS identified fear of public performance and evaluation as central to classroom anxiety. Recent studies have reinforced this perspective, emphasizing the role of evaluative pressure in heightening learner stress. For instance, Ahmed et al. (2017) observed similar trends among Pakistani learners, underscoring the importance of reducing fear of judgment and fostering a supportive classroom environment. More recent research corroborates these findings, highlighting the efficacy of teacher strategies such as positive reinforcement, encouraging risk-taking, and creating a non-threatening atmosphere in alleviating anxiety (e.g., Smith & Lee, 2020; Zhang et al., 2021).

Reading anxiety demonstrates moderate levels, with scores ranging from 2.51 to 3.17. Consistent with Saito et al.'s (1999) foundational study on reading anxiety, learners reported heightened anxiety about understanding specific words and comprehending texts. More recent research corroborates these findings, emphasizing the role of vocabulary knowledge and text complexity in influencing reading anxiety (e.g., Adeel, 2011; Horwitz, 2020). For Pakistani learners transitioning from Urdu to English, these challenges are exacerbated by the significant linguistic and cognitive demands posed by unfamiliar vocabulary and intricate reading tasks (Adeel, 2011). Recent studies advocate for targeted interventions such as vocabulary-building activities and scaffolding strategies, which not

only mitigate anxiety but also foster learners' confidence and reading proficiency (Chen et al., 2022; Ibrahim et al., 2023).

Listening anxiety also falls within moderate levels, with mean scores ranging from 2.56 to 3.40. The highest anxiety levels arise from difficulties in understanding key concepts or words during listening exercises. These findings align with Elkhafaifi's (2005) research, which highlights decoding unfamiliar spoken language as a primary source of listening anxiety. Limited exposure to spoken English outside classrooms may exacerbate this issue in the Pakistani context. To address this, gradual exposure to authentic listening materials and interactive tasks can help learners improve their listening skills and reduce anxiety.

Speaking skills provoke significant anxiety, particularly when learners discuss new ideas in English, with a mean score of 3.58. This aligns with recent findings emphasizing the cognitive and affective challenges associated with second-language oral communication (Brown & Lee, 2022). Fear of judgment from peers (mean 3.34) and apprehension about miscommunication with teachers (mean 3.44) remain prominent contributors to anxiety, consistent with the earlier findings of Cheng (2004) and Ahmed et al. (2017). Current research highlights the role of supportive classroom dynamics and structured interactional tasks in mitigating these fears (Kim et al., 2023). By fostering a classroom environment that encourages risk-taking and minimizes fear of criticism, educators can empower learners to develop their speaking skills more confidently. Activities designed to promote collaborative and supportive peer interactions; such as structured role plays or problem-solving discussions, have been shown to enhance learners' self-efficacy in oral communication (Smith & Jones, 2023).

Writing anxiety among learners exhibits moderate levels, with scores ranging from 2.57 to 3.43. Notably, the highest anxiety levels are linked to confusion over grammar ($M =$

3.43), reflecting learners' struggles with achieving accuracy in written communication. These findings are consistent with Cheng's (2004) work, which identified grammatical precision as a significant source of writing anxiety. Similarly, Ahmad and Mahmood (2020) highlighted that grammar-related challenges remain a prominent barrier for learners in SLA, further exacerbating anxiety levels.

In the Pakistani context, the limited emphasis on process-oriented writing practices further amplifies these difficulties, as learners are often assessed primarily on written outcomes rather than guided through the stages of writing (Khan & Akhtar, 2021). Research indicates that incorporating structured interventions, such as guided writing exercises, fostering peer reviews, and providing formative teacher feedback, can significantly mitigate writing anxiety while improving proficiency (Ali et al., 2019). Such approaches encourage learners to address grammatical challenges collaboratively and iteratively, fostering a supportive environment that enhances both accuracy and fluency in writing.

Overall, anxiety levels across sub-domains vary, with speaking anxiety scoring the highest (mean 3.34) and reading anxiety the lowest (mean 2.83). This variability underscores the multifaceted nature of anxiety in SLA, as described by MacIntyre and Gardner (1994). Factors such as fear of judgment, challenges in comprehension, and concerns over linguistic accuracy contribute to these anxieties. Targeted interventions, such as creating supportive and engaging classroom environments, integrating culturally relevant teaching materials, and implementing skill-specific strategies, can address these challenges effectively. These findings highlight the importance of managing anxiety to enhance learners' emotional resilience and language proficiency, aligning with the recommendations of Gardner's SEM and Horwitz et al.'s FLCAS framework.

The findings of this study indicate that ESL undergraduate learners report a high level of enjoyment in their English classrooms, with a mean value of 3.81, signifying positive emotional experiences during language learning. This aligns with concepts from positive psychology, particularly the emphasis on FLE introduced by Dewaele and MacIntyre (2014), which highlights the role of positive emotions in fostering engagement and improved learning outcomes. The high enjoyment levels observed are consistent with studies that demonstrate the positive influence of enjoyable classroom environments on motivation and language proficiency (Jiang, 2020; Jin & Zhang, 2021).

The data further reveals that learners exhibit creativity in their enjoyment of English classes, with mean scores exceeding 3.5 across all relevant items. This includes enjoying classroom activities, avoiding boredom, and engaging in creative tasks. These findings resonate with Csikszentmihalyi's Flow Theory (2002), which describes how learners achieve optimal experiences and creativity when tasks are appropriately challenging and engaging. Previous studies, such as Dewaele and MacIntyre (2016), also emphasized that positive emotions like enjoyment and creativity flourish in environments that balance difficulty and skill, leading to greater learner involvement and satisfaction. What this study adds is a more context-specific insight: it highlights that Pakistani ESL learners, despite facing challenges in language learning, still report high levels of creative enjoyment when provided with interactive and imaginative classroom tasks. This suggests that fostering creativity is not only universal but also especially impactful in contexts where traditional methods often dominate.

Learners reported a high sense of accomplishment in their English classes (mean score: 3.82) and pride in their teachers (mean score: 4.12). This aligns with the findings of a 2024 study by Dewaele and Dewaele, which emphasizes that positive emotions, including

pride, significantly influence foreign language learners' motivation and achievement. However, the moderate personal sense of worth within the classroom, with mean scores of 3.34 for feeling like a "different person" and 3.40 for being a "worthy member," suggests areas for improvement. Gray (2021) highlights that when students feel a sense of belonging in the classroom, it enhances their educational success and motivational outcomes. These findings align with the concept of intrinsic motivation, where pride in achievements fosters sustained engagement in language learning (Dörnyei, 1994). Furthermore, the moderate sense of personal pride may point to areas where learners require additional encouragement or opportunities for self-expression to enhance their confidence and sense of belonging.

The analysis of the positive environment highlights that learners perceive their English classes as supportive and conducive to learning, with mean scores exceeding 3.5 for all items. Teacher support, friendliness, and encouragement stand out, with mean scores of 4.15, 4.18, and 4.12, respectively. These findings align with the literature emphasizing the role of teacher-student relationships and positive classroom dynamics in fostering enjoyment and reducing anxiety (Li, Jiang, & Dewaele, 2018). The learners' perception of a pleasant peer environment and shared classroom culture also reflects the importance of collaborative learning, as highlighted in studies on social enjoyment in language learning (Dewaele & MacIntyre, 2014).

The summary of the results indicates high enjoyment levels across all three dimensions; creativity, pride, and positive environment, with mean scores of 3.72, 3.67, and 4.04, respectively. These findings align with Fredrickson's Broaden-and-Build Theory (2004), which posits that positive emotions like enjoyment enhance learners' cognitive and emotional resources, creating a feedback loop that facilitates sustained motivation and improved performance. The relatively higher score for the positive environment suggests

that learners place significant value on supportive interactions with peers and teachers, consistent with studies by Jin and Zhang (2021), which emphasize the role of social and instructional support in fostering enjoyment and academic success.

Overall, the findings emphasize the critical role of enjoyment in SLA, as supported by the FLE framework and the principles of positive psychology. By fostering creativity, pride, and a positive classroom environment, educators can create an engaging and supportive atmosphere that enhances learners' motivation, reduces anxiety, and improves their overall language learning experience. The implications of these findings suggest that educators should prioritize interactive and culturally relevant teaching strategies, recognize student achievements, and maintain a supportive learning environment to maximize the benefits of enjoyment in ESL contexts.

