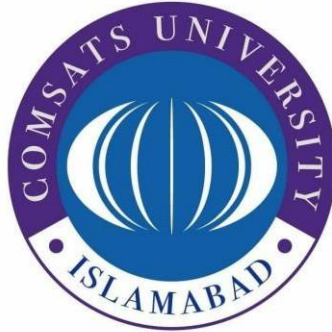


**Gender Difference and Academic Background in Foreign Language Learning Enjoyment
Among University Students**



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COMSATS UNIVERSITY ISLAMABAD, LAHORE CAMPUS.

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FA19-BPY-011

Session (2019-2023)

BS Psychology

A Thesis Submitted In Partial Fulfillment for the Requirements of the
Degree of BS Psychology


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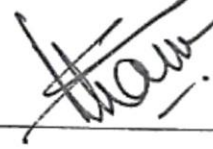
Research Completion Certificate

It is certified that the research work contained in this thesis entitled "Gender Difference and Academic Background in Foreign Language Learning Enjoyment Among University Students" has been carried out and completed by Ms. Noor Fatima Tariq, Student ID: FA19-BPY-011: Student of BS Psychology, session 2019–2023. This study is an independent research work carried out under the given instructions and consideration.

Dated: July 13, 2023

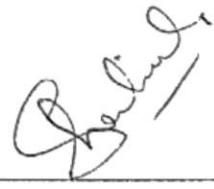


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Declaration

I, Ms. Noor Fatima Tariq, Student ID: FA19-BPY-011, student of BS in Psychology, session 2019-2023, hereby declare that the material printed in this thesis titled "**Gender Difference and Academic Background in Foreign Language Learning Enjoyment Among University Students**" is original work and has not been printed, published, or submitted as research work, thesis, or publication in any form in any university or research institution in Pakistan or abroad.

Dated: July 13, 2023

Signature: 

Dedication

With the name of Allah, The Most Gracious, The Most Merciful. My profound gratitude is extended to my beloved parents, dearest siblings, respected supervisor, and closest friends for their unwavering support and inspiration.

Acknowledgments

In the name of Allah Almighty the Creator and Sustainer of this world.

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Table of Contents

No.		Page#
1	Chapter 1: Introduction	1
	Young adult	1
	Foreign Language Learning	1
	Young adults and Foreign language learning	3
	Characteristics of young adults interested in foreign language learning	3
	Foreign Language Learning Enjoyment	4
	Foreign Language Learning and Gender Difference	5
	Framework of research	7
	Broaden-and-Build Theory and Foreign language learning enjoyment	8
2	Chapter 2: Literature Review	10
	Research on FLE and Gender Difference	10
	Studies on Foreign Language Learning Enjoyment and Effect of Private or Government Schools	15
	Rationale of Study	17
	Objectives of Study	19
	Hypotheses	19
3	Chapter 3: Method	20
	Research design	20
	Participant and Sampling Strategy	20
	Inclusion and Exclusion Criteria	20
	Measures	20

	Demographic Questionnaire	21
	Foreign Language Enjoyment Scale (FLES)	21
	Procedure	21
	Ethical Consideration	23
4	Chapter 4: Results	24
	Analysis Plan	24
	Preliminary Analysis	24
	Descriptive Analysis	24
5	Chapter 5: Discussion	36
	Limitations and Suggestions	38
	Implication and Future endeavors	40
	Conclusion	42
6	References	43
7	Appendices	53
	Appendix A (Demographic Form)	54
	Appendix B (Foreign Language Enjoyment Scale)	55

List of Tables

No.	Contents	Page#
1	Descriptive Characteristics of Study Participants	27
2	Cronbach's Alpha Reliability of Study Variables	30
3	Relationship between Demographic Characteristics, Foreign language Learning Enjoyment	31
4	Mean Differences in Inventory of Positive Psychology in Foreign Language Learning Enjoyment and in Male and Female students	33
5	MANOVA analysis of types of school background and types of college background	34
6	Summary of results	35

Abstract

The present study aimed at assessing the gender and school background difference in foreign language learning enjoyment among university students. All the participants were students of semester 1 to 4 studying second language courses. The total number of participants in this research were 400. Men to women proportionate of participants was (50:50) between age of 18-29 ($M:19.78$, $SD:1.26$). To gather data from the participants, convenience sampling strategy was employed, and all the data was collected face-to-face in classrooms. Participants were assessed through one questionnaire. The questionnaire consisted of The Foreign Language Enjoyment Scale (FLES) which is used to measure enjoyment of language learning. Findings from independent sample t test showed that there is no association of gender difference in foreign language learning enjoyment among university students. While there found association between different school backgrounds. The results of research are discussed in the light of Pakistani cultural context.

Keywords: emotions, anxiety, foreign language, foreign language learning enjoyment

Chapter 1

Introduction

Young adults are individuals who are almost adults. Young adulthood is a unique developmental period that occurs between the ages of 18 and 25 years (Shephard & R.J., 1998), during which there are key developmental tasks that allow the young adult to participate in self-exploration and identity formations. Mostly young adults also question their values and beliefs, and their own finances and responsibilities (Higley, n.d.)

Biologically and psychologically, young adulthood is fundamentally a period of maturation and change, although the degree of change may seem less striking than the changes that occurred during childhood and adolescence. (Bonnie RJ et al., 2015) As just one example, the physical changes of the transition from childhood into adolescence are transformative, with bodies growing in dramatic bursts and taking on secondary sex characteristics as puberty unfolds. As young people move from adolescence into adulthood, physical changes continue to occur, but they are more gradual. Individuals begin the steady weight gain that will characterize adulthood, but these changes are not as discontinuous as they are at the beginning of adolescence (Cole, 2003; Zagorsky & Smith, 2011).

Foreign Language Learning

Foreign language learning refers to gaining or developing proficiency or fluency that is not mother tongue. It entails speaking, reading, writing and comprehending that language. An individual can learn a new language with different reasoning behind it (UNC-Chapel Hill Learning Center, 2022). Some people want to improve professionally and develop their clientele through communicating in their native language while other want to study different cultures and use it to communicate when travelling.

Learning a foreign language has many approaches to it. It can be done through online courses, individual programs, including traditional classroom-based instruction, immersion programs, language exchanges with native speakers, and self-directed study. Every learner choose their learning style based on their preferences and efficiency.

There has been a prominent shift within the field of language learning and teaching over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand, learn or remember the information has been the primary concern of the researchers dealing with the area of foreign language learning (Hismanoglu, 2000)

Foreign language learning can also have a range of cognitive benefits, such as enhancing memory, problem-solving skills, and increasing creativity. Studies approve that bilingual have lesser chances of developing cognitive disorders and dementia.

Learning a second language may also promote empathy and compassion for people of diverse origins, as well as assist people get a deeper knowledge of various cultures and viewpoints. It can also present chances for personal development, such as fostering resilience, tenacity, and a growth mentality (Fox et al., 2019)

Whether via routine study, immersion experiences, or daily encounters with native speakers, frequent practice and exposure to the language are necessary for effective foreign language learning. It may take a lifetime since there is always more to discover and understand about a language and the cultures that go along with it.

