

Students Attitudes Toward Learning English as a Second Language in Colleges of Gilgit-Baltistan

Ammara Saher¹ Muhammad Hamzah Masood² Hafiz Syed M. Yasir³



Abstract: This study investigates students' attitudes toward learning English as a second language in the colleges of Gilgit-Baltistan and explores gender-based differences through statistical tools. This research follows Gardner's (1985) framework. The data is collected from 70 students enrolled in various colleges across Gilgit-Baltistan through questionnaires using a Likert scale and is analyzed using both qualitative and quantitative research methods. The findings of this research reveal that the majority of language-learning students in colleges across Gilgit-Baltistan hold a positive attitude toward learning English in behavioral, cognitive, and emotional learning areas. Students recognize English as a crucial language for academic and career advancement. Moreover, they express a strong desire to improve their language skills and acknowledge the importance of English in the modern world. These findings highlight the need for implementing effective strategies to overcome challenges and create a conducive learning environment for language learners. Furthermore, a T-test was applied using SPSS, and the findings show that both male and female students have the same perception regarding language attitudes. The statistical significance of this research lies in its potential to help policymakers, educators, and other stakeholders involved in English language education in Gilgit-Baltistan.

Key Words: Attitudes, English as a Second Language (ESL), Gender-Based Differences, SPSS, Behavioral, Gilgit Baltistan

Introduction

As a language of communication and a tool for social mobility, English has become increasingly important in today's interconnected society. It has become a global lingua franca. Therefore, Phillipson stated that there has been marginalization of other languages and cultures due to the spread of English. Scholars argue that English as a global language has facilitated communication among individuals from different linguistic backgrounds and has played a significant role in global trade, science, and diplomacy (Graddol, 2006). Proponents of English as a global language also argue that it has the potential to promote cross-cultural understanding, as it provides a shared means of communication (Crystal, 1997). As there is ongoing debate about the globalization of English, it is clear that English has become an essential language for communication in today's interconnected world. Teaching and learning English are integral parts of human life in an interconnected world. Therefore, the learning and teaching of English has become a major focus of the element in the past few years (Masood et al., 2020; Firdous et al., 2022; Roshin et al., 2023; Shafi & Masood, 2023).

Attitude is considered one of the significant topics in the field of psychology and education, which can be defined as a series of beliefs, feelings, and behavioral intentions that are expressed toward a variety of

¹ M.Phil., School of Liberal Arts, Department of Linguistics and Communications, University of Management and Technology, Lahore, Punjab, Pakistan. ✉ ammarahkarim@gmail.com

² Lecturer, School of Liberal Arts, Department of Linguistics and Communications, University of Management and Technology, Lahore, Punjab, Pakistan. ✉ hamzah.masood@umt.edu.pk

³ Lecturer, School of Liberal Arts, Department of Linguistics and Communications, University of Management and Technology, Lahore, Punjab, Pakistan. ✉ muhammadyasir@umt.edu.pk

- **Corresponding Author:** Muhammad Hamzah Masood (✉ hamzah.masood@umt.edu.pk)
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objects. Language learning attitude has been observed to be a significant factor in successful accreditation. Those who have a well-mannered and organized attitude with regard to learning a language tend to excel more quickly and with greater success than those who do not. Furthermore, those with an organized attitude toward language learning tend to have more motivation and enthusiasm to learn and apply what they have acquired. Attitude can be seen to affect language learning in various ways. For example, those with a positive attitude will be more likely to take advantage of the available resources, such as language classes, books, and other learning materials. They will also be more likely to seek out opportunities to practice their language skills. Additionally, those with a positive and organized attitude may be more inclined to take initiative and be open to new ideas and concepts.

Based on the research conducted by Kara (2009), besides opinions and beliefs, a student's attitude toward learning has a significant impact on their behaviors and performance as a whole. Moreover, those with a positive attitude may be more likely to persist in their language learning even when they encounter difficulties. This is especially important when it comes to mastering new concepts and structures. In addition, those who maintain a positive attitude towards language learning may be more likely to challenge themselves and persevere when confronted with difficult material. And those with a negative attitude are less motivated to learn. For example, a student with a negative attitude towards learning may be less likely to take the initiative in asking questions or doing research to better understand a topic. In addition, Hashwani (2008) observes that a variety of factors affect an individual's ability to learn English as a foreign language: anxiety, attitude, motivation, learning achievement, aptitude, and personality. This research has examined the attitudes of English language learning students of Gilgit Baltistan.

Gilgit Baltistan Colleges have gained a reputation as being one of the most prestigious institutions of higher education in the region, and they welcome students from diverse socio-cultural backgrounds. Among the academic programs offered by the college are English language courses that are designed to enhance students' language skills. As of yet, it is unclear what factors influence language students' motivation and desire to learn English at the College of Gilgit Baltistan.

Objectives

This research aims:

- ▶ To examine the attitudes of L2 students towards learning English as a second language.
- ▶ To investigate the differences in attitudes regarding second language learning between male and female L2 students.
- ▶ To find the prevalence of certain and uncertain attitudes among second language learner students.
- ▶ To assess the statistical significance of the distinctness in the attitudes regarding second language learning positioned on gender.

Research Questions

This research question is formulated based on the above background information:

- ▶ What kind of attitudes do L2 students have towards learning English as a second language?
- ▶ Is there any statistically important distinctness in attitudes toward second language learning between males and females?

Significance

The study's significance lies in its potential to help policymakers, educators, and other stakeholders involved in English language education in Gilgit-Baltistan.

- A. Investigating the attitudes of students towards learning English as a second language provides valuable insights into their perceptions, motivations, and preferences. This knowledge can contribute to the development of effective language learning strategies, curriculum design, and instructional approaches that cater to the specific needs and interests of the students in Gilgit Baltistan.
- B. Investigating the differences in attitudes towards language learning between male and female students can shed light on gender-specific preferences, challenges, and motivations. This information can inform the development of gender-responsive language education policies and practices, fostering a more inclusive and equitable learning environment.
- C. The results of this research can establish worthy input for educational policy makers, curriculum designers, and language instructors in Gilgit Baltistan. By understanding the attitudes and



preferences of students, educational stakeholders can make informed decisions to improve language education policies, tailor teaching methodologies, and create supportive learning environments.

- D. Research on language attitudes in the specific context of Gilgit Baltistan can merge with the existing body of knowledge in the field of second language acquisition. The findings can provide a basis for further research and comparative studies, enabling a better understanding of language learning attitudes across diverse contexts and populations.