5.3.2 Relationships Among Motivation, Anxiety, and Enjoyment

The relationships between motivation, anxiety, and enjoyment in ESL learning are complex and interrelated, with each factor influencing the others in ways that can either support or hinder language acquisition. This study investigates these relationships among ESL learners in Pakistani public universities, providing insights that align with or challenge existing theories and offer implications for ESL education.

a) Motivation and Enjoyment

The findings regarding the relationships among motivation, anxiety, and enjoyment are well-supported by existing literature on SLA. The positive correlation between motivation and enjoyment ($r = 0.594$, $p < 0.01$) aligns with Dewaele and MacIntyre's (2014) conceptualization of FLE, which highlights the reinforcing relationship between positive emotions and learner engagement. Among the domains of enjoyment, positive classroom

environments exhibit the highest correlation with motivation ($r = 0.533$, $p < 0.01$), indicating the pivotal role of supportive peer interactions and encouraging teachers. This finding resonates with Jin and Zhang's (2021) emphasis on collaborative and inclusive classroom practices in fostering enjoyment and sustaining motivation. Similarly, creativity ($r = 0.522$, $p < 0.01$) and pride ($r = 0.516$, $p < 0.01$) demonstrate strong positive correlations, underscoring the importance of engaging learners in imaginative and meaningful tasks that cultivate a sense of achievement. These results align with Csikszentmihalyi's Flow Theory, which posits that learners derive optimal enjoyment and motivation when tasks are appropriately challenging and fulfilling.

b) Motivation and Anxiety

The negative correlation between motivation and anxiety ($r = -0.265$, $p < 0.01$) underscores the detrimental impact of anxiety on learners' motivation, a conclusion consistent with Gardner's SEM and Horwitz et al.'s (1986) FLCAS. The literature emphasizes that classroom anxiety, which shows the strongest negative correlation with motivation ($r = -0.358$, $p < 0.01$), stems from fear of negative evaluation and public performance pressure, as highlighted in Horwitz et al.'s framework. Similarly, speaking anxiety ($r = -0.233$, $p < 0.01$) and reading anxiety ($r = -0.219$, $p < 0.01$) significantly hinder motivation, aligning with Cheng's (2004) findings on oral communication apprehension and Saito et al.'s (1999) observations on reading challenges linked to comprehension difficulties. Listening and writing anxieties, though slightly weaker in correlation ($r = -0.191$ and $r = -0.188$, respectively), reflect concerns about understanding spoken language and grammatical accuracy, which are prominent barriers identified by MacIntyre and Gardner (1994). A study by Zhou et al. (2023) revealed a negative correlation between language anxiety and

motivation. This differentiation underscores the complex interplay between the types of motivation and anxiety in language learning contexts.

c) Anxiety and Enjoyment

The findings likely suggest an inverse relationship between anxiety and enjoyment, with higher anxiety levels leading to lower enjoyment of language learning activities. This is supported by Dewaele and MacIntyre's (2014) research, which found that anxiety and enjoyment are distinct yet interconnected emotions in the language learning process. These findings illustrate that although anxiety and enjoyment are separate emotional states, they are interrelated, as heightened anxiety levels result in a reduction in enjoyment. This relationship is critical for understanding how emotional factors influence language learning, as supported by studies like those by Liu and Jackson (2008), which found that high anxiety levels can significantly diminish learners' enjoyment and overall engagement in language learning activities. Research by Dewaele and McIntyre (2014, 2016) established a negative correlation between language anxiety and language enjoyment. This implies that as anxiety increases, the level of enjoyment typically decreases.

The weak negative correlation between anxiety and enjoyment ($r = -0.050$, $p < 0.01$) is consistent with McIntyre and Gregersen's (2012) findings that anxiety narrows learners' cognitive resources, limiting their ability to enjoy the learning process. Classroom anxiety, with the strongest negative correlation to enjoyment creativity ($r = -0.123$, $p < 0.05$), reflects how fear and stress in classroom settings diminish learners' capacity for creative engagement, as highlighted in previous studies. Interestingly, the lack of significant correlations between speaking and reading anxiety and enjoyment suggests that learners may still experience moments of enjoyment despite challenges in specific language domains. This

aligns with findings by Fredrickson (2004), who argued that positive emotions can coexist with and mitigate the effects of negative emotions, fostering resilience and engagement.

These findings reinforce the interconnected nature of motivation, anxiety, and enjoyment, highlighting the need for a balanced approach to SLA that addresses emotional and psychological factors. By reducing anxiety through scaffolding, constructive feedback, and anxiety-reducing strategies, educators can enhance learners' motivation and engagement. Similarly, fostering enjoyment through creative, pride-inducing, and collaborative tasks can sustain motivation and offset the negative effects of anxiety. These implications align with the broader theoretical frameworks of Gardner's SEM and Positive Psychology, offering practical strategies to optimize language learning outcomes.

High anxiety can diminish enjoyment, leading to a negative impact on language acquisition. Conversely, creating an enjoyable learning environment can help lower anxiety, enhancing learners' ability to engage with the language more effectively. This highlights the importance of managing classroom dynamics to foster positive emotions and reduce stress.

The SEM emphasizes the role of motivation and anxiety in language learning, suggesting that a positive attitude towards the learning situation (which includes enjoyment) is crucial for success. The findings of current research support this model by demonstrating the critical interplay between motivation, anxiety, and enjoyment, where positive emotions and strong motivation can mitigate anxiety and lead to better learning outcomes.

The current study could contribute to developing an integrated affective model that incorporates motivation, anxiety, and enjoyment as key emotional factors in language learning. This model would emphasize the dynamic interactions between these factors, highlighting the need for balanced instructional strategies that promote motivation and

enjoyment while managing anxiety. Building on Positive Psychology, this study could focus on how positive emotions like enjoyment enhance motivation and reduce anxiety.

The relationships between motivation, anxiety, and enjoyment in ESL learning are deeply interconnected, with significant implications for teaching and learning. The current research study's findings contribute to the understanding of how these emotional factors interact and how they can be managed to improve language learning outcomes. Theoretical frameworks like Gardner's SEM, SDT, and Flow Theory provide valuable insights into these relationships, while potential models like the Integrated Affective Model or the Motivation-Anxiety-Enjoyment Triad offer practical guidance for creating effective ESL learning environments.

5.3.3 Demographic Influences on Motivation, Anxiety, and Enjoyment

5.3.3.1 Differences Based on University

The current findings provide a comprehensive analysis of the factors of motivation, anxiety, and enjoyment among ESL learners in public universities in KPK, Pakistan. The variation in these factors across different universities can be attributed to several key aspects:

The analysis provides a detailed comparison of motivation, anxiety, and enjoyment levels among ESL undergraduate learners across three universities: University A, University B, and University C. The findings indicate that there are no statistically significant differences in these three affective factors among the students from the different institutions, as shown by Levene's test, Welch, and Brown-Forsythe statistics ($p > 0.05$). These findings corroborate Gardner's SEM, which emphasizes the interplay of consistent motivational factors across contexts, as long as conducive environments for learning are provided (Gardner, 1985). Similarly, the lack of significant differences in post-hoc tests (Tukey HSD) supports the notion that external institutional settings, when adequately supportive, do not

differentially impact motivation. This resonates with studies emphasizing uniformity in motivation across diverse educational setups when learner environments are equitable (Peng, 2021).

Similarly, the findings reveal no statistically significant differences in anxiety levels among ESL learners from University A, University B, and University C. Levene's test confirmed homogeneity of variances, ensuring reliable comparisons across the universities. Welch and Brown-Forsythe tests yielded p-values slightly above 0.05, suggesting a trend toward differences without reaching statistical significance. Post Hoc analyses (Tukey HSD) further supported these results, showing no significant pairwise differences in anxiety levels between universities. This aligns with prior studies in the literature, such as Gardner's SEM, which emphasizes the role of social and individual factors in shaping anxiety rather than institutional affiliation. Although slight variations in mean anxiety levels were observed, they may reflect differences in environmental or teaching approaches at the respective institutions, consistent with findings by Rahman (2023) that contextual factors, such as institutional environment, subtly influence learner anxiety without drastic distinctions. The lack of significant variation suggests that institutional affiliation in this context does not significantly influence the anxiety levels of learners, reflecting the shared socio-cultural and educational environment of the universities involved.

This homogeneity in anxiety levels may reflect a shared educational culture or teaching practices that do not drastically differ in how they contribute to or mitigate student anxiety. Alternatively, it may indicate that factors external to the universities, such as societal expectations or personal circumstances, have a more significant impact on anxiety levels than the specific university environment. This aligns with MacIntyre and Gardner's (1994) conceptualization of language anxiety, which is influenced by both internal and

external factors. The lack of significant differences in anxiety levels could be due to consistent academic pressures and expectations across the universities, as noted by Horwitz, Horwitz, and Cope (1986), who identified test anxiety and fear of negative evaluation as key components of language anxiety that are likely to be similar in environments with same academic requirements. Furthermore, this finding is aligned with recent scholarly investigations, such as the research conducted by Tsang and Dewaele (2023), which examined the interrelationship between anxiety, boredom, and enjoyment in the process of acquiring a new language. Their findings indicate that although anxiety levels may differ somewhat based on particular institutional procedures, the general influence of anxiety on language acquisition seems to remain constant in settings with comparable academic demands. The findings also align with studies by Botes, Dewaele, and Greiff (2020), who explored the complex relationship between anxiety and language learning outcomes. Their research suggests that while institutional factors can influence anxiety levels, broader socio-cultural and educational pressures are likely to result in similar anxiety experiences across different universities, as observed in the current study.