Young Adults and Foreign Language Learning

Learning a foreign language is common among young especially with the world becoming a global village and increasing interests in other cultures and languages with multicultural movies and TV shows. Learning a foreign language can be beneficial in increased cognitive functions, expanded career opportunities, cultural awareness, Improved communication skills and personal enrichment (Corbett, 2003)

Overall, foreign language learning can be a valuable pursuit for young adults, providing a range of benefits. With access to a variety of resources, such as language classes, online learning platforms, and language exchange programs, young adults today have more opportunities than ever to learn a new language and experience the many benefits that come with it (DeKeyser & Koeth, 2015).

Characteristics of Young Adults Interested in Foreign Language Learning

Commonly the young adults who are interested in foreign learning language are:

Culturally Curious

Usually, students who are interested in foreign language learning are culturally curious. They have pique interest in other cultures and very keen to learn its customs, traditions and mode of communication (Harmer, 2001).

Open Minded

Young Adults who are interested in language learning do not confine themselves to the bounds of society. They are very determined and persistent in gaining new knowledge, skills and are very adventurous (Lightbown, 2006).

International Interests

Young adults who are interested in foreign language learning may have international interests, such as travel, study abroad, or working in an international context (Rhalmi, 2023).

Foreign Language Learning Enjoyment

In recent years, it has received more attention than ever before how emotions impact language learning. The influences on how various language learners feel learning the language have also been highlighted (Berdal-Masuy & Pairon, 2019; Dewaele, 2019; Dewaele et al., 2019b; MacIntyre et al., 2019). A number of efforts have been made to reduce the negative emotions of learners and enhance their interest in learning. Numerous efforts have been made to suppress the unpleasant feelings that learners experience for a prolonged period of time. Positive Psychology has proved again and again that suppressing negative emotions is never healthy and hinders learning and normal cycle of emotions. In fact, recent developments in emotion theory have demonstrated that both good and negative emotions, including anxiety, serve a range of purposes and originate from various experiences (MacIntyre & Gregersen, 2012; Fredrickson, 2013).

Language learners feel both good and negative emotions, including enjoyment, contentment, and a sense of accomplishment, to mention a few (Gkonou et al., 2017; MacIntyre and Vincze, 2017). This shifting pattern is significant. Positive emotions enhance a person's social, physical, psychological, and intellectual foundation, according to the Broaden-and-Build Theory (Fredrickson, 2001, 2013). Therefore, demonstrating positive emotions when learning a second or foreign language may help pupils become more conscious of linguistic information, grasp language forms, and use a variety of problem-solving strategies. (Piechurska-Kuciel, 2017; Boudreau et al., 2018), can aid in enhancing learners' proficiency in a second or foreign

language. Additionally, by promoting active interactions between other language learners and teachers, happy emotions can foster social bonds in the classroom and lessen the impact of negative emotions brought on by difficulties with language acquisition. This would support the shift to positive feelings in SLA even more.

Foreign Language Learning and Gender Difference

Research shows that there are conflicting results when it comes to foreign language learning and gender difference. Nevertheless it has been a key explanatory component in linguistic and sociopsychological research ((Dewaele et al., 2008). Several research shows that women have reported less FLE than males(Campbell & Shaw, 1994; Kitano, 2001). For instance, Campbell (et al., 1994) noted that males generally have more foreign language anxiety than did girls.

A research of junior high school participants in a study conducted by MacIntyre et al. (2002), it was found that anxiety levels among female students showed a decrease from grade 8 to grade 9, whereas male students experienced an increase in anxiety levels from the seventh to the ninth grade. Mejas, Applebaum, Applebaum, and Trotter (1991) found that Hispanic men had more anxiety than Hispanic women, a finding that contradicts with the findings of their earlier research.

According to other researchers (e.g., Arnaiz & Guillén, 2012; Donovan & MacIntyre, 2005; Elkhafaifi, 2005; Furnham & Haeven, 1999; Machida, 2001), women have greater FLA and FLE when it comes to language learning compared to male. For example, Furnham and Haeven (1999) found that men displayed lower levels of anxiety when it came to acquiring a foreign language compared to women. Elkhafaifi (2005) revealed that females are more prone to experiencing foreign language anxiety (FLA) when learning Arabic in contrast to males.

Similarly, Machida (2001) demonstrated that within a Japanese language classroom setting, women exhibited higher levels of FLA compared to the male.

When investigating English as a second language, Arnaiz and Guillén (2012) illustrated that women from Spain exhibited higher levels of foreign language anxiety (FLA) compared to Spanish men. Specifically, women displayed greater concerns regarding communication apprehension and assessment anxiety. Lastly, several studies have been conducted on this topic. (Dewaele & Ip, 2013, Onwuegbuzie et al., 1999) have either found no evidence of gender differences in FLA or findings that indicate relationship between gender and other variables. For example, Donovan and MacIntyre (2005) discovered that there were no gender differences in foreign language anxiety (FLA) among junior high and high school students in France.

However, they did find that female students exhibited high FLA compared to their male counterparts. In contrast, Dewaele, Petrides, and Furnham (2008) noted that women experienced higher FLA in government communication in their second language (L2) and while conversing with coworkers in their third language (L3). However, no significant gender differences in FLA were detected overall. In a study conducted in 2013 by Dewaele and Ip, no conclusive evidence of a gender difference in FLA was found.

These findings suggest that investigating potential influential unknown variables (Wang, 2010, p. 96) or unknown factors (Elkhafaifi, 2005, p. 214) may be necessary to clarify the empirical uncertainties in this area. Personality emerges as a strong candidate for such investigations, as scholars have identified personality-dependent dispositional variations in susceptibility to FLA (MacIntyre & Charos, 1996; Wang, 2010). Furthermore, significant gender disparities have been observed in various personality psychology studies (e.g., Costa, Terracciano, & McCrae, 2001; Lynn & Martin, 1997; Schmitt, Realo, Voracek, & Allik, 2008).

Thus, these findings suggest that personality may possibly effect the personality may potentially moderate the correlation between gender and FLA.

There may be gender disparities in how much learning a second language appeals to each individual, according to research. Key conclusions are as follows: Females are often more driven than males to study foreign languages, as was already noted. This could result in more people enjoying the learning experience (Ellsworth, 1998). According to research, male learners of foreign languages may like communicative and task-based activities, whereas female learners may favour those that emphasize precision and formality. This could affect how much they like certain facets of the learning process. As was also previously indicated, women could be more likely to have language learning anxiety, which might have a detrimental effect on how much fun they have learning the language. According to research, women may place a larger priority on language learning's social components, such as engaging with other students and native speakers. The learning process can be more enjoyable for women as a result (Haeven, 1999).

Framework of the Research

Broad and Build theory was developed by Barbara Fredrickson, It aimed to study the positive emotions and the importance of negative emotion. The aim of this study was to develop upon framework of Fredrickson (2001), which explores the effect of positive emotions in the development of resilience.

The Broaden and Build Theory suggests that positive psychology explains how positive emotions broaden individuals' cognitive and behavioral capacities. Positive emotions allow to develop durable personality (Fredrickson, 2001). Positive emotions enhance the openness nature of individual. This makes the person more open to events, feelings and experiences (Peterson, 2006). Which in return improve the resilience of the person if he comes to face any adversity or

hardship of life. This theory gives importance of positive emotions in personal growth and wellbeing.