Research Gap

Despite the significance of understanding students' attitudes toward learning English as a second language (ESL), there is a notable research gap regarding the attitudes of students in the colleges of Gilgit Baltistan. While various studies have investigated attitudes toward ESL learning in different contexts, there is a lack of empirical research specifically focused on exploring the attitudes of students in this region. This research gap hinders our understanding of the unique factors that may influence students' attitudes toward learning English in Gilgit Baltistan colleges.

By addressing this research gap, researchers and educators can gain a better understanding of the factors that shape students' attitudes toward learning English in Gilgit Baltistan colleges. This knowledge can inform the development of targeted interventions, teaching methodologies, and resources that align with students' attitudes and enhance their English language learning experiences.

Literature Review

Conceptual Literature Review

Definition of Attitude

Many researchers have conducted research on attitudes towards English. It has long been a central concern of the behavioral sciences to study attitudes. An important portion of sociological and social psychological literature focuses on attitudes in terms of theoretical and methodological formulations. Attitudes can be positive, negative, or neutral, and they can show towards objects or ideas. In academic success, it has been playing a vital role. Attitude is known to be significant in cognitive behavior. Attitudes can be changed through persuasion or reinforcement. People often act based on their attitudes, whether consciously or unconsciously. Attitudes can also influence people's behavior and decision-making processes. It also transfers attitudes from one person to another, through social interaction.

Attitude is the most distinctive concept in psychology and a key concept in contemporary social psychology; attitude is one of the external factors in the social context in which learning occurs. In this stage, learners become familiar with the language by hearing and speaking (Ellis, [2007](#)).

Le and Le ([2022](#)) mentioned in previous studies that there are many factors, which can affect the attitude of language learning students. The two main factors, which can affect EFL students i.e. are internal and external. Internal factors include motivation, anxiety, expectations, and self-confidence. External factors include family, teachers, and the educational environment. Both types of factors have a valuable effect on learners' attitudes towards language learning. For building a positive learning environment different methods are used to inform the external and internal factors.

As Abidin et al., ([2012](#)) mentioned, Attitudes are more significant to us studying because they cannot be separated neatly. The study by Jain ([2014](#)) that attitude and approach play a significant role in determining an individual's behavior and regularly, and it is becoming important to study. It is widely believed that attitude plays a key role in language acquisition. According to Ahmed, ([2015](#)) analysis of attitudes toward learning English in Malaysian students was almost positive towards EFL.

By some definitions above, attitudes can be defined as mental states, one's beliefs, and what people think about a particular object or emotion about a situation. This is the mental position or attitude in language learning. Attitude that will dictate the level of success or failure when attempting to master a new language. It is important to note that emotions can affect language learning. For example, stress or anxiety can cause a person to become overwhelmed and unable to process new information. It is important to focus on finding positive ways to approach the language learning process, such as more authentic sources of information, or connecting with native speakers of the language.

Positive and Negative Attitude

According to Al-Hafiedz, (2020) the attitude in which learners or speakers have their own attitude towards their multilingualism. Speakers of expression towards ELLs can have a positive or negative attitude. It has been shown that positive attitudes enhance learning because learners are motivated to learn more when they are willing to talk with the native speakers of the language. Therefore, the process has a better chance of succeeding. Delić, (2020) stated that a positive attitude helps to build a safe and comfortable place for learners to practice their language skills. This encourages learners to take risks and use the language in meaningful ways. As a result, they are more likely to make progress and become proficient in the language. A negative attitude negatively affects learners' motivation. This can lead to poorer academic performance and can even have long-term consequences. It is therefore important to foster a positive attitude in the classroom. Positive reinforcement, clear expectations, and a supportive learning environment help to create a positive learning atmosphere. However, Negative attitudes can impede language learning because they are formed when learners are demotivated, have zero interest, or if they are not comfortable with the teacher. This can result in a lack of confidence and diminished enthusiasm for the subject, which can negatively affect language learning. The study by Ellis (1994) said that negative attitudes could lead to a deterioration of relationships between teachers and students and impede the learning process. As, when a student is reprimanded for making mistakes to feel embarrassed by the teacher, they will become less likely to take risks in language learning and less inclined to participate in class activities. Anonby et al. (2017) examined a correlation between attitudes toward foreign language retraining and test anxiety. According to their findings, females have more optimistic attitudes toward English language learning (ELL) and test anxiety related to attitude.

Language Attitude

In sociolinguistics, understanding language attitudes is crucial. Language attitudes encompass the feelings, ideas, emotions, and thoughts individuals have toward their own language as well as towards other language varieties spoken by different people (Sharma, 2022). Ong, (2021) asserts that language attitude has a crucial part in human language, as it impacts language learning. Researchers and policymakers benefit from studying language attitudes as it enhances their understanding of the social, psychological, and cultural dimensions of language usage and language policy requirements. Examining language attitudes can provide insights into language ideologies, language validity, language variation, contact, and community dynamics of language. The concept of language attitude refers to an individual's subjective assessment of a language or dialect, encompassing their beliefs, opinions, and emotions associated with a specific language spoken by individuals. Each person or community holds their own language attitudes, which can be positive, negative, or neutral. Language is closely intertwined with attitude (Starks & Paltrudge, 1996). Language shapes attitudes that reflect beliefs about language contexts, speakers, and functions (Holmes, 1992). Attitudes toward a language appear to exert an influence on language restoration, preservation, decay, or death (Al-Hafiedz, 2020). When a language is perceived as valuable, its speakers are more likely to use it and pass it on to future generations. Conversely, if a language is seen as inferior or unimportant, it is more likely to be forgotten and eventually become extinct.

Language Attitudes Towards Language Learning

In sociolinguistics, studying language attitude is essential. By measuring it, we can guess how many members of a given social group use linguistic varieties in bilingual and linguistic situations (Al-Hafiedz, 2020). According to Pham & Nguyen, (2021) attitude is known to be an essential part of motivation when language learning occurs. Language information can be used to inform language policies that build more inclusive environments and bridge divides between social groups. Ultimately, understanding language attitudes can help us to create a more equitable and prosperous society. Oroujlou & Vahedi, (2011) said that attitude acts as an advancement of linguistics teaching, which enhances the role of linguistics teaching. A positive attitude towards linguistics teaching can create an environment of learning and exploration, which encourages students to try new methods to understand the material. It can also motivate students to apply the concepts they learn and think critically about the topics they are studying. However, some students may not respond well to a positive attitude in linguistics teaching. These students feel that they are not being challenged enough, or that the material is not interesting. In these cases, a more traditional approach



to linguistics teaching may be more effective. Learning English may be a source of pride for learners, but speaking English may make them feel embarrassed. This study is likely to focus on this phenomenon.