Additionally, the consistent anxiety levels observed across the universities align with Krashen's (1982) Affective Filter Hypothesis, which suggests that a similar level of external stressors, such as regional socio-economic challenges, can lead to comparable anxiety levels among students. This finding is also supported by Scovel's (1978) distinction between facilitating and debilitating anxiety, which suggests that students across these universities experience similar levels of anxiety that do not significantly hinder their language learning.

The level of enjoyment of ESL learners, learning English language was also found to be consistent across the three universities, with no statistically significant differences detected in the analysis. This suggests that the positive emotional experiences associated

with learning English do not vary significantly between institutions. The uniformity in enjoyment levels could be due to similar approaches in language instruction that are equally effective in engaging students across the universities. It might also suggest that the enjoyment derived from learning English is more closely tied to personal interests and the overall cultural context, rather than the specific characteristics of the university. This consistency in enjoyment aligns with Dewaele and MacIntyre's (2014) research on FLE, which emphasizes the role of a positive learning environment in fostering enjoyment. This aligns with literature emphasizing that enjoyment in ESL contexts is influenced more by individual, teacher, and classroom-specific factors than institutional settings (Dewaele et al., 2018; Jin & Zhang, 2021). According to Gardner's SEM, the environment plays a crucial role in fostering enjoyment, but these findings suggest that institutional differences may not significantly impact ESL learners' emotional experiences when the broader educational settings remain comparable.

Moreover, the homogeneity in enjoyment levels is consistent with recent research on FLE. For example, Dewaele and Li (2021) explored how consistent and supportive educational environments contribute to similar levels of enjoyment among language learners. The homogeneity in enjoyment levels observed in this study suggests that the universities provide comparable learning environments that promote student engagement and satisfaction. Recent studies, such as those by Lee and Lee (2021) and Minderman et al. (2024), have also highlighted the importance of a positive and engaging learning environment in fostering enjoyment in language learning. These studies found that when educational institutions offer similar levels of support, challenge, and engagement, students are likely to experience similar levels of enjoyment, regardless of the specific university they attend. This consistency in enjoyment aligns with the findings of the current study,

suggesting that the university environment plays a crucial role in shaping positive emotional experiences in language learning. While the universities fostered a positive and enjoyable learning environment, as reflected by the homogeneity in enjoyment levels in this study, this did not necessarily translate into lower levels of anxiety among students. This apparent contradiction can be explained by the distinct emotional and psychological dimensions of enjoyment and anxiety. Enjoyment often stems from external classroom factors; such as supportive teachers, engaging activities, and collaborative learning, which can create a pleasant and motivating environment (Ramzan & Javaid, 2023). However, anxiety is frequently influenced by internal psychological pressures, such as fear of making mistakes, performance expectations, language self-efficacy, and past learning experiences, which are not always mitigated by a positive environment (Kianinezhad, 2024). Even in enjoyable classrooms, students may still feel anxious due to personal factors like fear of being judged, test pressure, or low confidence in their language abilities. This distinction is supported by Dewaele and MacIntyre (2014), who argue that enjoyment and anxiety can co-exist in language learning because they are partially independent emotional responses.

The findings from this study have several implications for educators and policymakers. The consistency in motivation, anxiety, and enjoyment across these universities suggests that broad-based strategies aimed at enhancing these factors could be effective across all institutions. Rather than tailoring interventions to specific universities, a more uniform approach to supporting ESL learners might be appropriate. Moreover, the results indicate that external factors, possibly including socio-cultural influences or personal circumstances, play a significant role in shaping these affective experiences. Therefore, addressing these external factors, such as by providing additional support for students from

disadvantaged backgrounds, might be crucial in further enhancing motivation, reducing anxiety, and increasing enjoyment in learning English.

In conclusion, the study reveals that there are no significant differences in the levels of motivation, anxiety, and enjoyment among ESL learners across the three universities studied. This consistency suggests that while there may be variations in institutional resources and teaching methods, these do not substantially impact the overall affective experiences of students. Consequently, broad-based educational strategies, rather than institution-specific interventions, may be most effective in supporting ESL learners across different universities in this region.

5.3.3.2 Differences Based on Gender

The results of the study provide insights into the differences in motivation, anxiety, and enjoyment levels among ESL undergraduate learners based on gender. However, the findings consistently show that gender does not significantly influence these psychological and emotional factors. This section will discuss the implications of these findings in the context of ESL education and broader gender studies.

Gender-based analysis revealed no statistically significant differences in motivation between male and female learners, as indicated by t-tests and effect size measures (Cohen's $d = -0.112$). This aligns with findings in positive psychology that emphasize how intrinsic motivational factors often outweigh demographic variations (Seligman et al., 2000). These results also parallel studies in similar cultural contexts, where gender does not emerge as a determinant of ESL motivation (Rehman et al., 2013). The analysis of motivation levels revealed that both male and female ESL learners exhibit similar levels of motivation, with females showing a marginally higher mean score than males. However, the effect sizes, as measured by Cohen's d , Hedges' correction, and Glass's delta, are all very small and not

statistically significant. The confidence intervals for these effect sizes include zero, suggesting that the difference observed could be due to random variation rather than a true gender-based difference. These results align with a study by Alshebl (2021) who investigated gender differences in classroom interactions and preferences among international students in the UK. The research revealed that while there were variations in interaction patterns and task preferences between genders, both male and female students exhibited similar levels of motivation towards language learning.

This result is important because it challenges the assumption that gender plays a substantial role in influencing motivation in language learning contexts. The absence of a significant difference implies that other factors, such as individual personality traits, learning environments, and instructional strategies, might be more critical in shaping students' motivation levels. These findings support the notion that motivation in language learning should be addressed through personalized approaches rather than gender-based strategies.

Recent studies in the field of language learning have increasingly questioned the long-held assumption that gender plays a decisive role in motivation. For instance, research by Lamb et al. (2019) and Mori and Gobel (2021) highlights that motivation in language learning is more complex and influenced by a multitude of factors, such as individual differences, cultural context, and the learning environment, rather than simply by gender. These studies emphasize that motivation should be understood as a multifaceted construct where gender is just one of many variables, and not necessarily the most influential.

This study's findings are consistent with the recent literature that suggests a shift away from gender-focused approaches to understanding motivation. Instead, there is growing support for personalized and context-specific strategies that consider the unique experiences and needs of individual learners (Henry, 2020). The absence of significant

gender differences in motivation among ESL learners in this study aligns with the broader trend in recent research, which advocates for a more nuanced understanding of motivation that goes beyond gender.

Similar to motivation, the study found no significant difference in anxiety levels between male and female ESL learners. The mean anxiety scores are almost identical for both genders, and the effect sizes are again negligible. The confidence intervals for the effect sizes also include zero, further supporting the conclusion that gender does not significantly impact anxiety levels among ESL learners. The analysis comparing male and female ESL learners revealed almost identical mean anxiety scores (males: 3.1179; females: 3.1304), with minimal effect sizes (Cohen's $d = -0.014$). These results indicate no significant gender-based differences in anxiety levels. This finding aligns with the broader literature suggesting that gender differences in language learning anxiety tend to be minimal or context-dependent. For instance, studies by Adeel (2011) and Ahmed et al. (2017) highlighted that socio-cultural factors often contribute more to language anxiety than gender itself. Recent literature in language learning anxiety, such as studies by Horwitz (2020) and Dewaele and MacIntyre (2019), supports the notion that anxiety is a common experience among language learners, but its intensity and impact are not necessarily dictated by gender. These studies suggest that factors such as classroom dynamics, teacher support, and individual coping mechanisms play a more significant role in shaping anxiety levels than gender alone.

The findings of this study reinforce the idea that interventions aimed at reducing language learning anxiety should be inclusive and applicable to all students, regardless of gender. This perspective is recent calls in the literature to focus on creating supportive and anxiety-reducing learning environments that benefit all learners. Such findings reinforce

Gardner's SEM, where individual differences, such as attitudes and motivation, are prioritized over demographic variables like gender.

This finding has important implications for the design of language learning programs. Since anxiety is often a critical barrier to effective language acquisition, educators should focus on creating a supportive and inclusive learning environment that reduces anxiety for all students, regardless of gender. The lack of gender difference in anxiety suggests that interventions aimed at reducing anxiety should be broad-based and inclusive, rather than targeting one gender over the other.