Broaden and build theory states that positive emotion help build psychological strength such as resilience, social support, and coping mechanisms. They facilitate the development of resilient responses by amplifying individuals' problem-solving skills, creativity, and cognitive flexibility (Fredrickson, 2001).

Broaden-and-Build Theory and Foreign Language Learning Enjoyment

Broaden and build theory states that positive emotions increase our performance on cognitive tasks and play a significant role in enhancing cognitive and behavioral capacities. This theory was developed by Fredrickson (2001)

Positive emotions have its own effects when learning especially acquiring a new language. Positive emotions magnify awareness of learners in linguistic input, improve their understanding of language structures, and build pique interest in learning and make it more enjoyable. It creates a domino effect with emotions. Positive emotions foster more positive emotion and capabilities. Hence these result in the growth and development of learners' proficiency in the required language (Fredrickson & Branigan, 2005).

Learner's imagination leads positive effect on learning process and it plays a vital role in learning anything. Imagination increases the results of learning and makes the experience enjoyable.

When learners have positive emotions like joy their engagement increases tenfolds and are more motivated and are open to explore. Positive emotions makes a person more receptive and enables to grasp new concepts, effectively apply the language rules be more present in interactions, and address any related issues and challenges (Cuncic, 2021).

Positive emotions also foster a creative and open environment which increases learning and helps form positive social interaction. This in return leads to collaborations and cooperative efforts creating a conducive atmosphere for language learning (Cuncic, 2021).

Chapter 2

Literature Review

Previous research on gender difference in foreign language learning enjoyment done but this research is novel in a way that gender difference in foreign language Learning Enjoyment among Private and Government Schools were studied. Present study aim was to assess the significant gender difference in terms of Foreign Language Learning Enjoyment among Private and Government Schools. In recent years a considerable amount of research was done in Western countries but not in Asian countries. This chapter describes various researches done in past which also assessed significant gender difference in terms of Foreign Language Learning Enjoyment among Private and Government Schools. Some of the relevant researches/theories/studies are reviewed to understand and establish the relationship between the variables and their nature.

Studies on Foreign Language Learning Enjoyment and Gender Difference

Huang and Jiang (2022b) researched to see the correlation between the gender and enjoyment of learning of a foreign language in the context of English as a second language. The study involved 1718 high school students aged of 14 to 29 aged from 14 to 20 in Chinese English as a Foreign Language (FLE) environment. In this research, researchers investigated the predictive effects of gender and academic discipline on overall enjoyment of learning a foreign language. This study finding revealed that female students scored significantly higher than male students in overall the enjoyment like the private and personal enjoyment and the enjoyment of the classroom atmosphere. Despite of this, there was no significant difference in enjoyment of learning with teachers between genders (Huang & Jiang, 2022).

In the academic discipline terms, student studying Humanities and Social Sciences reported significantly higher overall enjoyment, enjoyment with the classroom atmosphere and with the teachers as compared to students studying Natural Science. But in this, there was no significant difference in private enjoyment (Huang & Jiang, 2022).

Gökhan Öztürk and Gurbuz (2014) conducted a study in 2013 to investigate the influence of gender on student motivation and anxiety when speaking a foreign language. This study involved 158 males and 225 female's pre-intermediate students. The data collection was done by survey and interviews. This quantitative analysis indicated that female students have higher motivation to learn a foreign language compared to male student's despite of this female students also experienced greater anxiety when speaking English language in an English class. These findings show the role of gender impact on student motivation and anxiety during foreign language. (Ozturk & Gurbuz, 2013).

Dewaele et al. (2017) conducted a research that examined gender differences in enjoyment of foreign language at the item level. In this study involved 1287 female's participants and 449 male's participants. The results showed of this study indicated that female participants repeatedly reported significant higher levels of enjoyment in the foreign language class a stronger agreement that they learned interesting things and a greater levels of proud feeling in their foreign language performance compared to their male participants.

This study also suggests that female participants expressed more enjoyment about the learning foreign language in a cooperative atmosphere that allowed for creativity. Despite of this, female participants expresses more worry about the errors and the lacked of confidence whenever they used the foreign language as compared to male participants. There were no gender differences this study (Dewaele et al., 2016).

Ewelina Mierzwa conducted research in 2019 to investigate the enjoyment of teaching and learning foreign languages among Polish instructors (Mierzwa, 2019). This study involved interviews with the Polish Teachers of foreign Language at various educational levels. Despite of independent variable, the findings showed that foreign language teachers reported relatively high levels of enjoyment in the both teaching and foreign language learning. However, the gender difference was observed in enjoyment of foreign language learning with the females reporting the significantly higher levels of enjoyment as compared to the males. This qualitative study supported previous studied on foreign language enjoyment indicating that this is strongly related to learning internal and teacher's specific characteristics despite of peer's behavior to the classroom environment (Mierzwa, 2019).

Dörnyei (1998) studied language learning motivation which is focusing on instrument and consolidative drive for reading the English as a second language (Dornyei, 1998). This type of study involved 40 males second year pre-university students in Pakistan. The results of this study showed that the students motivation for reading English was primarily derived by the instrumental considerations while the other levels of integrative motivation for reading English were considerably lower (Dornyei, 1998).

Y. Guo (2021) researched to investigate the association between learner engagement (LE) and foreign language pleasure (FLE) and their impact on attendance and proficiency in English as a foreign language (EFL) among the Chinese university students (Guo, 2021). In this study 707 Chinese university students who have completed a questionnaire which is self-reported and 28 of them participated in a semi-structured interview. After statistical analysis, findings revealed a strong and positive connection between FLE and LE did not show significant associations with absentees and academic success but despite of this higher FLE and LE did not

show significant associations with absenteeism or academic success but it shows the higher FLE social score was linked to lower absenteeism. Although, gender differences were not observed in FLE or Len (Guo, 2021).

Jiang and Dewaele (2019b) conducted a mixed type research to compare the foreign language classroom anxiety (FLCA) and foreign language enjoyment (FLE) between Chinese and international students (Yan & Dewaele, 2019). The study involved 564 undergraduate Chinese English as a Foreign language (EFL) students and the students from other countries. The findings of this study showed that rather than some differences in mean levels. The relationship between FLE, FLCA and other various factors were generally similar to those reported in earlier studies. Chinese students reported equally readings of FLE but higher levels of FLCA as compared to the worldwide sample. factors were generally similar to those reported in earlier studies. Chinese students reported equal levels of FLE but higher levels of FLCA compared to the worldwide sample. The quantitative investigation revealed that FLCA was more closely linked to the students themselves. Where FLE was more likely to be impact by the teacher.

Bernat and Lloyd (2007) did a study to see the association between gender and language learning beliefs among English as a Foreign Language students (Bernat, 2007). The study involved 155 females and 107 male's students enrolled in an Academic English program. The findings indicated that men and women generally held a similar opinion about language learning with only one item showing a statistically significant difference and two others showing marginal differences. These findings differed from prior research conducted in the Unites States (Bernat, 2007).

Boudreau et al. (2018) conducted research on second language acquisition (SLA) and emotions. The study utilized on idiodynamic technique to investigate changes in satisfaction and

anxiety during second-language conversations. University students who can speak French as a second language were recruited to perform oral activities and they rated their pre-second fluctuations in satisfaction and anxiety while watching video recordings of their tasks. This study revealed dynamic patterns of correlation between pleasure and anxiety which is ranging from the averse to favorable. This research contributes to a better much understanding of the role of emotions in second language communication (Boudreau et al., 2018).