Research Literature Review

Al-Hafiedz, (2020) worked on students' attitudes toward English language learning in the 3rd class of SMP Nassiumal at the Islamic University of Makassar. The main goal of his study is to find the attitude of the English language as a foreign language (EFL). He followed the quantitative method and conducted a questionnaire of 90 samples where he found mostly positive attitudes towards seeking and entraining English, and he emphasized more on the use of the following three areas of learning i.e. cognitive, behavioral, and effective learning.

According to Zulfikar et al., (2019), the research should be based on three components of attitude toward learning English i.e. cognitive, behavioral, and effective. Cognitive is the phenomenon of mind and it is what people think while behavioral attitude is people's actions and effective attitude is people's emotions or feelings towards something. He conducted his research on a qualitative method which was interview-based, where he collected the data from the English department. The results from the English department show a positive attitude towards learning English and for the interview six students have been chosen for participation in the interview. The results find that the department of English students shows three organized points of cognitive aspects; they have a strong reason for English, the level of English proficiency they are studying i.e. BS, MPHIL, AND PHD and the thinking level of the students regarding seeking the English language which they already know about the importance of English. Also, he got five positive key points on emotional attitude; interest, preference, advantages, and affection for learning English. And three positive points for behavioral attitude; interest observation and positive participation while learning English.

A study was conducted by Ahmed, (2015) on 'Attitudes towards English language learning in the middle of ELL'. He collected data from 238 students of 19 questionnaires and the main goal of his thesis was the use of 'The English Language' and attitudes in different regions; sources that affect English learning for the participants; approaches to the English language in between who are incapable of English learning in Malaysia. Results from his study show that a large number of participants responded with a positive attitude toward learning and also a negative attitude of participants toward classroom rules and teaching methodology of learning. At the end of the research many recommendations were mentioned for the teacher methodology, teaching modules, teaching facts, and figures for learning purposes.

Alkaff, (2013) study on attitude and understanding foundation of final year student English language at KAAU in Jeddah, Saudi Arabia suggests the importance of the learning and study of the English Language, how difficult it is, and where, the actual difficulty exists. He also focused on determining ways to improve English and its use. He collected the students' data casually i.e. (pre-intermediate and intermediate level). He further analyzed the data in which other students had positive responses towards learning and using of English language. With the help of these collected data, the author suggested a different process which is how to perceive the English language.

Gömleksiz, (2010), explored in his study 'an evaluation of student's attitudes towards English language learning in terms of several variables' at Firat University Turkey. He mentioned different variables; gender, age level, socioeconomic level, culture, and teaching learning domain which vary from one place to another. He collected the data from 1275 respondents through the Likert scale. The main reason behind this work is to find the attitude of students learning the English language from different perspectives where most students are enthusiastic about learning English and trying to improve their English and precisely the significant effect of student attitude on gender, age, and department level.

Abu-Snoubar, (2017) has also explored the reaction of learners in terms of gender level and subject area (science department) in his research attitude of English language learning on assessment of students relating to different variables at Al-Balqa Applied University. Students from the faculties of science and humanity were included in the study. However, an important distinction in attitudes towards learning English is observed between the attitudes of males and females, regardless of their academic field of study. Specifically, female students showed a stronger positive attitude towards learning English compared to male students.

Abidin et al., (2012) explored how school students perceive seeking the English language from behavioral, cognitive, and emotional perspectives. Moreover, the three traits of attitude are concerned with cognitive, behavioral, and emotional and the results show; that participants had a negative attitude toward learning English. Based on the demographic profile, a statistically significant difference was found in a gender field study. Based on these findings, recommendations were made to improve the participants' attitudes towards learning English. The recommendation is; that English language courses should be tailored to the specific needs of students, such as their field of study. English language teachers should be more aware of gender differences in learning.

Ong, (2021) Mentioned in his study that attitude is significant for learning a language and language has the behavioral, cognitive, and affective attitudes three aspects in his research attitudes of students and suggestions for teaching English. A questionnaire was made to examine the attitude of senior high school students toward English on the basis of gender and the school to which they belong. A statistically significant method was used for the data collection. The result showed that Filipino students who are bilingual have a positive attitude toward English, which means that people of Filipino are aware of English and have a positive attitude toward learning the English language. Moreover, the results from school type and gender level showed that there was no significant relationship. He concluded his research; that a positive attitude is crucial for learners to develop language and for the teacher's teaching methodology who makes syllabi for learning.

Herwiana and Laili, (2021) in their research work: "Students' Attitude towards English Language Learning" stated that a positive attitude towards English language learning does not mean they acquire proficiency in English. It was thoroughly studied and analyzed using the SPSS tool. After analyzing, she recommended some ideas for the education board of the government to change the student's subject curriculum and that the teachers should have trained in the teaching methodology.

It is clear from the above researchers (Herwiana & Laili 2021; Ong, 2021; Al-Hafiedz, 2020; Zulfikar et al. 2019 Abu-Snobar, 2017; Abidin et al., 2012; Goleses 2010) that the student's language attitudes affect the development process of language acquisition. Positive attitudes towards language can improve students' confidence and attitude towards the language, which in turn, can lead to better language acquisition. Conversely, negative attitudes can impede the learning process, as it can lead to low motivation and a lack of interest in the language.

Research Methodology

Theoretical Framework

Gardner (1985) provides a basic theoretical framework for attitude and motivation in his study. He suggested that attitudes are formed on the basis of cognitive, emotional, and behavioral components. He also argued that motivation is a product of the interaction between needs goals and the environment. A modified version of Attitude Motivation Gardner (1985) was adapted from Ming et al. (2011).

Sampling Technique

Al-Hafiedz, (2020) stated that “the sample is the selection of the group who will participate in the study”. A ‘Random Sampling Technique’ has been used for the sampling process where sample design serves to define the sets of objectives. The researcher took 70 responses from randomly selected colleges in Gilgit Baltistan. The questionnaire was divided into two portions; the first one consisted of demographic information, Gender, and college name. The second part of the questionnaire consists of statistical differences in attitudes towards second language learning between genders in terms of good and bad approaches and attitudes.

Analysis Technique

Data has been analyzed through both qualitative and quantitative techniques. SPSS (Statistical Package for the Social Sciences) 19 version tool has been used to analyze the percentage of Gender and frequency. In order to collect the information, the Researcher designed a questionnaire in the form of multiple-choice questions, and Five-point Likert scales were used for scoring each item. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).