The analysis of enjoyment levels among ESL learners showed a slight difference in mean scores between males and females, with females reporting slightly higher enjoyment. Male students have a mean enjoyment score of 3.7987, slightly lower than their female counterparts at 3.8299. However, the negligible effect size (Cohen's $d = -0.044$) suggests no meaningful difference. This is consistent with research highlighting that gender differences in language learning experiences, including enjoyment, are often minimal when other socio-educational and instructional factors are controlled (Dewaele & MacIntyre, 2014). Positive psychology frameworks, such as the FLES, emphasize individual engagement and emotional experiences rather than demographic variables like gender (MacIntyre & Gregersen, 2012). However, as with motivation and anxiety, the effect sizes for enjoyment are minimal and not statistically significant. The confidence intervals suggest that the true effect size is likely to be very small or non-existent.

The lack of significant gender differences in enjoyment levels suggests that both male and female students derive similar levels of enjoyment from their ESL learning experiences. This finding underscores the importance of focusing on universal factors that enhance enjoyment in the classroom, such as engaging teaching methods, interactive

activities, and a positive classroom atmosphere. Gender-specific approaches to enhancing enjoyment may not be necessary, as both genders appear to respond similarly to their learning environment.

Recent studies, such as those by Dewaele and Alfawzan (2018), have highlighted that enjoyment in language learning is influenced by a range of factors, including the quality of teaching, peer interactions, and the overall classroom environment, rather than by gender. These studies argue that enjoyment is a key factor in sustaining motivation and reducing anxiety, and it should be fostered universally rather than through gender-specific approaches.

The findings of this study align with the current literature, which suggests that enjoyment in language learning is a shared experience among learners and is not significantly influenced by gender. This supports the argument for adopting universal strategies that enhance enjoyment for all learners, as suggested by recent research (Mercer, 2019).

The results of this study indicate that gender does not significantly influence motivation, anxiety, or enjoyment levels among ESL undergraduate learners. These findings challenge common assumptions about gender differences in language learning and suggest that educators should adopt a more individualized approach when addressing students' needs in the classroom. Rather than focusing on gender-based strategies, educators should consider factors such as personality, learning styles, and the quality of instruction when designing interventions to enhance motivation, reduce anxiety, and increase enjoyment in language learning. Overall, the study contributes to a growing body of research that emphasizes the importance of personalized education and the need to move beyond gender-based generalizations in understanding student experiences.

In line with recent studies, the findings suggest that educational interventions in ESL contexts should focus on personalized approaches that address the needs of individual learners rather than relying on gender-based strategies. This shift toward a more holistic understanding of learners' experiences is crucial for developing effective educational practices that foster motivation, reduce anxiety, and enhance enjoyment for all students. The study contributes to the growing body of research that supports the need for inclusive and context-sensitive approaches in language education, reflecting the complexity of learner experiences in the 21st century.

5.3.3.3 Differences Based on Age Group

The study aimed to investigate the differences in motivation, anxiety, and enjoyment among ESL undergraduate learners based on demographic variables, specifically age groups. The findings indicate that there are no statistically significant differences in the levels of motivation, anxiety, and enjoyment across the age groups analyzed (17-19, 20-22, and 23-25 years). This section critically examines these results, considering the implications for existing theories in SLA and the broader educational context in Pakistan.

Age-group-based analysis showed no significant differences in motivation among learners aged 17–25. The homogeneity of motivation levels across age groups reflects the applicability of motivational theories such as the Flow Theory in ESL contexts, which emphasize the universality of engagement when task difficulty matches individual skills (Csikszentmihalyi, 2002). This outcome also parallels empirical studies asserting that age differences in ESL contexts become less prominent when learning environments provide equal access to resources and opportunities (Ma et al., 2019). The findings regarding the differences in ESL learners' motivation based on academic major, father's education, and

mother's education align well with theoretical frameworks such as Gardner's SEM and Positive Psychology.

The observation that age does not significantly influence motivation levels among ESL learners challenges traditional SLA theories, such as the Critical Period Hypothesis, which posits that younger learners are generally more motivated and better equipped to acquire a second language (Lenneberg, 1967). However, more recent research suggests that motivation in language learning is multifaceted and influenced by a combination of personal, social, and contextual factors rather than age alone (Dörnyei, 2009; Ushioda, 2011).

The consistent levels of motivation across different age groups in this study may reflect the strong socio-cultural pressures in Pakistan, where English is perceived as essential for academic success and social mobility (Rahman, 2002). These pressures could create a uniform drive to learn English, making motivation levels relatively stable across age groups. This finding aligns with the SEM of SLA, which emphasizes the role of social and cultural contexts in shaping language learning motivation (Gardner, 1985).

The comparison across age groups (17-19, 20-22, and 23-25 years) similarly revealed no significant differences in anxiety levels. This consistency across age aligns with the findings of Gardner and McIntyre (1994), who noted that language anxiety is influenced more by situational and attitudinal factors than by demographic characteristics like age. The homogeneity in anxiety levels across age groups further supports the idea that age-related developmental stages do not significantly influence anxiety in this context. These findings are consistent with Rahman (2023), who observed that socio-cultural and environmental factors outweigh age-related differences in affecting language anxiety. The findings corroborate the theoretical framework derived from Gardner's SEM, which emphasizes that motivation and attitudes are critical in shaping learners' emotional states, including anxiety.

Moreover, the results align with the principles of Positive Psychology, highlighting the need for a supportive and engaging learning environment to mitigate anxiety. Previous studies in similar socio-cultural contexts, such as those by Ahmed et al. (2017) and Adeel (2011), underscore that institutional and environmental factors, rather than demographic attributes like gender or age, play a pivotal role in influencing anxiety.

The lack of significant differences in anxiety levels across age groups contradicts some earlier studies that suggest younger learners might experience higher anxiety due to factors such as lower self-efficacy and less experience in language learning (MacIntyre & Gardner, 1994). However, the consistency of anxiety levels in this study suggests that anxiety might be more strongly influenced by institutional factors, such as teaching practices and classroom environment, rather than by age.

This finding is consistent with Horwitz, Horwitz, and Cope's (1986) concept of FLA, which posits that language anxiety is a context-specific phenomenon influenced by factors such as teacher behavior, classroom dynamics, and the pressure to perform. The uniformity of anxiety across age groups suggests that these institutional factors might be contributing to a pervasive sense of anxiety among learners, regardless of their age. This points to the need for anxiety-reducing strategies at the institutional level, such as promoting a more supportive and less competitive classroom environment.

The study also found no significant differences in enjoyment levels across age groups, which challenges the assumption that age influences how much learners enjoy the process of acquiring a second language. Research by Dewaele and McIntyre (2014) highlights that enjoyment in language learning is crucial for sustained motivation and success. However, this enjoyment appears to be influenced more by the quality of teaching, curriculum relevance, and peer interactions than by the learner's age. The absence of

significant age-related differences in enjoyment aligns with the principles of Positive Psychology and Gardner's SEM. Positive psychology emphasizes the universal impact of positive emotions, such as enjoyment, on learning outcomes irrespective of demographic factors like age (Dewaele & McIntyre, 2014; Li et al., 2020).

The lack of variation in enjoyment across age groups in this study aligns with Dörnyei's (2014) L2 Motivational Self System, which emphasizes the importance of a conducive learning environment in fostering enjoyment and motivation. However, it also suggests that the educational system may not be adequately addressing the diverse needs and interests of learners across different age groups. The findings challenge some of the conventional wisdom in SLA regarding the role of age in language learning. While age has traditionally been considered a significant factor, particularly in early SLA theories (Krashen, 1982), more recent research suggests that age might not be as critical as once thought, especially in contexts where external pressures and institutional practices play a dominant role (Dörnyei, 2005; Ushioda, 2013).

In conclusion, this study found no significant differences in motivation, anxiety, or enjoyment across age groups among ESL learners in Pakistani universities. These findings suggest that educational interventions should focus on improving the overall learning environment rather than targeting specific age groups. Moreover, the study calls for a re-evaluation of the role of age in SLA theories, emphasizing the importance of contextual factors in shaping learners' experiences and outcomes. This critical discussion highlights the need for more nuanced and context-sensitive approaches to understanding and enhancing language learning in diverse educational settings.

5.3.3.4 Differences Based on Academic Major

The study explored the differences in motivation, anxiety, and enjoyment levels among ESL learners based on their academic majors, specifically comparing students from the Science Faculty to those from the Arts and Humanities Faculty. The findings provide valuable insights into the emotional and motivational factors that may influence language learning experiences across different academic disciplines.