Saranraj and Meenakshi (2016) investigated the gender variations in integrative and instrumental orientations among engineering students in the context of second language acquisition (Saranraj et al., 2016). The study used an attitude and motivation test battery (AMTB) to collect data from undergraduate engineering students. The findings of this study showed a significant positive association between attitude towards learning English and the willingness to learn the language. The relationship between motivational intensity and attitude towards learning English was found to be modest. Additionally, a considerable positive association between integrative and instrumental orientation was observed when comparing the females and male's students (Saranraj et al., 2016).

Sin and Siahpoosh (2020) to investigate gender differences in foreign language speaking anxiety (FLSA) and foreign language enjoyment (FLE) in bilingual settings where English is learned as a third language in online courses (Siahpoosh et al., 2022). The study involved 40 bilingual Azari-Persian students of English at the upper intermediate level. The participants completed the FLE Scale and the FLSA questionnaire adapted from Bashori et al. The quantitative data analysis using independent t-tests revealed that female bilinguals experienced higher levels of FLSA and FLE compared to male bilinguals. These findings have implications for foreign language instructors and curriculum designers in online courses to create a positive

environment and address the emotional needs of both male and female bilingual learners (Siahpoosh et al., 2022).

Foreign Language Learning Enjoyment and Effect of Private or Government Schools

There has been minimal research comparing the enjoyment of learning foreign languages between private and government schools. However, a noticeable difference exists between the two schooling systems, particularly regarding the effectiveness of the performance appraisal system. In private schools, the performance appraisal system is found to be more efficient compared to government schools (Khan & Ather, 2014).

In a study conducted by Ravish Amjad (2014), it was found that children attending private schools in Pakistan outperformed their peers in government schools. This difference in performance remained even after considering other factors such as child, home, and school. While students from higher-fee private schools generally achieved better results than those from lower-fee schools, this disparity seemed to be influenced by factors other than just the fee level itself. Students from the lowest-fee private schools performed better than students from government schools.

Gholami et al. (2016) conducted a study examining the teaching practices of government school teachers (PSTs), private language institute teachers (PLITs), and government-private school teachers (PPTs), with a specific focus on PPTs teaching in high schools compared to PSTs who exclusively taught in high schools. The study found significant differences in their teaching strategies. PLITs' classrooms had a more communicative style, fostering meaningful interaction and increased student talking time, and prioritized sustainable education and professional growth. These teachers utilized pair and group work activities, employed display and referential questions, and utilized a wider range of corrective feedback techniques. A similar

pattern, although to a lesser extent, was observed in PPTs' high school English lessons, indicating their effective adaptation of private language school approaches to create more engaging and student-centered classes compared to PSTs.

Dewaele and Dewaele (2020) conducted a study examining the impact of teachers' characteristics on Spanish English as a Foreign Language (EFL) learners' anxiety and enjoyment (Dewaele et al., 2019). The main aim of the study was to focus on the perception of teacher characteristics. This was done in a Spanish classroom. 210 total EFL learners were taken from different regions of Spain. they participated by completing an online questionnaire with Likert scale items. in results it showed that teacher characteristics based 20% of difference in foreign language enjoyment(FLE) and only 8% of the variance in foreign language classroom anxiety (FLCA). Among the teacher characteristics, teacher friendliness had the strongest positive influence on FLE, while a teacher's foreign accent had a relatively weaker negative influence.

Rationale of the Study

The goal of the study gender difference in foreign language learning enjoyment among private and government schools is to compare and contrast how much male and female students in private and public schools like studying foreign languages. There has been some researches on the gender difference and FLE with different environments. But not enough has been done to make a generalized statement.

For a number of reasons, it is essential to comprehend any potential gender differences in the enjoyment of learning foreign languages. First off, it can provide insight into the elements that influence both male and female students' motivation and overall learning experiences. The study can shed light on the precise parts of language acquisition that can affect pupils differently based on their gender by finding any disparities in pleasure levels.

Second, it is important to look into how different school types, particularly private and public schools, may affect how much different genders like studying foreign languages. Private and public schools may have diverse learning environments, educational resources, instructional strategies, and student demographics. It is possible to gain a thorough grasp of how the school environment interacts with gender to influence children' language learning experiences by examining any differences that may exist between these two types of schools.

By concentrating on gender differences, the study also attempts to add to the body of evidence already available on the fun of learning a foreign language. While prior study has looked at a variety of elements that might affect satisfaction, further studies are required, particularly ones that focus on gender-related issues. This study can close that knowledge gap and further our comprehension of the relationship between gender and enjoyment of learning a foreign language.

The results of this study may have applications for legislators, school administrators, and language teachers. Educational institutions may create targeted strategies and interventions to provide a more inclusive and engaging learning environment for all students by detecting gender disparities in the pleasure of learning a foreign language. Moreover, creating awareness how these gender variance impacts learning help guide educational policies and practises which as a result aim to enhance language learning opportunities in both private and public school settings.

The main objective of the study is to build better comprehension on how men and women approach and differ in foreign language learning. It will help educators and policymakers in developing a system that teaches foreign language in a way that reflects both needs and preferences of both male and female. These findings help develop teaching techniques and

strategies that can be employed by teachers, individuals and in educational policies that builds motivation and energy in learners regardless of gender and produce a fruitful result.

Objectives

Present study will be conducted with the main objectives:

1. To assess the role of gender differences in foreign language enjoyment among undergraduate students of Pakistan
2. To determine the difference between different school sectors on Foreign Language Enjoyment among undergraduate Students

Hypothesis

Based on the previous researches following hypothesis has been formulated:

- There will be a significant gender difference in foreign language learning enjoyment and gender differences among undergraduates.
- There will be mean difference in foreign language enjoyment and public and private school sectors among undergraduates.

Chapter 3

Methodology

Research Design

The correlational research design was used to conduct this research as the objective of this research was to determine the association between different school sectors and foreign language enjoyment among undergraduate students.

Sampling Strategy

The participants involving in this study were young adults enrolled in COMSATS University Islamabad, Lahore Campus. All the participants were students of semester 1 to 4 studying second language courses. The total number of participants in this research were 400. Male to female proportionate of participants was (50:50) between age of 18-29 (*M*., *SD*:). To gather data from the participants, a convenient sampling strategy was employed, and all the data was collected face-to-face in classrooms. The response rate of the participants was approximately 50% because the people were less likely to fill a lengthy questionnaires. The data was collected during the month of January 2023.

Inclusion/Exclusion Criteria

Both, male and female students, enrolled in COMSATS University Islamabad, Lahore Campus were taken as participants of research. Only students of first four semesters from every department were taken as participants who were studying second language courses. Students who has English as their first language were excluded from research. Moreover, the sample excluded participants who had sought psychological or psychiatric assistance, as well as those who had any mental or physical disability.