To present the data's central tendency, the researcher has calculated the highest percentage based on the respondents' scores.

Research Instruments

In this study, a survey questionnaire has been used for gathering the necessary information from participants using a Likert scale with five standards i.e. strongly agree, agree, Neutral, disagree, and strongly disagree. Three aspects of attitude are integrated into questionnaires' i.e. cognitive, behavioral, and emotional or effective. The research questionnaire has been based on 14 statements in which their main purpose is to find the attitude of respondents. Each questionnaire consisted of close-ended statements with multiple-choice options.

Setting

The study has been conducted in colleges of Gilgit of Baltistan. The colleges have been chosen randomly in Gilgit Baltistan. The researcher has received responses from Public schools and colleges of Gilgit Baltistan, *Read Foundation School, and College, Army Public School and College, Aga Khan Higher Secondary School and Colleges Hunza and Gilgit, Education College Jutial Gilgit and Noble Public School College of Gilgit Baltistan.*

Data Gathering Procedure

There are some data gathering procedures that have been followed which are mentioned below:

1. The researcher sought official permission before collecting data from a sample of class 1st year and 2nd year students at colleges of Gilgit Baltistan
2. At the top of the questionnaire, the Researcher mentioned the subject and purpose of the study.
3. An online questionnaire was distributed and instructions were given on how to fill it out. Through Google.
4. The survey was completed while maintaining ethical standards.

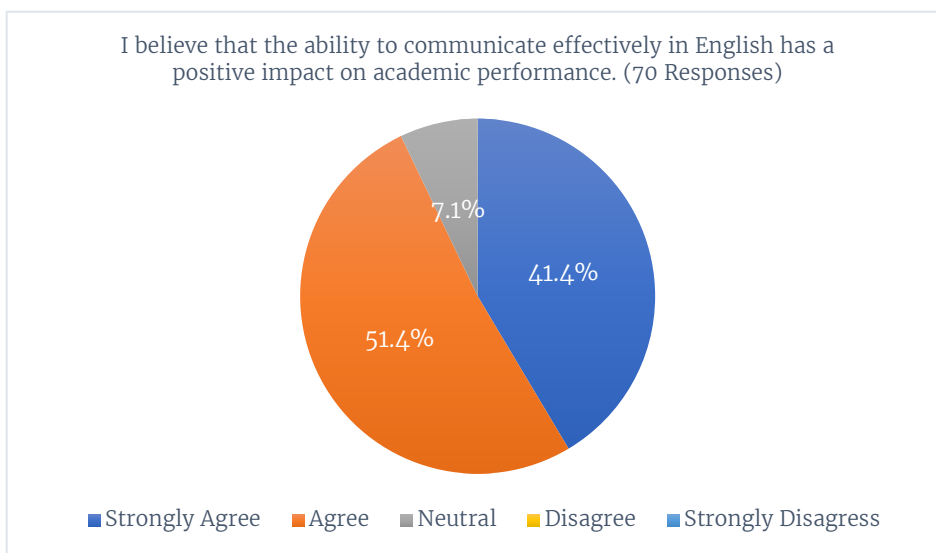
Findings and Discussion

This chapter focuses on the outcomes and discussion of the thesis. The findings of the research provide valuable insight into the topic while the discussion helps to further explain the implications of the results. The research questions mentioned in the first chapter have been analyzed here.

Finding and Discussion

Question 1: I believe that the ability to communicate effectively in English has a positive impact on academic performance.

Graph 1

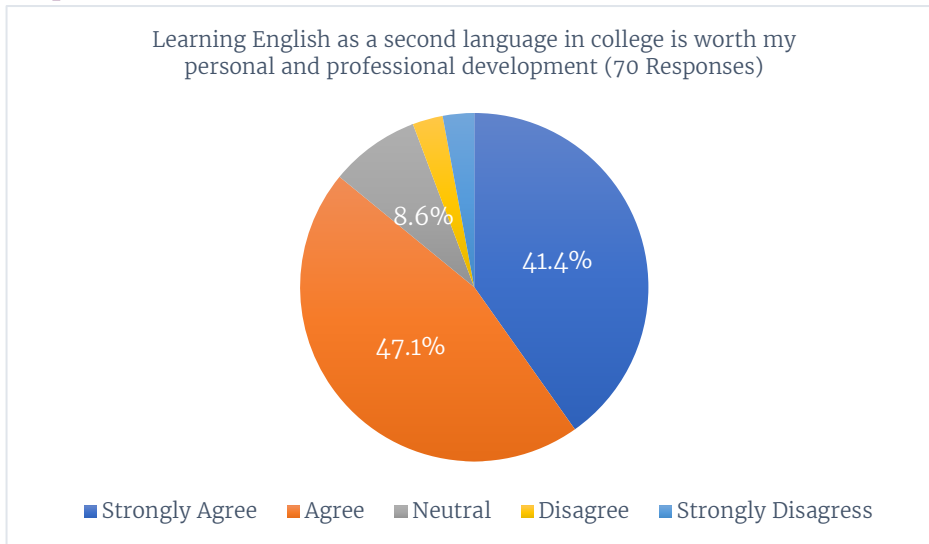


Total of 70 Respondents responded to statement 1; 'I believe that the ability to communicate effectively in English has a positive impact on academic performance' 'most of the students had positive responses as we can see above graph 29 students with a percentage of 41.4% selected strongly agree, 36 students

with the percentage of 51.4% selected Agree and 5 students with the percentage of 7.1% select Neutral responses that they have both positive and negative contribute to show mixed viewpoints about ability to communicate effectively in English has a positive impact on academic performance. While on the other hand, no response to disagree or strongly disagree. These results show that a large number of the students have a positive outlook on the impact of English communication skills on academic performance. The remaining few students have a neutral view of the subject. This suggests that there is a consensus among the respondents that English communication skills are beneficial for academic success.