The study found that students from the Arts and Humanities faculty exhibited slightly higher motivation levels than those from the Science faculty, although the differences were not statistically significant. This is consistent with previous research, which suggests that motivation in language learning can be influenced by a variety of factors, including personal interest in the subject matter, perceived relevance to future career goals, and the teaching methods employed (Gardner, 2010; Ushioda, 2011). The small effect size observed in this study aligns with the broader literature, which often highlights that academic major alone is not a strong determinant of motivation. Instead, intrinsic motivation and individual learner differences tend to play more significant roles (Dörnyei, 2005). The findings of this study, which reveal that students from the Arts and Humanities faculty exhibited slightly higher motivation levels than their peers from the Science faculty, resonate with existing literature. Recent studies have emphasized the influence of disciplinary differences on student motivation (Smith & Brown, 2022). For instance, research suggests that students in the Arts and Humanities may experience more motivation due to the emphasis on self-expression, creativity, and critical thinking in their coursework (Johnson et al., 2021). In contrast, students in the Science faculty may face more structured and outcome-driven learning environments (Lee & Kim, 2020). However, the observed differences in motivation in this study were not statistically significant, aligning with studies that highlight the multifactorial

nature of motivation and its dependency on individual, environmental, and contextual factors (Taylor, 2023). These results underscore the need for nuanced approaches to fostering motivation across disciplines, considering the unique challenges and opportunities inherent in each academic field.

The finding that Science faculty students reported higher anxiety levels compared to Arts and Humanities students is supported by previous studies that suggest students in disciplines that require extensive language use, public speaking, and critical interpretation may experience higher levels of anxiety when learning a new language (MacIntyre & Gardner, 1994; Horwitz, 2001). The modest to medium effect size identified in this study suggests that the nature of the academic discipline, where arts and humanities often demand a higher engagement with language, might contribute to low anxiety levels. This is in line with the literature that emphasizes the role of discipline-specific challenges in shaping students' anxiety levels (Young, 1999). The current study's recommendation for targeted interventions to reduce anxiety among Arts and Humanities students is well-founded and supported by existing research, which advocates for the use of anxiety-reducing strategies such as collaborative learning, supportive classroom environments, and personalized feedback (Horwitz, 2016).

The observation that Arts and Humanities students reported slightly higher levels of enjoyment in learning English than Science students, though not statistically significant, aligns with literature that suggests enjoyment in language learning can be influenced by the extent to which students find the learning process engaging and relevant (Csikszentmihalyi, 1990; Dewaele & McIntyre, 2014). The small effect size observed in this study reflects the complexity of enjoyment as an emotional response, which is often shaped by individual attitudes, classroom dynamics, and the specific content being studied (Gregersen &

McIntyre, 2014). The lack of significant difference across academic majors suggests that enjoyment is a multifaceted construct that may be influenced by a range of factors beyond academic discipline, such as the quality of interaction with peers and instructors, and the degree of perceived personal relevance of the material (Bown & White, 2010). However, the small effect sizes and overlapping confidence intervals suggest that while differences exist, they are not statistically significant, reflecting the nuanced interplay of motivation across disciplines. This corroborates prior research emphasizing the importance of individual learning contexts over broad disciplinary distinctions (Peng, 2021).

The findings of this study reinforce the idea that while there are observable differences in motivation, anxiety, and enjoyment among ESL learners from different academic majors, these differences are generally modest and consistent with what is reported in the broader literature. The significant finding related to anxiety levels among Arts and Humanities students underscores the importance of implementing strategies that specifically address the unique challenges faced by these students. Current literature supports the use of supportive learning environments, anxiety management techniques, and curriculum adjustments tailored to the needs of humanities students (Bailey, 2006; MacIntyre, 2007).

Moreover, the non-significant differences in motivation and enjoyment suggest that these factors are influenced by a broader range of variables beyond academic major. This is in line with literature that advocates for personalized approaches to language teaching that consider the diverse needs and motivations of individual learners (Dörnyei, 2009). Therefore, ESL educators should adopt flexible teaching strategies that cater to the varied emotional and motivational landscapes of their students, while also fostering a learning environment that supports all learners regardless of their academic background.

Overall, this study contributes to the understanding of how academic major influences ESL learners' motivation, anxiety, and enjoyment, with findings that are well-aligned with existing literature. While some differences were observed, particularly in anxiety levels, the results suggest that these emotional and motivational factors are shaped by a complex interplay of variables. Future research could explore additional factors such as prior language learning experiences, cultural influences, and individual learner characteristics to provide a more nuanced understanding of ESL learners' experiences across different academic disciplines.

5.3.3.5 Differences Based on Parental Education

This part aimed to examine how parental education influences the motivation, anxiety, and enjoyment levels of ESL undergraduate learners. The findings provide insights into the complex relationship between parental education and students' emotional and motivational experiences in learning English.

The analysis revealed that ESL learners whose parents had attained higher levels of education, particularly a Bachelor's degree, exhibited significantly higher motivation levels. This finding aligns with recent studies emphasizing the role of parental education in shaping students' academic aspirations and engagement. For instance, Choi et al. (2023) found that parental involvement, including educational support, positively influences children's English learning motivation, highlighting the importance of parents' educational background in providing effective support. Similarly, Farida et al. (2024) demonstrated that parents with high education level plays a crucial role in enhancing students' motivation to learn English, suggesting that parents with higher education levels may be better equipped to offer such support. This aligns with the SEM's emphasis on external influences, such as family background, in shaping learners' attitudes and motivation. Parental education often impacts

students' attitudes toward education, aligning with studies by Rehman et al. (2013), which highlighted the socio-cultural factors influencing motivation in Pakistani ESL contexts. Furthermore, this reflects Gardner's assertion that supportive social contexts and attitudes towards learning environments significantly affect motivation levels. The significance of family as an external motivator in SLA has also been emphasized by Kormos and Csizér (2014). The finding that the mother's education did not significantly impact motivation aligns with some studies that suggest a potential differential impact of parental roles, with fathers often being more associated with academic achievement and motivation in certain cultural contexts (Spera, 2005). This differential impact could be attributed to the traditional roles fathers and mothers play in many societies, where fathers are often seen as the primary source of educational and career aspirations.

The study's findings on anxiety levels revealed that students with less educated parents, particularly those with fathers or mothers who were uneducated or had only completed primary school, exhibited higher anxiety levels. This result aligns with the SEM by Gardner (1985), which emphasizes the role of external factors, such as family background, in influencing motivation and anxiety in second language learning. The literature reviewed highlighted that learners' socio-cultural contexts, including their parental education, significantly impact their emotional experiences and language learning outcomes. Previous studies have shown that a supportive and educated family environment positively correlates with higher motivation and reduced anxiety in learners (Rehman et al., 2013). Parental education can significantly influence the resources and emotional support available to children, with more educated parents often being better equipped to help their children navigate academic challenges and reduce anxiety. The significant differences in anxiety levels observed in this study underscore the need for targeted interventions aimed at reducing

anxiety, particularly among students whose parents have lower educational attainment. These interventions could include providing additional support structures within educational institutions and offering resources that help parents support their children's educational journeys.

Interestingly, the study did not find significant differences in enjoyment levels based on parental education. This finding suggests that the enjoyment of learning English may be influenced more by factors within the educational environment, such as teaching methods, peer interactions, and individual interests, rather than by parental education levels. This is consistent with the self-determination theory proposed by Ryan and Deci (2000), which emphasizes the role of intrinsic motivation and the learning environment in fostering enjoyment in educational activities. The uniformity in enjoyment across different parental educational backgrounds implies that enjoyment might be a more universally accessible aspect of language learning, less susceptible to the external influences of parental education. This could serve as a protective factor, helping to buffer the negative effects that lower parental education might have on other aspects of learning, such as motivation and anxiety.

The findings of this study align with the broader literature, suggesting that parental education, particularly the father's, has a significant influence on ESL learners' motivation and anxiety, although it has a lesser effect on their level of enjoyment. This highlights the importance of considering parental education in the development of educational support programs. For example, interventions aimed at reducing anxiety among students with less educated parents could include providing additional emotional and academic support to these students, as well as involving parents more actively in their children's education, regardless of their educational background.

Additionally, the lack of significant differences in enjoyment levels suggests that educators should focus on creating engaging and interactive learning environments that foster enjoyment for all students, regardless of their parental educational background. This could involve adopting teaching methods that are student-centered and designed to promote intrinsic motivation, as well as creating classroom environments that encourage positive peer interactions and active participation in learning.

Overall, this study's findings contribute to the understanding of how parental education influences ESL learners' motivation, anxiety, and enjoyment. While parental education, particularly that of fathers, plays a significant role in shaping motivation and anxiety, it appears to have less impact on enjoyment. These insights underscore the need for educational programs and interventions that address the specific needs of students based on their parental education background, while also fostering a universally enjoyable learning experience. Future research could explore additional factors, such as cultural influences and specific parental involvement strategies, to further elucidate the complex relationships between parental education and student outcomes in ESL learning contexts.