Operational Definition of Study Variables

Young Adults

Young adulthood is a unique developmental period that occurs between the ages of 18 and 25 years, during which there are key developmental tasks that allow the young adult to participate in self-exploration and identity formation. (Elena Higley, 2019)

Enjoyment

Enjoyment is a positive affective state that occurs when a person engages in an experience or activity that satisfies a desire, goal, or need, including but not limited to the need for pleasure, meaning, security, safety, sustenance, esteem, belongingness, or love. (Smith et al., 2014).

Tools of Assessment

Demographic Questionnaire

Demographic information form will include all the basic information of the participant like name (optional), age, gender, qualification, years of experience, marital status, family system, socioeconomic status, birth order and presence of any physical illness.

Foreign Language Enjoyment Scale (Dewaele & MacIntyre, 2014)

The Foreign Language Enjoyment Scale (FLES) was initially introduced by Dewaele and MacIntyre in 2014 (Dewaele & MacIntyre, 2014). The original FLES consists of 21 items and serves as a comprehensive measure of language learning enjoyment, encompassing various aspects related to the pleasure of learning, classroom atmosphere, interactions with peers, and the role of the teacher (Dewaele & MacIntyre, 2014). It was developed based on the Interest/Enjoyment scale by Ryan et al. (1990). Over time, the scale has gained popularity and is widely used to investigate positive emotions in language learning (Mierzwa, 2018; Shirvan &

Taherian, 2018). The 10-item version of the Foreign Language Enjoyment Scale (FLES) was derived from Dewaele and MacIntyre's (2016) identification of distinct dimensions for private and social foreign language enjoyment within the original scale. While the full 21-item version is commonly used in research (Mierzwa, 2018; Shirvan & Taherian, 2018), the shorter version has also been employed in studies conducted by Dewaele, Witney, Saito, and Dewaele (2018) and Dewaele, Magdalena-Franco, et al. (2019). This condensed version offers a more efficient way to assess foreign language enjoyment, while still capturing the essential dimensions of private and social enjoyment as identified by Dewaele and MacIntyre (2016). The questionnaire with an internal consistency coefficient of 0.86 (Dewaele & MacIntyre, 2016). It is aimed at measuring positive emotions in language learning, with items such as 'I enjoy my FL class' and 'There is a positive environment in my FL class'. Items are rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree; $\alpha = .86$). The maximum scoring of the scale is 105 while minimum is 21.

Procedure

First of all, after approving topic and questionnaires, permission from supervisor was taken for the collection of data. The data was collected through the convenient sampling from COMSATS University Islamabad, Lahore Campus. The population of the study was university students from semester 1st to 4th because only these semesters were including the language learning courses. Before starting the data collection in classroom setting, the oral informed consent was taken by the instructors and the lecturers in the classroom. Then, study participants (students) were directed about the objective of the current study. The participants were informed about the objective of the study and were made sure that their personal data would be protected and solely utilized for research purposes. After that, the demographic sheet was given to

participants followed with questionnaire. During the study and data collection, ethical considerations were followed. The safety and dignity of the participants were also taken into consideration, and no compromise was made to either of them during the research. Additionally, the confidentiality and privacy of the participants were guaranteed.

Ethical Considerations

The research study was permitted by the Thesis Committee of the Department of Humanities at COMSATS University Islamabad, Lahore Campus. The informed consent was taken by the instructors and the lecturers in the classroom. Then, study participants (students) were directed about the objective of the current study. The participants were informed about the objective of the study and were made sure that their personal information would be kept confidential and used only for research purposes. The safety and dignity of the participants were also taken into consideration, and no compromise was made to either of them during the research. Additionally, the confidentiality and privacy of the participants were guaranteed.

Chapter 4

Results

Analysis Plan

In this chapter, three types of analysis covered in this research part (preliminary, descriptive, and inferential analysis) are addressed. In a preliminary study, the missing values, outliers, and random answers were identified and discarded. Following that, the frequencies, percentages, mean, standard deviation, Cronbach's alpha coefficient, skewness, and kurtosis were computed using descriptive analysis. Following that, an inferential analysis was conducted, yielding a Pearson Product Moment Correlation Analysis.

Preliminary Analysis

In the very beginning of the study, the data was filtered, and the response rate was examined. It was ensured that participants answered all of the questions in a questionnaire during the data collection process. Questionnaire with complete replies were included, while non-serious and patterned responses were removed during data collection process. Following the addition of the replies to an excel sheet, they were then exported to SPSS for additional analysis.

Descriptive Analysis

Descriptive characteristics of the sample are tabulated into Table 1. In the current study, the participants were young adults between 18 to 28 years; the mean age ($n=400$) was 19.78 years, and the standard deviation was 1.267. The total sample of study was consisting of 400 young adults (male= 200, female=200). The reported birth order of participants presented that most of the participants were middle child. The targeted sample was collected from first four semesters from COMSATS University Islamabad, Lahore campus. Students who were in first semester comprised 39.3% ($n=157$) of the sample, 23.3% ($n=93$) of the students were from

second semester, 13.3% ($n=53$) of the students were from thirteenth semester, and students from fourth semester constituted 24.3% ($n=97$) of the sample.

Schooling of participants was divided into two categories. The participants who received education from government schools comprises 29% ($n=116$) of the sample, while 71% ($n=284$) of the students received education from private schools. Similarly, college of participants is divided into two categories. The participants who received education from government colleges comprises 27.5% ($n=110$) of the sample, while 72.5% of the students received education from private colleges. The reported matric percentages of participants were ranging between 56 to 98%; the mean percentage ($n=400$) was 83.73%, and the standard deviation was 7.70. Similarly, the reported intermediate percentages of participants were ranging between 50 to 98%; the mean percentage ($n=400$) was 78.64%, and the standard deviation was 9.69.

The education of mothers of participants was divided into seven categories. The mothers who received primary education were comprising 8.3% ($n=33$) of the sample, 25.8% ($n=103$) were those who received education till matric, 16% ($n=64$) were those who received education till intermediate, 19.8% ($n=79$) were under-graduated, 16.8% ($n=67$) were graduated, 3.3% ($n=13$) were post graduated, while 10.3% ($n=41$) mothers were uneducated. Similarly, the education of fathers of participants was divided into seven categories. The fathers who received primary education were comprising 5.5% ($n=22$) of the sample, 17.8% ($n=71$) were those who received education till matric, 20.3% ($n=81$) were those who received education till intermediate, 19.0% ($n=76$) were under-graduated, 21.8% ($n=87$) were graduated, 11.3% ($n=45$) were post graduated, while 4.5% ($n=18$) fathers were uneducated.