Question 2: Learning English as a second language in college is worth my personal and professional development

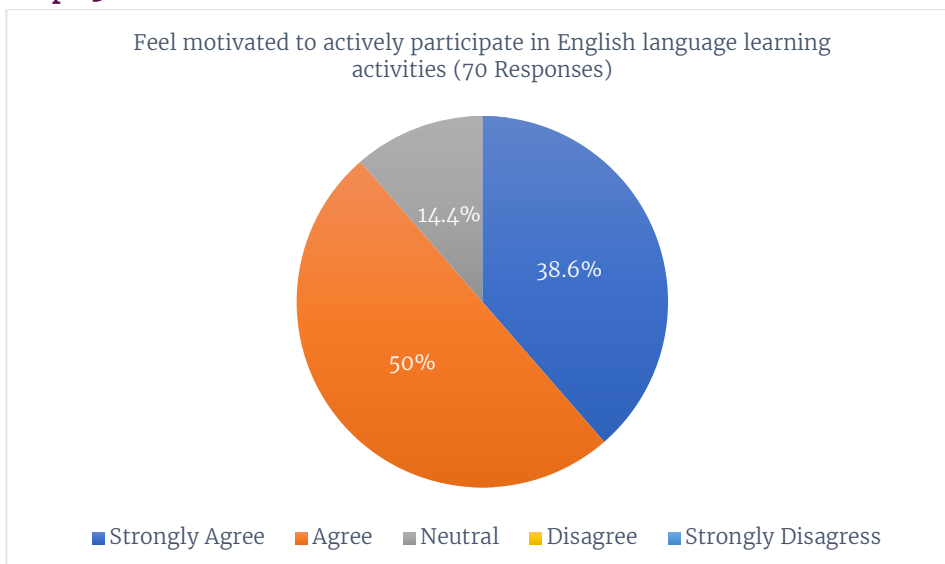
Graph 2



According to the above percentage, In this case, it is evident that students have four different perspectives. Learning English as a second language in college is important for their personal and professional development. As we can see a total of 33 students agree with the percentage of 47.1% that they are accepting and familiar with English importance in their personal and professional lives. 29 students a percentage of 41.4% strongly agree, and 6 students with the percentage of 8.6% students have both positive and negative attitudes towards learning English. And 2 students 2.9% percent disagree that learning English in their college is important for their personal and professional lives. This data establishes that most students have a positive and organized attitude toward learning English and recognize its importance in their lives. However, some students still have a negative attitude towards it, which needs to be addressed. Overall, English is seen as a valuable skill by most students.

Question 3: Feel motivated to actively participate in English language learning activities.

Graph 3

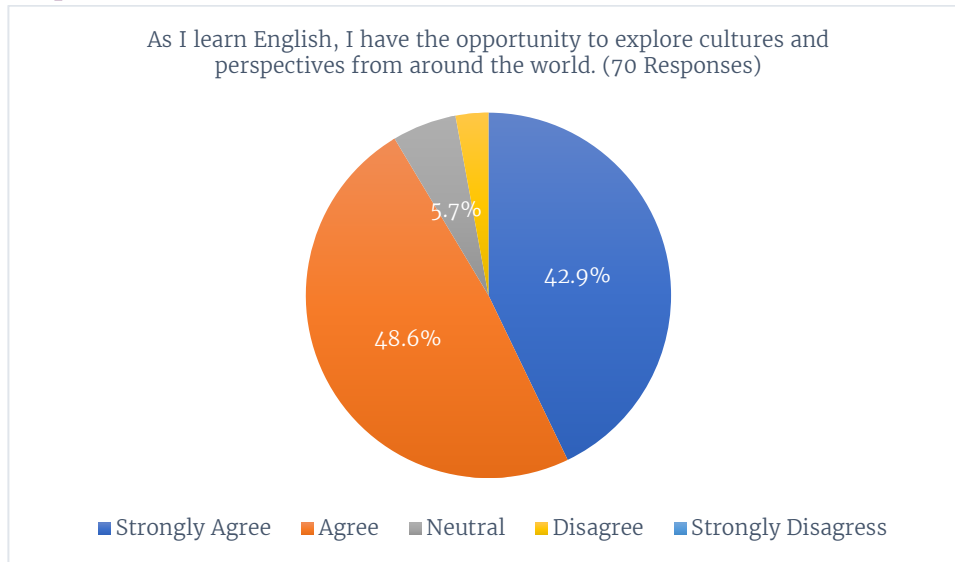




From a total of 70 responses, 35 students with the percentage of 50% agree, 27 students strongly agree with the percentage of 38.6% and only 8 students have neutral opinions with 11.4% percent. It shows that they feel motivated to participate in class during English learning activities. None of the respondents disagree and strongly disagree because in large number of students have a positive approach regarding English Learning programs in class or in college for improving their communication skills. They also see the potential benefits of the programs, such as increased confidence in using English in daily life. Moreover, they feel that these programs are important for their future career prospects.

Question 4: As I learn English, I have the opportunity to explore cultures and perspectives from around the world.

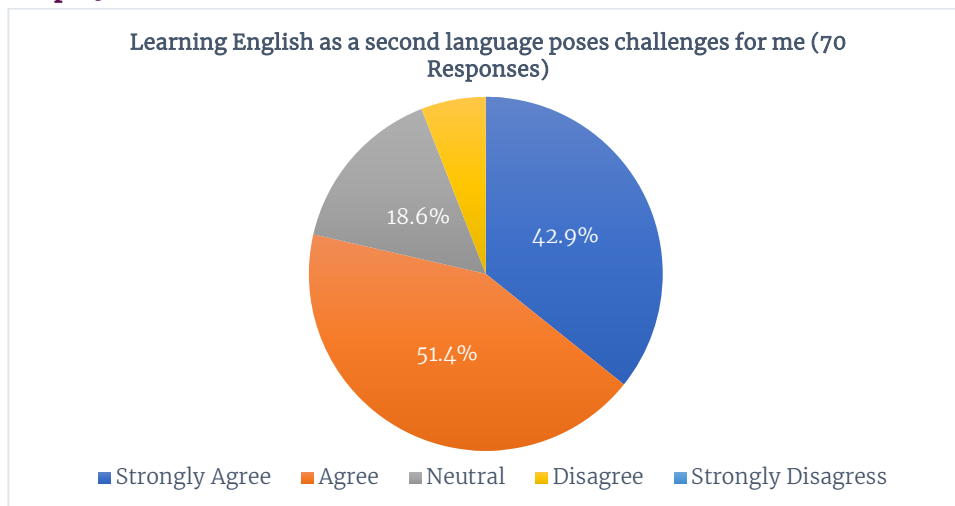
Graph 4



Results show that students are overwhelmingly supportive of the idea of English being used as a Global Franca for intercultural dialogue and exchange. The highest percentage of 48.6% with 34 students agree that they explore cultures with learning English, 30 students with the 42.9 percentage strongly agree, 4 students with the 5.7 percentage neutral opinion and 2 students with the 2.9% percentage disagree that they do not have an opportunity to explore culture. The results show that most students find learning English a helpful way to explore new cultures. The data also indicates that students are generally positive when it comes to the idea of using English to discover and understand different cultures. This is likely due to the fact that young people are becoming increasingly connected through technology and social media, and as a result, they are more exposed to different cultures and ideas. This has led to a greater appreciation of the value of intercultural communication and exchange.