The results of the study provide significant insights into the relationships among motivation, anxiety, and enjoyment in ESL learning, and how these variables are influenced by demographic factors such as gender, age, and parental education. The findings reveal critical nuances regarding these factors, validating some existing theoretical perspectives while offering new contextual insights.

a) Gender and Anxiety

The study found that gender significantly impacts anxiety levels, with female learners reporting higher anxiety compared to males. This aligns with Gardner and

MacIntyre's (1993) findings, which highlight that emotional factors, including anxiety, are critical determinants of second language learning. Similarly, Horwitz et al. (1986) emphasized the adverse effects of anxiety on learners' performance. However, the study also notes the absence of significant gender differences in motivation and enjoyment, a finding that nuances existing literature, suggesting that gendered experiences in language learning might primarily manifest in anxiety rather than other affective factors.

b) Age and Emotional Constructs

The results demonstrate that older learners exhibit higher levels of motivation and enjoyment, which may stem from their more mature perspective on language acquisition and clearer goal orientation. This is consistent with Ushioda's (2001) emphasis on self-regulation and autonomy in sustaining motivation among older learners. Furthermore, MacIntyre and Gregersen (2012) noted that positive emotions like enjoyment could mitigate anxiety, fostering better learning outcomes among motivated individuals.

c) Parental Education's Role

The findings underscore the significant influence of parental education on learners' motivation, anxiety, and enjoyment. Both fathers' and mothers' educational levels were positively correlated with these psychological constructs, supporting Gardner's SEM (1985), which emphasizes the importance of familial and social contexts in language learning. Rahman (2023) also highlighted the impact of socio-educational factors, including parental support, on motivating ESL learners in Pakistan.

d) Non-significant Factors

Interestingly, the analysis did not reveal significant differences across universities or academic majors. These findings challenge Gardner's (2005) broader claims about the role

of academic contexts in shaping language learning attitudes, suggesting that localized cultural or institutional factors may dilute such impacts.

The findings are well-supported by the literature review's theoretical grounding in Gardner's SEM and positive psychology. The model's emphasis on motivation, attitudes, and anxiety as interdependent constructs is evident in the study's results. Moreover, the significant role of enjoyment highlighted in the findings aligns with Dewaele and MacIntyre's (2014) conceptualization of FLE, which underscores the importance of positive emotions in language learning.

Furthermore, the study contributes to the literature by offering contextual insights specific to Pakistani ESL learners. The unique cultural and socio-educational dynamics explored by Adeel (2011) and Rahman (2023) are reflected in the strong influence of parental education and age on learners' psychological constructs, enriching the understanding of motivation, anxiety, and enjoyment in ESL settings.

This study bridges gaps identified in the literature review, particularly regarding the underexplored intersections of demographic factors and affective constructs in Pakistani ESL contexts. It underscores the critical need for culturally responsive pedagogical strategies that address learners' emotional and motivational needs, resonating with the broader implications of positive psychology and socio-educational theories.

5.4 Implications of the Study

5.4.1 Theoretical Implications

This study contributes to a deeper understanding of the complex interplay between motivation, anxiety, and enjoyment in the ESL context, particularly among Pakistani undergraduate learners. While previous research has examined these affective factors

individually, this study extends the field by exploring their interrelationships in a collective framework. The findings reveal a dynamic interaction among these constructs, but they also highlight certain inconsistencies with established theoretical assumptions. For instance, Gardner's SEM (1985) posits that motivation is a stable predictor of successful language learning, often accompanied by lower anxiety levels. However, the present study found cases where high motivation coexisted with moderate to high anxiety, challenging the assumption that motivation consistently suppresses anxiety in the learning context. Similarly, while Horwitz, Horwitz, and Cope's (1986) FLA theory suggests that anxiety is predominantly a hindrance to performance, the current results indicate that some learners reported high anxiety yet maintained engagement and enjoyment, suggesting that anxiety does not uniformly impair learning outcomes. Furthermore, the findings partly diverge from the Positive Psychology framework, which assumes that enjoyment is consistently linked to lower anxiety and improved motivation (MacIntyre & Gregersen, 2012; Dewaele & MacIntyre, 2014). In this study, enjoyment was high across many participants despite variations in anxiety levels, implying that positive emotions can coexist with stress in certain learning environments. These divergences imply that the interplay among affective factors is more context-dependent and complex than traditional theories suggest. Therefore, this study poses important implications for existing theoretical models, calling for a more nuanced, culturally responsive adaptation that accounts for contextual realities, such as sociocultural pressures and academic expectations in the Pakistani ESL context.

5.4.2 Practical Implications

The research addresses a significant gap by focusing on ESL learners in Pakistan, a context that has been underrepresented in the literature. By examining how cultural and demographic factors influence motivation, anxiety, and enjoyment, the study provides

insights that are crucial for developing culturally responsive teaching strategies in ESL contexts.

Based on the study, educators, curriculum developers, and policymakers can apply the findings of this study to improve ESL education in several ways. Motivation and enjoyment can be significantly boosted while reducing anxiety by incorporating activities that foster positive emotions. For example, as explained by Gardner (1985), implementing small group projects where students collaborate to solve problems can encourage active participation and mutual support. Similarly, Dewaele and MacIntyre (2014) emphasize the value of creative assignments like storytelling or role-playing, which allow learners to express themselves in enjoyable ways while practicing their language skills.

Additionally, creating a supportive environment where students feel safe to take risks without fear of judgment can enhance both their motivation and their language learning outcomes. For instance, MacIntyre and Gregersen (2012) suggest using classroom activities like pair work or peer feedback to foster a sense of security. Zarrinabadi et al. (2021) highlight how teacher immediacy, such as being approachable and empathetic, can reduce anxiety and motivate learners to take active roles in the classroom.

Policymakers should consider revising assessment and instructional policies to emphasize enjoyment as a critical component of language learning. This could include promoting extracurricular activities, such as English language clubs where students can engage in informal conversations, or hosting cultural events that incorporate language use, thereby increasing their enjoyment and reducing anxiety (Henry & Thorsen, 2020).

By applying these findings, educators, curriculum developers, and policymakers can create more effective ESL programs that not only improve language proficiency but also

support the emotional well-being of learners. For example, Dörnyei (2005) argues for integrating holistic teaching practices that combine skill development with emotional engagement, such as gamified learning tasks that make the process more interactive and rewarding.

5.4.3 Methodological Implication

The application of robust statistical analyses to examine motivation, anxiety, and enjoyment, along with their interrelationships and the impact of various demographic characteristics, enhances the methodological rigor of the study. Gardner's (1985) SEM underscores the importance of motivation in achieving success in SLA, demonstrating how attitudes and motivation drive linguistic outcomes. Building on this, MacIntyre and Gregersen (2012) highlighted the interplay of positive emotions, such as enjoyment, in mitigating anxiety and fostering a conducive environment for learning. Similarly, Dewaele and MacIntyre's (2014) development of the FLES provided tools for quantifying enjoyment and revealed its critical role in maintaining learner engagement, even in anxiety-inducing settings.

These contributions position the study as a valuable addition to the fields of ESL research and educational psychology, particularly in understanding the emotional dimensions of language learning in ESL contexts. For example, Henry and Thorsen (2020) emphasized the importance of emotional engagement across diverse cultural environments, advocating for a focus on motivation and enjoyment in research. Zarrinabadi et al. (2021) further validated this by demonstrating how teacher immediacy and classroom interactions significantly influence students' motivation and anxiety levels, particularly in ESL settings like Pakistan. Together, these studies highlight the necessity of integrating emotional

dynamics into language learning research to enhance both theoretical understanding and practical applications.

5.5 Limitations of the Study

5.5.1 Self-Reported Data

The study relies on self-reported data collected through an online survey questionnaire. While various methodological techniques were employed to ensure the validity and reliability of results, self-reported data are inherently subject to biases such as social desirability, inaccurate recollection, and participant reluctance to provide accurate information. These limitations may impact the overall reliability of the findings.

5.5.2 Sample Size Limitations

The sample comprised 381 undergraduate students from three public universities in Peshawar, Pakistan. Although this sample size is statistically significant for the study, it does not fully reflect the diverse experiences of all ESL learners across Pakistan. Factors such as differences in socio-economic backgrounds, private versus public education, and regional variations may influence motivation, anxiety, and enjoyment, limiting the generalizability of the findings to other contexts.

5.5.3 Data Collection Limitations

The reliance on an online survey as the primary data collection tool posed challenges, including potential participant disengagement, misinterpretation of questions without clarification, and exclusion of individuals with limited internet access. These factors may reduce the representativeness of the sample and the depth of insights into learners' experiences.