Table 1: *Descriptive Characteristics of Study Participants (N=400).*

<i>Measures</i>	<i>M</i>	<i>SD</i>	<i>Min-Max</i>	<i>f</i>	<i>%</i>
Age (years)	19.78	1.267	18-25		
Gender					
Female				200	50%
Male				200	50%
Semester					
First				157	39.3%
Second				93	23.3%
Third				53	13.3%
Fourth				97	24.3%
Type of School					
Government				116	29%
Private				284	71%
Type of College					
Government				110	27.5%
Private				290	72.5%
Matric Previous Percentage Performance	83.73	7.70	56-98		
Intermediate Previous Percentage Performance	78.64	9.69	50-98		
Family System					
Joint family				91	22.8%
Nuclear family				309	77.3%
Mother Education					
Primary				33	8.3%
Matric				103	25.8%
Intermediate				64	16%
Under-graduation				79	19.8%
Graduation				67	16.8%
Post-graduation				13	3.3%
Uneducated				41	10.3%
Father Education					
Primary				22	5.5%
Matric				71	17.8%
Intermediate				81	20.3%
Under-graduation				76	19.0%
Graduation				87	21.8%
Post-graduation				45	11.3%
Uneducated				18	4.5%
Mother Tongue					
Urdu				226	56.5%
Punjabi				136	34%
Saraiki				23	5.8%

Sindhi	3	0.8%
Other	12	3%
Employment Status		
Employed	82	20.5%
Unemployed	318	79.5%
Residential Area		
Urban	307	76.8%
Rural	93	23.3%
Family Income		
Less than 10K	2	0.5%
10K – 25K	28	7%
25K – 50K	97	24.3%
50K – 100K	145	36.3%
More than 100K	128	32%

The family system of participants was divided into two categories: joint family ($n=91$, 22.8%) and nuclear family ($n=309$, 77.3%). The mother tongue of participants was divided into five categories. Urdu speaking participants comprises 56.6% ($n=226$) of the sample, 34% ($n=136$) were Punjabi speaking, 5.8% ($n=23$) participants were Saraiki speaking, 0.8% ($n=3$) participants were Sindhi speaking, while 3% ($n=12$) participants speak other languages as their mother tongue. The employment status of participants was divided into two categories: unemployed ($n=318$, 79.5%) employed ($n=82$, 20.5%).

Furthermore, the residential area of participants was divided into two categories: rural ($n=93$, 23.3%) urban ($n=307$, 76.8%). The monthly family income of the participants was divided into five categories. In this study, 0.5% ($n=2$) of the participants have monthly family income less than 10 thousands, 7% ($n=28$) of the participants have their family income in-between 10 – 25 thousand, 24.3% ($n=97$) of the sample comprised monthly family income in-between 25 – 50 thousands, 36.3% ($n=145$) participants have having monthly income in-between 50 – 100 thousands, and 28% ($n=128$) participants were having monthly family income more than 100K.

Table 2: *Cronbach's Alpha Reliability of Study Variables (N=400)*

<i>Variables</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>α</i>	<i>Min-Max</i>		<i>S</i>	<i>K</i>
					<i>Actual</i>	<i>Observed</i>		
FLES	21	71.81	12.29	.84	21-105	37 – 118	.69	-.04

Table 2 entails Cronbach's alpha reliability, consisting of the number of items, mean, standard deviation, internal consistency, actual and observed maximum and minimum scores for the variables, skewness, and kurtosis. To gauge internal consistency, alpha coefficients for each scale and subscale were evaluated. The alpha coefficients of a research's variables are 0.84. Alpha reliability values above 0.9 are regarded as outstanding, those between 0.75 and 0.9 as good or excellent, and those between 0.5 and 0.75 as moderate. Poor dependability is indicated by an alpha value less than 0.5 (Koo & Li, 2016).

Table 3: Relationship between Demographic Characteristics, Foreign language Learning Enjoyment. (N=400)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Age	-	.014	-.22**	.56**	.04	.01	-.06	-.04	-.05	.01	-.03	.06	-.01	-.03	.11*	.120*
2. Birth order		-	-.01	.03	-.02	-.09	-.09**	.01	.04	.04	-.04	.13**	-.10*	-.03	-.01	-.071
3. Gender			-	-.07	.02	.07	-.01	.09*	.08	-.08	.00	-.09	-.02	.09	-.05	-.042
4. Semester				-	.05	.03	-.13**	-.06	.06	.00	.00	-.07	.04	.05	.14**	.046
5. School type					-	.38**	.03	-.01	.13*	.11*	.18**	-.07	.06	.17**	.29**	-.031
6. College type						-	.07	.01	.08	-.04	.09	-.09	.01	.12*	.19**	.042
7. Matric %							-	.53**	-.04	-.02	.04	.00	.09	.01	.01	-.010
8. Inter %								-	.01	-.02	-.00	.05	.06	.04	-.08	-.104
9. Family system									-	.09	.14**	-.16**	.03	.12*	.16**	-.054
10. Mother education										-	.44**	-.05	-.05	-.06	.16**	-.040
11. Father education											-	-.12*	-.05	.14**	.31**	.037
12. Mother tongue												-	.04	-.15**	-.03	-.033
13. Employment status													-	.03	.06	.024
14. Residential area														-	.14**	-.045
15. Family income															-	.059

Note: *= $p < .05$, **= $p < .01$, ***= $p < .001$; Gender: male=1, female=2; Semester: first=1, second=2, third=3, fourth=4; School type: government=1, private=2; College type: government=1, private=2; Family system: joint=1, nuclear=2; Mother's education: primary=1, matric=2, intermediate=3, under-graduation=4, graduation=5, post-graduation=6, uneducated=7; Father's education: primary=1, matric=2, intermediate=3, under-graduation=4, graduation=5, post-graduation=6, uneducated=7; Mother tongue: Urdu=2, Punjabi=3, Saraiki=4, Sindhi=5, Balochi=6, other=7; Employment status: employed=1, unemployed=2; Residential area: rural=1, urban=2; Family income: less than 10K=1, 10K-25K=2, 25K-50K=3, 50K-100K=4, more than 100K=5

Table 3 showed a correlation between the demographics and study variables. It demonstrated that there Type of schooling has a significant negative relationship with foreign language learning enjoyment ($r = -.03^*$) while type of college has a significant relationship with foreign language learning enjoyment ($r = .42^*$). Matric percentage has a negative significant association with foreign language learning enjoyment ($r = -.01^{**}$). Education of mother has a negative significant relationship with foreign language learning enjoyment ($r = .03^*$). Similarly, education of father also has a significant relationship with foreign language learning enjoyment ($r = -.03^{**}$). Mother tongue has a significant negative relationship with foreign language learning enjoyment ($r = .03^*$). Furthermore, there was a significant link between monthly family income and foreign language learning enjoyment ($r = -.05^{**}$).

Pearson product moment correlation has been used to analyze the relationship gender difference and foreign language learning enjoyment(FLE). Table 4 showed the poor negative correlation between foreign language learning enjoyment and gender difference. It means that students' enjoyment during learning of foreign language in not limited to gender difference. On the other side, the FLE is affected by difference in school background ($r=-.031$) and college background ($r= .042$)

Table 4: Mean Differences in Inventory of Positive Psychology in Foreign Language Learning Enjoyment and in Male and Female students

<i>Measures</i>	<i>Male students</i>	<i>Female students</i>	<i>t</i>
	<i>M(SD)</i>	<i>M(SD)</i>	
FLES	75.34(12.97)	74.30(12.30)	.79

*Note: *= $p < .05$, **= $p < .01$, ***= $p < .001$*

Table 4 represents the Independent sample t-test that was used to compare the foreign learning language enjoyment in male and female university students. The table shows that there was insignificant difference as in the table the foreign language learning enjoyment in male students ($M=75.34$, $SD=12.97$) and female students ($M=74.30$, $SD=12.30$) condition; $t=-.79$, $p=.042$.

Table 5: MANOVA analysis of types of school background and types of college background
($N=400$).