Question 5: Learning English as a second language poses challenges for me.

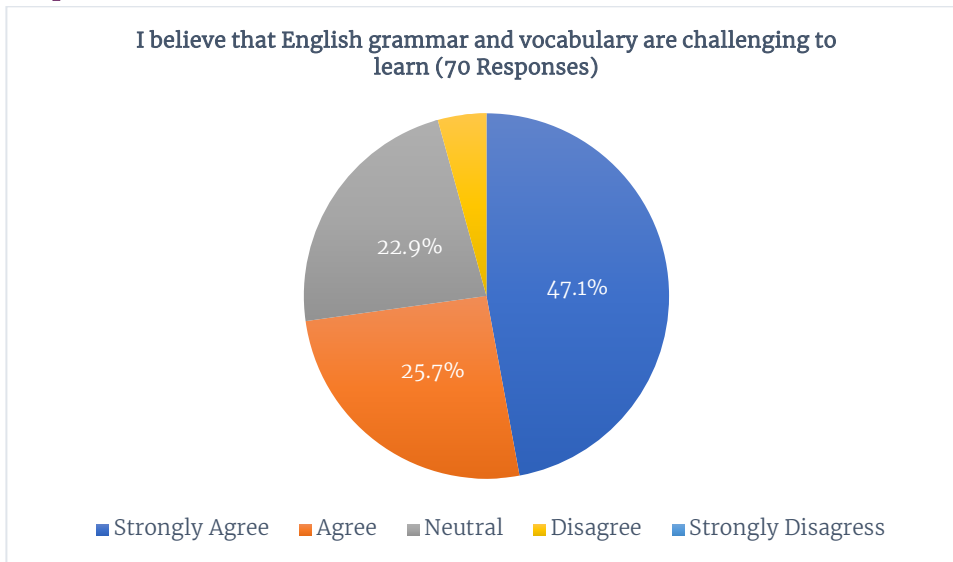
Graph 5



According to the above graph of the statement "Learning English as a second language poses challenges for me," it can be concluded that 36 students agree with the percentage of 51 % and 16 students with the percentage of 42.9% strongly agree that It is difficult to learn a new language, especially when it is not the language that students are used to hearing and speaking. English is especially challenging for non-native speakers because of its many rules and exceptions, and it can take a long time to become proficient.13 students having a percentage of 18.6% said that they have neutral opinions i.e. both positive and negative as well. However, there are some 5 students who disagree with the statement with a percentage of 7.1% showing a positive attitude and by persevering and focusing on learning and practicing, even the most difficult aspects of English can be mastered over time.

Question 6: I believe that English grammar and vocabulary are challenging to learn.

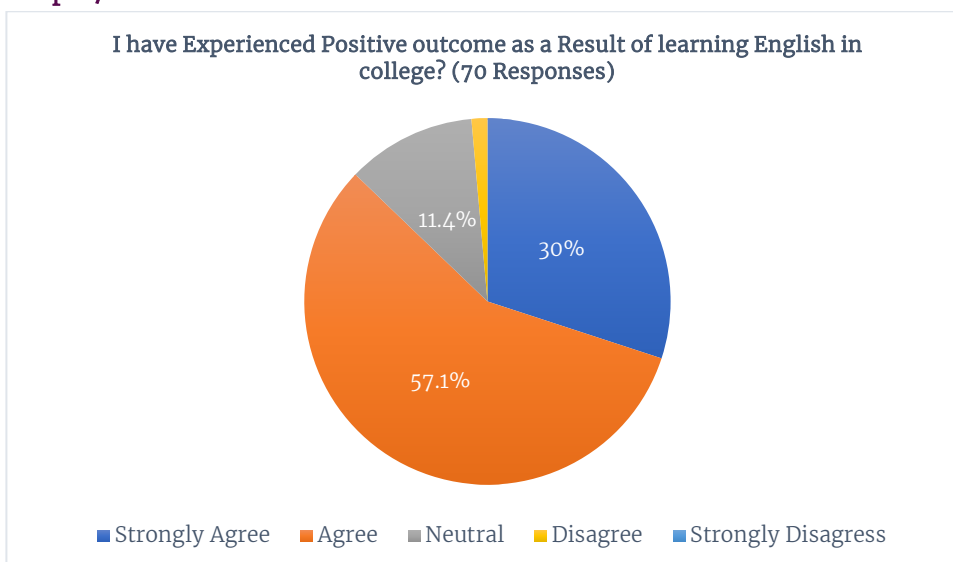
Graph 6



A few students disagree with the percentage of 4.3%. While 22.9% percent of students choose neutral (both opinions). However, a large number of students show a negative attitude. 47.2% of 33 students selected Agree, 18 students with the percentage of 25.5% strongly agree. This result suggests that most students find English grammar and vocabulary challenging to learn, with only a small portion of students disagreeing and an even smaller portion strongly disagreeing. The majority of students appear to have a negative attitude towards learning English grammar and vocabulary, with 47.2% of students agreeing and 25.5% strongly agreeing.

Question 7: I have perceived well-mannered results as an outcome of learning English in college?