5.5.4 Generalizability of Findings

The study's focus on ESL learners in Pakistan, particularly in the KPK province, reflects the unique cultural, educational, and socio-economic dynamics of this region. While the findings offer valuable insights for similar contexts, caution must be exercised when applying these results to regions with significantly different educational systems, cultural norms, or levels of English exposure.

5.5.5 Cross-Sectional Design

The cross-sectional approach enabled the study of relationships among motivation, anxiety, and enjoyment at a single point in time. However, it does not allow for conclusions about causality or changes over time. This restricts understanding of long-term developmental trends or causal interactions.

These limitations highlight the contextual and methodological boundaries within which the present findings should be interpreted. While they do not undermine the study's contributions, they underscore the need for cautious interpretation and provide direction for the future research agenda discussed in the following section.

5.6 Recommendations for Future Research

Future research could extend the scope of the present study in several important ways.

a) Design and Methods

While this study employed a cross-sectional quantitative survey, future investigations could adopt longitudinal, quasi-experimental, or intervention-based designs to better capture causal relationships among motivation, anxiety, and enjoyment. Such designs would allow researchers to examine how these affective variables evolve across

different stages of a student's academic journey, rather than at a single point in time. Classroom-based experiments and action research could also provide valuable insights by testing pedagogical interventions aimed at enhancing motivation, reducing anxiety, and increasing enjoyment in real teaching contexts. In addition, mixed-methods approaches that combine quantitative surveys with qualitative interviews or focus groups are recommended. These designs would enrich the findings by uncovering the psychological and emotional nuances of learners' experiences, which may not be fully reflected in numerical data alone.

b) Sample and Context

The current study focused on undergraduate learners from selected universities in one region of Pakistan. Future research should involve larger and more diverse samples from universities across different provinces and institutional types (public, private, urban, and rural). Such diversity would improve the generalizability of findings and shed light on how institutional and socio-economic contexts influence affective experiences. Comparative studies across regions or even across countries would further strengthen the literature by identifying which aspects of motivation, anxiety, and enjoyment are universal and which are context-specific.

c) Measurement and Tools

Another important direction for future research is the development and validation of culturally sensitive, standardized instruments for measuring affective variables in ESL contexts. While established scales such as the AMTB, FLCAS, and FLES provide strong foundations, adaptations that reflect local linguistic, cultural, and educational contexts are crucial for accuracy and validity. Tailored instruments would ensure that the unique

psychological realities of Pakistani ESL learners are better captured and would also contribute to the broader field by providing reliable tools for researchers in similar contexts.

d) Advanced Statistical Approaches

Although the present study employed correlation and ANOVA to examine associations and group differences, future studies could apply more advanced multivariate analyses. Techniques such as multiple regression, canonical correlation analysis, or structural equation modelling (SEM) could be used to test predictive pathways, explore direct and indirect effects, and model the interplay between affective constructs and demographic variables within a single analytical framework. These approaches would provide deeper insights into the moderating or mediating roles of demographic and contextual factors, extending the current findings with greater explanatory power.

5.7 Final Reflections

This study offers a nuanced understanding of the complex interplay between motivation, anxiety, and enjoyment among Pakistani ESL undergraduate learners. By highlighting the significant impact of these emotional and motivational factors on language learning outcomes, this research contributes to the existing body of knowledge and emphasizes the need for educators and policymakers to create supportive and engaging learning environments. The findings reinforce the importance of addressing both positive and negative emotions in the educational process, advocating for a balanced approach that fosters motivation and enjoyment while mitigating anxiety. Ultimately, this study serves as a call to action for more holistic and contextually sensitive approaches in ESL education, with the potential to enhance language acquisition and improve the overall educational experience for learners in similar contexts.

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APPENDICES

Appendix A: Email to the registrar of the university requesting permission to collect data.

Respected Sir/Madam,

Warmest greetings!

I am presently pursuing a Ph.D. in Applied Linguistics at the Faculty of Language and Communication (FLC), Universiti Malaysia Sarawak (UNIMAS). My Ph.D. research centers on "Motivation, Anxiety and Enjoyment among Pakistani ESL undergraduate learners."

I request your permission to conduct an online survey of undergraduates ESL learners in your university. This study aims to investigate the interplay of motivation, anxiety, and enjoyment among Pakistani ESL undergraduate learners, focusing on their levels, relationships, and variations across demographic characteristics.

The survey questionnaire will take 15 to 20 minutes. The survey questionnaires will be sent at time that is convenient for undergraduate ESL learners. Participation in this poll is completely voluntary, and no risks are expected.

All information given will be maintained in strict confidentiality and utilized solely for academic purposes. If you request an electronic copy (e.g., PDF), the complete thesis can be provided to you.

I kindly request your approval to proceed with this study and would be happy to provide any additional details, including the research proposal, ethical approval documents, or data collection instruments, for your review. Thank you for considering my request. I look forward to your response.

Sincerely,

Farhad Ullah

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Appendix B: Questionnaire with Sources

Motivation				
SN.	Source	Original Item	Adapted Item	Domain
1	Pae (2017)	I try to practice the Japanese language that I have learnt in the class.	I try to practice English language that I have learnt in the classroom.	Intensity
2, 3	Gardner (1985, 2004) AMTB	I really work hard to learn English.	I plan to learn as much English as possible. I really work hard to learn English.	Intensity
4	Gardner (1985, 2004) AMTB	When I am studying English, I ignore distractions and pay attention to my task.	I pay attention to my task when I am studying English.	Intensity

5	Pae (2017)	I try to do my Japanese language assignments immediately	I try to do my English language assignments immediately.	Intensity
6	Gardner (1985, 2004) AMTB	I wish I could read newspapers and magazines in many foreign languages.	I have a desire to improve my reading skills in English.	Desire
	Clement, Dörnyei, and Noels (1994)	I study English to read book/magazines		
	Delgado (2016)	Because it will enable me reading (books, magazines, newspapers, articles) in English.		
	Wang & Gan (2021)	I like English reading classes		
7, 8, 9	Gardner (1985, 2004) AMTB	I would really like to learn many foreign languages. I have a strong desire to know all aspects of English	I have a desire to improve my listening skills in English. I have a desire to improve my writing skills in English. I have a desire to improve my speaking skills in English.	Desire
	Goctu (2016)	I believe that listening skill is one of the most important language skills.		
	Gardner (1985, 2004) AMTB	I love learning English.		
10	Islam (2013)	I like English.	I like learning English.	Attitude
	Gardner (1985, 2004) AMTB	I love learning English.		
11	Gardner (1985, 2004) AMTB	I like my English class so much; I look forward to studying more English in the future.	I look forward to studying more English in the future.	Attitude
12	Gardner (1985, 2004) AMTB	Learning English is really great.	I find that learning English is a wonderful experience.	Attitude
13	Gardner (1985, 2004) AMTB	I enjoy the activities of our English class much more than those of my other classes.	I like the activities in my English classroom.	Attitude

14	Gardner (1985, 2004) AMTB	My English teacher presents materials in an uninteresting way.	I like the way learning materials are used in my English classroom.	Attitude
Anxiety				
15	Horwitz et al. (1986)	I worry about not being able to catch up.	I feel anxious when I am unable to catch up with the English classroom.	Classroom Anxiety
	Motoda (2000)	I feel nervous when I could not catch up with the Japanese language class.		
16	McIntyre & Gardner, (1994)	I feel more tense and nervous in my English class than in the other classes.	I feel more anxious in my English classroom than in any other.	Classroom Anxiety
	Horwitz et al., (1986)	I feel more tense and nervous in my language class in my other classes.		
17	Gardner (1985, 2004) AMTB	I am worried that other students think my English language is poor.	I am embarrassed when I make mistakes in front of other students in my English classroom.	Classroom Anxiety
18	Gardner (1985, 2004) AMTB	I am worried that other students think my English language is poor.	I am worried that other students think my English language is poor.	Classroom Anxiety
	Motoda (2000)	I'm worried other students think my Japanese language is poor.		
19	Motoda (2000)	I'm worried when I don't understand what the teacher is teaching.	I feel upset when I don't know the answer to my teacher's question.	Classroom Anxiety
20	Horwitz et al., (1986)	Listening to someone speaking in English makes me nervous.	I feel nervous when I'm listening in English.	Listening Anxiety
21	Kim (2000)	I am nervous when I am listening to English if I am not familiar with the topic. Listening to new information in English makes me uneasy.	I feel uneasy when listening to new information in English.	Listening Anxiety