<i>Total AQQ-2</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>f</i>	<i>p</i>
Type of School Background	10.71	55	.19	.92	.02
Type of College Background	12.95	55	.23	1.21	.04

The pertinent demographic variables like types of school background and type of college background will have an impact on study variables in university students. The results of MANOVA indicated that there are two variables impact on study variable

Summary

The results indicate a significant positive association between difference in school background and foreign language learning enjoyment (FLES). Furthermore, FLES has a no association with gender difference

Chapter 5

Discussion

The current study aimed to investigate the association between foreign language learning enjoyment (FLE) and gender differences among young university students. The findings of this research revealed no significant association between FLE and gender differences. Previous studies suggested females tend to have higher FLE score than males. However, the study did find an association between FLE and different school backgrounds.

The results challenge the previous researches by showing no statistically significant differences between males and females in terms of their enjoyment of the learning experience, specifically in foreign language learning e.g. Poole (2005). Also, further analysis of the results reveals a significant gender difference in the correlation between FLE and the sources of enjoyment for each group. Women tends to correlate FEL with factors and factors such as self-development, engaging activities and the prospect of authentic language use. Despite of this, men correlate FLE with authentic language use, teacher's sense of humor and interesting class topics. These gender-specific differences both groups emphasize the important for learning practical, useful and authentic material in foreign language learning for experience enjoyment.

The findings indicate that although girls and boys derive enjoyment from different sources, FLE can be at a high level for all students and gender seems to have a less important mean significant influence on FLE than expected. Males are equally likely to experience high levels of enjoyment as their female peers and females can also be prone to experiencing low levels FLE. However, attention should be exercised when interpreting these findings due to small sample size which may be limit the generalizability of the results.

Regarding the second research question, the results suggest that FLE tends to increase with students grades and language proficiency, while also varying significantly depending on the class they attend. On average, female participants achieved higher grades than males but no major differences were they found in self-reported abilities in reading, writing, speaking and also in listening.

The impact of the classes they attend on FLE is also an interesting finding from previous observations. The stress associated with the Matura Exam negatively effects the level of FEL with the students who feel pressured experiencing lower FLE scores. The difficulty of higher level classes may also contribute to a decrease in enjoyment for some students while other feel ashamed or embrace the challenge and are motivated to overcome difficulties.

These findings align with the previous researches and suggest the need for further exploration of the influence of demographic characteristics in FLE. Further studies should aim to obtain more reliable findings and implications regarding the impact of factors such as gender and school background on FLE. The limitations of the sample size and the need for more research in this area should be taken into considerations when interpreting these results.

Overall, the study contributes to the understanding that gender differences have a limits influence on FLE, and the sources of enjoyment perceived by each gender may differ. Factors such as student's grades, language proficiency and the class they attend play a role in FLE.

Factors such as students' grades, language proficiency, and the class they attend play a role in FLE.

In the detail study conducted by Khaliq and Dwivwdi (2018) on English as a second language in private and government schools. Total 280 questionnaires were distributed among the students and also in teachers. The data was collected through interviews. The study revealed

that government school teachers performed private-school teachers in term of training, qualifications and also the teaching experience. Both groups of teachers expressed significant dissatisfaction with the prescribed English syllabus at a primary level because of a lot of drawbacks but the private-school teachers were relatively less disconnected compared to their counterparts in government schools. The structure for this is available in private school was found to be superior to that of government schools. Government schools lacked of teaching and learning equipment's while the private-school situation had relatively better facilities. Furthermore, students in private schools had a distinct advantage over their counterparts in government schools as they had many years of pre-primary (Nursery) education which was not strictly implemented in government schools. The Nursery classes in government schools were observed to be disorganized (Khaliq & Dwivwadi, 2018).

Similar results were obtained with our study explained that different school backgrounds for example, private school students to have higher FLE than government school students.

Limitations

1. The reliance self-reported data is another limitation of the study. Participants subjective interpretations and perceptions of FLE may not fully capture the complexity of their experiences. The use of objective measures or observational data could provide a more comprehensive understanding of FLE. The cross-sectional design of the study is a further limitation of this study.
2. Also, the study focused on young university students which may limit the generalizability of the findings to other age groups or educational settings. Further researches should consider including wider range of participants from different educational levels and age

groups to obtain a more detailed understanding of the relationship between FLE and gender differences.

Suggestions

1. A larger and more diverse sample, addressing sample selection bias, minimizing self-reporting bias, and employing objective measures would strengthen the study's validity. Additionally, considering longitudinal or experimental designs, expanding the participant pool, and conducting cross-cultural studies would enhance the generalizability of the findings.
2. Time and resource constraints can be limiting factors in this study. These limitations may have impacted the scope of the study, the amount of data collected, or the depth of analysis conducted. Researchers should acknowledge these constraints and discuss their potential impact on the study's outcomes and conclusions.
3. Furthermore, the data was collected only from COMSATS University Islamabad, Lahore Campus. Because, the sample should be consisting of students currently enrolled in a foreign language learning subject. And, there is a course distribution structural differences among different universities. Such as, COMSATS University Islamabad, Lahore Campus teaches foreign language learning courses only in first four semesters of all degree programs. But other universities teach foreign language learning courses in different semesters. Thus, the results cannot be generalized to the other university populations. That being so, students from different universities should be included in an appropriate sample.

4. Besides, a cross-cultural study could also be carried out by collecting data from other countries and culture. The findings would be more diverse in order to understand the cultural differences in using different language learning strategies.

Implications and Benefits

There are major implications and advantages for both research and educational practise from the study on gender disparities in second language learning enjoyment in private and public schools. First off, it assists in identifying the precise elements that lead to gender differences in the enjoyment of learning a second language. The study provides insight on the distinct experiences and preferences of males and females in language learning by examining the sources of enjoyment and their link with language learning enjoyment. This knowledge can help educators and decision-makers create more inclusive and interesting environments for language acquisition.

Second, the findings of this study may improve instructional methods. Teachers can design customised educational techniques that address the various needs and interests of male and female learners by recognising the sources of enjoyment, such as self-development, challenging tasks, the teacher's sense of humour, and realistic language usage. The curriculum, teaching strategies, and classroom activities may all benefit from include these components, which will help educators increase both genders' pleasure of language learning.

Additionally, this study helps to advance inclusion and fairness in language instruction. It tackles assumptions and biases linked with gendered expectations in language learning by acknowledging that gender variations in language learning enjoyment may not be as large as previously imagined. The study emphasises that both men and women are equally capable of enjoying language learning to a great degree. Indeed, the discovery that there are no discernible

gender differences in the enjoyment of learning a foreign language can have substantial ramifications for both educators and society at large. It emphasises the significance of developing welcoming and encouraging learning environments that value and recognise the potential of all students, regardless of gender.

By encouraging gender equality in the classroom and making sure that all students have an equal chance to participate in and enjoy the foreign language learning experience, educators may utilise these results to inform their teaching practises. This may entail employing tactics that take into account various learners' preferences, interests, and requirements as well as offering a wide range of interesting and pertinent learning resources and activities.

By dispelling gender prejudices and encouraging equitable access to and opportunities for language acquisition, society may also gain from these findings. Society can encourage people to achieve their language learning objectives and contribute to a more varied and inclusive society by promoting inclusive and supportive learning environments.