Graph 7



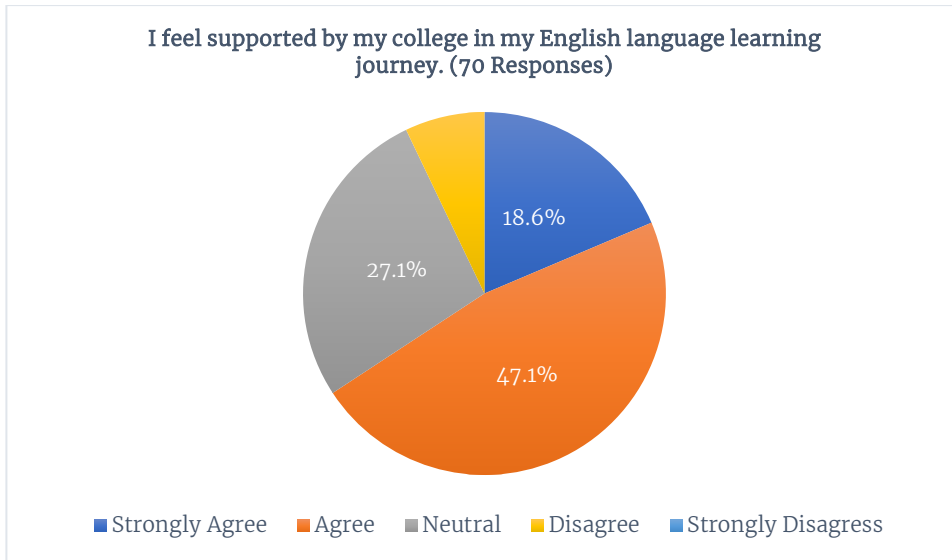


Students perceived positive and better results as a result of learning English in their college. Most of the students showed positive responses. As can be seen from the above data, there are 40 students who agree with the 57.1 percentage followed by the 8 students who disagree with the 11.4 percentage. However, those 21 students strongly agree with the 30 percent. Meanwhile, 8 students 11.4% percent have a neutral opinion.

This indicates that most students have a positive attitude towards learning English, with nearly 90% either agreeing or strongly agreeing. Overall, the data suggests that English is an important language to learn in college and that students have had positive experiences with it.

Question 8: I feel supported by my college in my English language learning journey.

Graph 8

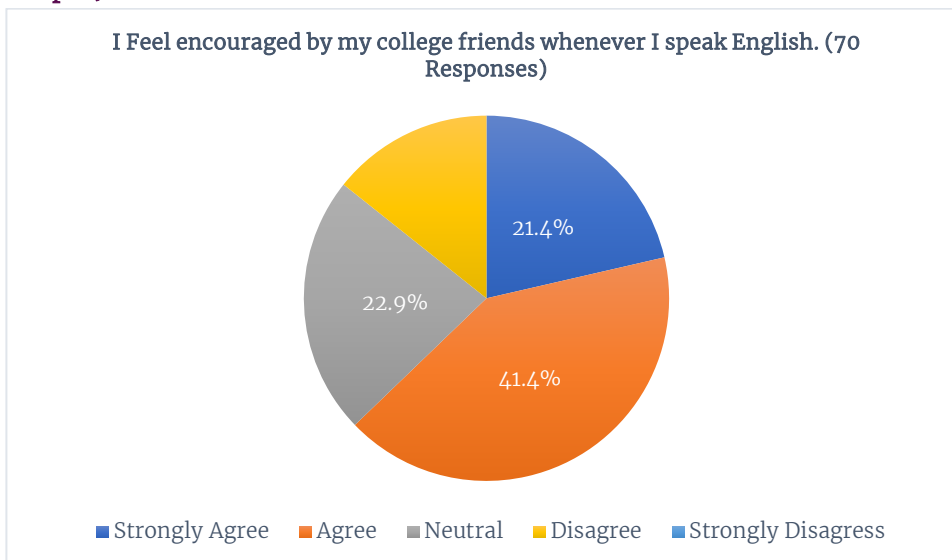


The above data analysis shows that the students feel supported by their college during the English language learning journey. The majority of students' responses were positive, with fewer having negative attitudes. It can be seen that 33 students 47.1% of the respondents agreed and 27.1% were neutral in their opinions.

While 13 students a percentage of 18.6% strongly agree and a few students disagree a percentage of 7.1%. This indicates that the students are satisfied with the support they are receiving from their college and that they view the learning experience as positive. The high percentage of students who agreed and had neutral opinions suggests that the college is doing a good job in providing the resources and support the students need for their language learning journey.

Statement 9: I Feel encouraged by my college friends whenever I speak English.

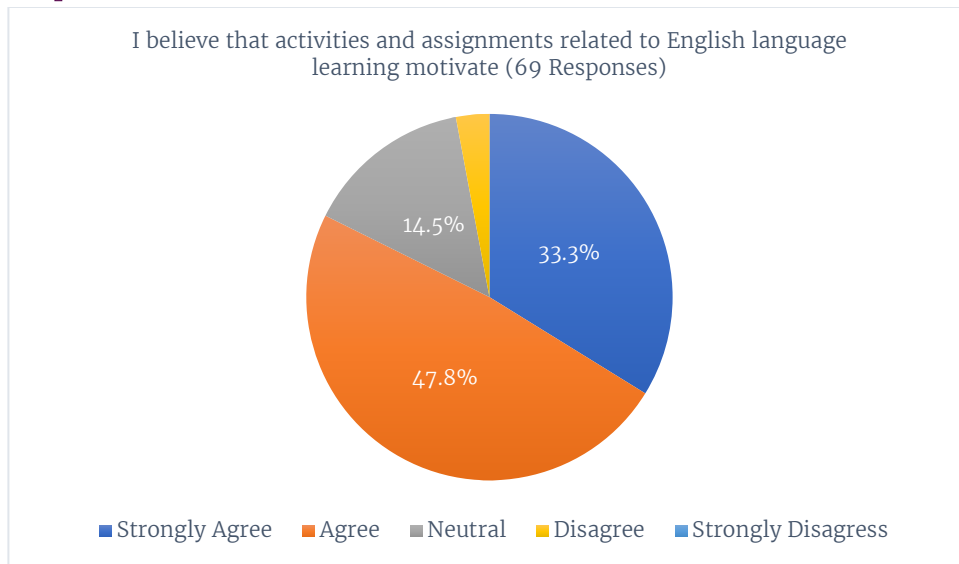
Graph 9



According to the above data, students are encouraged by their college friends whenever they speak English. These findings indicate that students are largely supportive of their peers when it comes to speaking English, Most students have positive responses and there are 16 students in number with 22.9% percent having a neutral opinion either positive or negative. 29 students 41.4% chose to agree, 15 students chose strongly agree 21.4% percent Moreover 10 students 14.3% said that they disagreed with the above statement. 80% responded positively to the statement. The majority of students (41.4%) agreed with the statement, while a sizable number (21.4%) strongly agreed. It is likely that having English-speaking friends helps students to feel more confident and comfortable using the language This shows that the students are highly motivated to acquire the language, with their classmates providing a supportive environment for them to hone their speaking skills.