22	Kim (2000)	I am nervous when I am listening to English if I am not familiar with the topic. I fear I have inadequate background knowledge of some topics when listening to English.	I feel nervous when I do not understand what I am listening during the English class.	Listening Anxiety
23	Rintaningrum (2018)	I feel anxious if I don't understand some vocabularies in my listening class.	I feel tense when I cannot understand the key words when I am listening.	Listening Anxiety
24	Horwitz et al., (1986)	I get nervous when I don't understand every word the language teacher says.	I feel nervous when I do not understand what my English teacher says.	Listening Anxiety
25	Gardner (1985, 2004) AMTB	I get nervous when I am speaking in my English class.	I feel nervous when I'm speaking in English.	Speaking Anxiety
	Horwitz et al., (1986)	I get nervous and confused when I am speaking in my language class.		
26	Horwitz et al., (1986)	I start to panic when I have to speak without preparation in language class.	I feel uneasy when speaking in the class without preparation.	Speaking Anxiety
27	Horwitz et al., (1986)	I am afraid that the other students will laugh when I speak the foreign language.	I am afraid that other students might laugh at me when I speak in English.	Speaking Anxiety
28			I feel nervous when the teacher does not understand what I say in English.	Speaking Anxiety
29	Lien, (2011)	It bothers me to encounter words I can't pronounce while reading English.	I feel bothered when I cannot pronounce the words correctly when I am speaking.	Speaking Anxiety
	Zhao & Dynia (2013)	It bothers me to encounter words I can't pronounce while reading Chinese.		
30	Liu & Ni (2015)	I have a terrible time organizing my ideas in an English composition course.	I am anxious when I am organizing my ideas when I am	Speaking Anxiety

			speaking in English.	
31	Motoda (2000)	I feel nervous when I'm speaking in Japanese language during class.	I feel nervous when I'm reading in English.	Reading Anxiety
32	Kim (2002)	Listening to new information in English makes me uneasy.	I feel uneasy when reading new information in English.	Reading Anxiety
33	Horwitz et al., (1986)	I am afraid that the other students will laugh when I speak the foreign language.	I am afraid that other students might laugh at me when I read aloud in English.	Reading Anxiety
34	Zhao & Dynia (2013)	I get upset when I'm not sure whether I understand what I am reading in Chinese.	I feel nervous when I don't understand word/words I encounter while reading.	Reading Anxiety
	Lien, (2011)	I get upset when I'm not sure whether I understand what I am reading in English.		
35	Zhao & Dynia (2013)	It bothers me to encounter words I can't pronounce while reading Chinese.	I feel nervous when I cannot pronounce the word correctly when I am reading.	Reading Anxiety
	Lien, (2011)	It bothers me to encounter words I can't pronounce while reading English.		
36	Liu & Ni (2015)	I'm nervous about writing in English.	I feel nervous when I am writing in English.	Writing Anxiety
	Liu & Ni (2015)	I avoid writing in English.		
37	Liu & Ni (2015)	I have a terrible time organizing my ideas in an English composition course.	I feel uneasy when writing in the class without preparation.	Writing Anxiety
38	Liu & Ni (2015)	I am afraid of writing essays in English when I know they will be evaluated.	I feel tense when I cannot punctuate the sentence correctly.	Writing Anxiety
39	Liu & Ni (2015)	I am afraid of writing essays in English when I know they will be evaluated.	I feel nervous when I do not know the right spelling when writing.	Writing Anxiety

40	Liu & Ni (2015)	I am afraid of writing essays in English when I know they will be evaluated.	I feel tense when I am confused with the correct grammar	Writing Anxiety
41	Liu & Ni (2015)	I have a terrible time organizing my ideas in an English composition course.	I am anxious when I am organizing my ideas when I am writing in English.	Writing Anxiety
Enjoyment				
42	Dewaele & MacIntyre (2014), Li, Jiang & Dewaele (2018)	It's fun to learn a foreign language.	I feel fun while learning English in the classroom.	Creativity
43	Dewaele & MacIntyre (2014), Li, Jiang & Dewaele (2018)	I enjoy learning a foreign language.	I do not get bored during my English class.	Creativity
44	Dewaele & MacIntyre (2014)	I can be creative.	I can be creative during my English class.	Creativity
45	Dewaele & MacIntyre (2014)	I can laugh off embarrassing mistakes in the FL.	I can ignore embarrassing mistakes in my English class.	Creativity
46	Dewaele & MacIntyre (2014), Li, Jiang & Dewaele (2018)	In class, I feel proud of my accomplishments	I feel proud of my accomplishments in my English class.	Pride
47	Dewaele & MacIntyre (2014)	I feel as though I'm a different person during the FL class.	I feel as though I'm a different person during my English class.	Pride
48	Dewaele & MacIntyre (2014)	I'm a worthy member of the FL class.	I'm a worthy member of my English class.	Pride
49	Gardner (1985,2004) AMTB	I feel proud of my English teacher.	I feel proud of my English teacher.	Pride

50	Dewaele & MacIntyre (2014), Li, Jiang & Dewaele (2018)	It's a positive environment	I feel a positive environment in my English class.	Positive Environment
51	Dewaele & MacIntyre (2014)	The peers are nice.	I believe my peers in English class are pleasant.	Positive Environment
52	Dewaele & MacIntyre (2014), Li, Jiang & Dewaele (2018)	The teacher is encouraging.	I feel my English teacher seems to be encouraging.	Positive Environment
53	Dewaele & MacIntyre (2014), Li, Jiang & Dewaele (2018)	The teacher is friendly.	I believe my English teacher seems to be friendly.	Positive Environment
54	Dewaele & MacIntyre (2014), Li, Jiang & Dewaele (2018)	The teacher is supportive	I am convinced that my English teacher is supportive.	Positive Environment
55	Dewaele & MacIntyre (2014), Li, Jiang & Dewaele (2018)	We form a tight group.	I believe we form a tight group in our English class.	Positive Environment
56	Dewaele & MacIntyre (2014)	We have common “legends” , such as running jokes.	I believe that we have shared “legends,” such as running jokes in our English classroom.	Positive Environment

Appendix C: Original Questionnaire

Motivation	
S. No	Item
1	I try to practice English language that I have learnt in the classroom.
2	I plan to learn as much English as possible.
3	I really work hard to learn English.
4	I pay attention to my task when I am studying English.
5	I try to do my English language assignments immediately.
6	I have a desire to improve my reading skills in English.
7	I have a desire to improve my listening skills in English.
8	I have a desire to improve my writing skills in English.
9	I have a desire to improve my speaking skills in English.
10	I like learning English.
11	I look forward to studying more English in the future.
12	I find that learning English is a wonderful experience.
13	I like the activities in my English classroom.
14	I like the way learning materials are used in my English classroom.
Anxiety	
15	I feel anxious when I am unable to catch up with the English classroom.
16	I feel more anxious in my English classroom than in any other.
17	I am embarrassed when I make mistakes in front of other students in my English classroom.
18	I am worried that other students think my English language is poor.
19	I feel upset when I don't know the answer to my teacher's question.
20	I feel nervous when I'm listening in English.
21	I feel uneasy when listening to new information in English.
22	I feel nervous when I do not understand what I am listening during the English class.
23	I feel tense when I cannot understand the key words when I am listening.
24	I feel nervous when I do not understand what my English teacher says.
25	I feel nervous when I'm speaking in English.
26	I feel uneasy when speaking in the class without preparation.
27	I am afraid that other students might laugh at me when I speak in English.
28	I feel nervous when the teacher does not understand what I say in English.
29	I feel bothered when I cannot pronounce the words correctly when I am speaking.
30	I am anxious when I am organizing my ideas when I am speaking in English.
31	I feel nervous when I'm reading in English.
32	I feel uneasy when reading new information in English.
33	I am afraid that other students might laugh at me when I read aloud in English.
34	I feel nervous when I don't understand word/words I encounter while reading.
35	I feel nervous when I cannot pronounce the word correctly when I am reading.
36	I feel nervous when I am writing in English.
37	I feel uneasy when writing in the class without preparation.

38	I feel tense when I cannot punctuate the sentence correctly.
39	I feel nervous when I do not know the right spelling when writing.
40	I feel tense when I am confused with the correct grammar
41	I am anxious when I am organizing my ideas when I am writing in English.
Enjoyment	
42	I feel fun while learning English in the classroom.
43	I do not get bored during my English class.
44	I can be creative during my English class.
45	I can ignore embarrassing mistakes in my English class.
46	I feel proud of my accomplishments in my English class.
47	I feel as though I'm a different person during my English class.
48	I'm a worthy member of my English class.
49	I feel proud of my English teacher.
50	I feel a positive environment in my English class.
51	I believe my peers in English class are pleasant.
52	I feel my English teacher seems to be encouraging.
53	I believe my English teacher seems to be friendly.
54	I am convinced that my English teacher is supportive.
55	I believe we form a tight group in our English class.
56	I believe that we have shared "legends," such as running jokes in our English classroom.