These results can also challenge any prejudices or preconceptions about gender disparities in learning and add to the conversation on gender equality in education. Education professionals and decision-makers may endeavour to develop educational systems that create equitable chances and advance gender equality in all facets of education by understanding that language learning enjoyment is not intrinsically gender-specific.

The conclusion that there are no gender differences in the enjoyment of learning a foreign language calls for a collective effort to develop inclusive and encouraging learning settings that recognise the potential of all students, regardless of gender. By doing this, we may promote a more equal and welcoming society that values the various abilities and goals of people.

The finding that learning a foreign language is enjoyable for both sexes calls for a concerted effort to provide welcoming and supportive learning environments that acknowledge the potential of all students, regardless of gender. By doing this, we may advance a society that recognizes people's diverse skills and objectives and is more egalitarian and accepting.

Conclusion

In conclusion, the aforementioned study showed a connection between gender differences and how much fun learning a foreign language is. According to the results, there is no evidence that gender matters in terms of how much a person enjoys learning a foreign language, which is in direct opposition to earlier research that claimed women typically perform better than men in this area. However, the study did discover a strong correlation between various educational backgrounds and degrees of satisfaction. The sources of enjoyment were different for men and women, with men emphasizing real language usage and the teacher's sense of humour, and women emphasizing self-development and fun activities. Overall, gender had less of an impact than anticipated on how much people enjoyed learning a foreign language, with both sexes being able to do so. The study also highlighted the influence of students' grades, language proficiency, and the class they attended on their enjoyment levels.

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Appendices

Appendix A

Demographic Form

Date: _____

Age: _____ Birth order: _____ Gender: (1) Male (2) Female

Current Educational

Institute: _____

Semester: (1) First (2) Second (3) Third (4) Fourth

School: (1) Government (2) Private College: (1) Government (2) Private

Matric Percentage: _____ Intermediate (FA/FSC/ICS) percentage:

Religion: (1) Muslim (2) Christian (3) Hindu (4) Other Family System: (1) Joint (2)

Nuclear

Mother's Education: _____ Father's

Education: _____

Mother Tongue: (1) English (2) Urdu (3) Punjabi (4) Siraiki (5) Sindhi (6) Balochi (7)

Others

Profession: (1) Employed (2) Unemployed Residential Area: (1) Rural (2) Urban

Family Income: (1) Less than 10K (2) 20K – 25K (3) 25K – 50K (4) 50K – 100K (5)

More than 100K

Appendix B

Foreign Language Enjoyment Scale (FLE)

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree
1.	I can be creative	1	2	3	4	5
2.	I can laugh off embarrassing mistakes in second language	1	2	3	4	5
3.	I don't get bored	1	2	3	4	5
4.	I enjoy it	1	2	3	4	5
5.	I feel as though I am a different person during second language class	1	2	3	4	5
6.	I learnt to express myself better in second language.	1	2	3	4	5
7.	I am worthy member of second language class.	1	2	3	4	5
8.	I have learnt interesting things	1	2	3	4	5
9.	It's a positive environment	1	2	3	4	5
10.	It's cool to know a second language	1	2	3	4	5
11.	It's cool to know a second language	1	2	3	4	5
12.	It's fun	1	2	3	4	5
.13.	Making errors is part of learning	1	2	3	4	5

	process					
14.	The peers are nice.	1	2	3	4	5
15.	The teacher is encouraging.	1	2	3	4	5
16.	The teacher is friendly.	1	2	3	4	5
17.	The teacher is supportive.	1	2	3	4	5
18.	There is a good atmosphere.	1	2	3	4	5
19.	We form a tight group.	1	2	3	4	5
20.	We have common legends such as running jokes.	1	2	3	4	5
21.	We laugh a lot.	1	2	3	4	5



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Thesis Guidelines for BS Psychology

ID: FA19-BPY-011

Criteria	Evaluation Grade (MERC ID)	
	>19%	<= 19%
1- Plagiarism	0	5 ✓
2- APA Formatting	Poor	Satisfactory
3- Thesis Structure		Excellent

No.	Contents	11- APA Formatting (Grammar Check)		
		Partially	Yes	No
1.	Title page			
2.	Font Size		✓	
3.	Page size		✓	
4.	Font Style		✓	
5.	Page No		✓	
6.	Alignments		✓	
7.	Page Spacing		✓	
8.	Spacing between paragraphs		✓	
9.	Paragraphs tabbing		✓	
10.	Heading		✓	
11.	Sub headings		✓	
12.	Use of bullets		✓	
13.	References citation		✓	
14.	In text and in list references		✓	
15.	Reference list		✓	
16.	Table structure		✓	
17.	Grammar Check		✓	


No.	Contents	Yes	No
1.	Title Page	✓	
	• Topic	✓	
	• Logo	✓	
	• Student name	✓	
	• Student ID	✓	
	• Supervisor Name	✓	
	• Program	✓	
	• Department name & University Name	✓	
2.	Title Page- 2 (Applicable for complete submission of a thesis)	✓	
	• Topic	✓	

• Logo	✓	
• Student name	✓	
• Student ID	✓	
• Supervisor Name	✓	
• Program	✓	
• Statement: A thesis submitted in partial fulfillment of the requirement for the degree of _____ (program name)	✓	
• Name of department and institute	✓	
• Declaration (By the supervisor)	✓	
• Research Completion Certificate	✓	
• Dedication	✓	
• Acknowledgement	✓	
3. List of Contents (APA style)	✓	
• List of contents	✓	
• List of tables	✓	
• List of figures	✓	
• List of tables	✓	
4. Abstract (for complete submission of thesis)	NA	
5. Introduction	✓	
• Coherent introduction of topic (7 to 15 pages including followings)	✓	
• Local and international perspectives	✓	
• Theoretical orientations	✓	
6. Literature Review	✓	
• International Context (6 to 10 studies)	✓	
• Local Context (5 to 10 studies)	✓	
• Likely benefits and justifications	✓	
• Objectives	✓	
• Hypotheses	✓	
7. Method	✓	
• Research Design (Justification)	✓	
• Participants	✓	
• Sampling Strategy (Justification)	✓	
• Inclusion exclusion Criteria	✓	
• Instruments (Justification)	✓	
○ Authors Name & Year	✓	
○ Version (English or Urdu)	✓	
○ Authors' permission	✓	

○ Adapted	✓	
○ Number of items	✓	
○ Sample items	✓	
○ Scoring (range and minimum/ maximum scores)	✓	
○ Psychometric properties (validity, reliability, past & present)	✓	
• Procedure	✓	
• Ethical Considerations	✓	
• Statistical Analysis	✓	
9. Results	✓	
10. Discussion	✓	
• Discussing results with references to previous literature and theoretical guidelines	✓	
• Implications	✓	
• Limitations and Recommendations	✓	
• Conclusion	✓	
11. References	✓	
• APA Format	✓	
• Hanging style	✓	
• Arranged Alphabetically	✓	
• Match with in-text citations	✓	
• At least 10% of references are from the last 2 years	✓	
• At least 50% of references are from the last 5 years	✓	

Note: (i) thesis will not be considered submitted if this checklist is not signed by relevant supervisor

Supervisor's Name: Dr Farzana

Supervisor's Signature: 

Date: July 12, 2023

Dr. Farzana Ashraf
Theses Coordinator
Spring-2023