Question 10: I believe that activities and assignments related to English language learning motivate

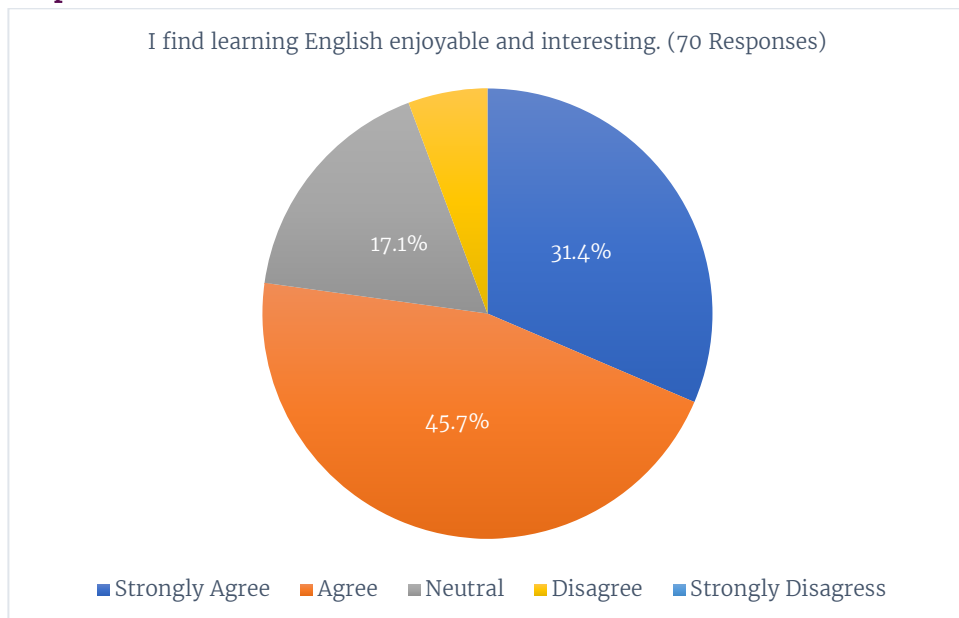
Graph 10



According to the above statement; students believe that activities and assignments related to English language learning motivate them. 33 students with a percentage of 47.8% agree, 23 students with a percentage of 33.3% strongly agree and 14.5% students have a neutral opinions. Moreover, there are 1.4% and 2.9% who disagree and strongly disagree. So the researcher can conclude that From 70 students, the majority of students had a positive attitude related to English language learning.

Statement 11: I find learning English enjoyable and interesting.

Graph 11

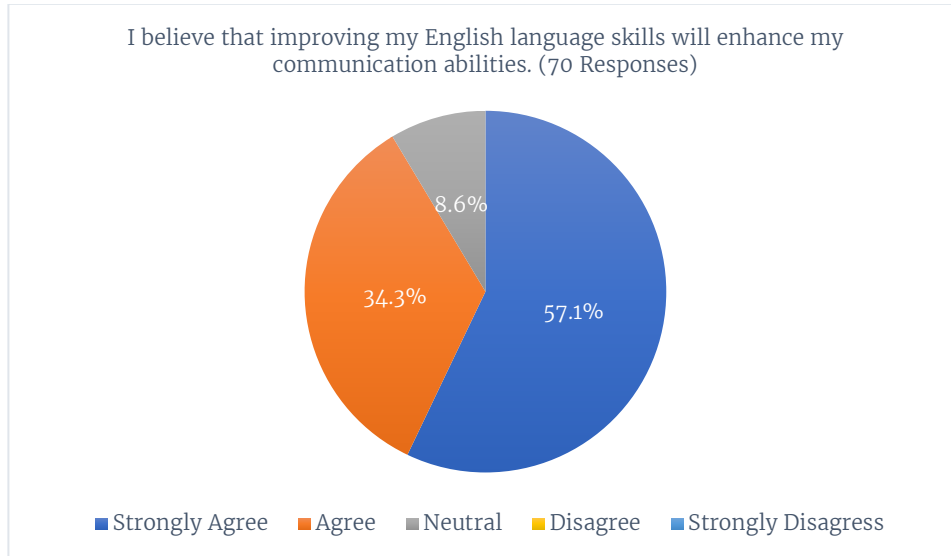




Results show that students find learning enjoyable and interesting. However, there are fewer students who find learning English to be difficult and frustrating... most of the students have positive responses with the percentage of 45.7% where 32 students selected Agree, 31.4% 15 students chose Strongly agree, 17.1% neutral 12 students opinions and 5.7% with total 4 students disagree that These students do not have the same enthusiasm or energy to learn and seek the language.

Question 12: I believe that improving my English language skills will enhance my communication abilities.

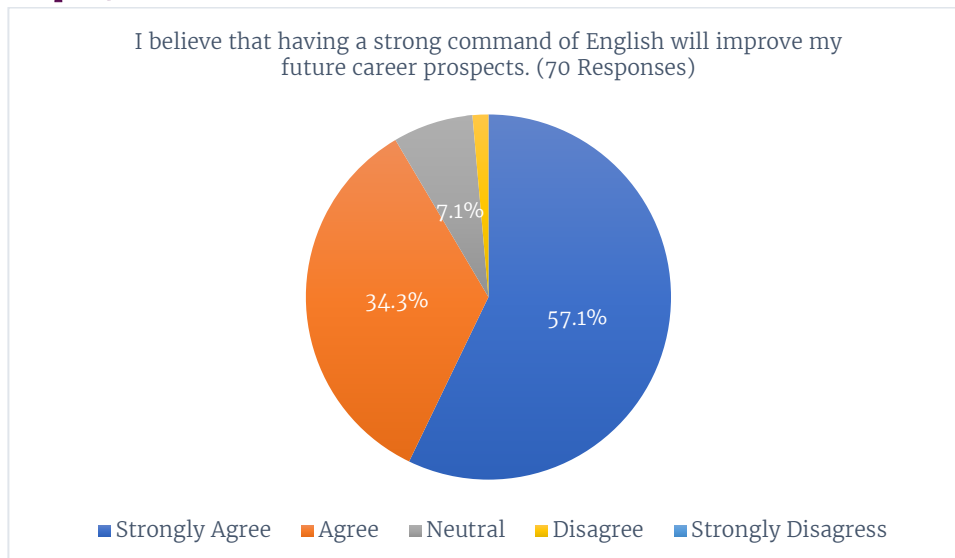
Graph 12



According to the above Graph, many students showed a positive attitude. 44 students a percentage of 57.1% strongly agreed and 24 students chose to agree with a percentage of 34.3%. Meanwhile, only 6 students, of which 8.6% have neutral opinions. The results show that many students think English has facilitated their communication skills. 0 students disagreed with the statement. The data also demonstrates that many students had a positive and good attitude regarding learning English.

Question 13: I believe that having a strong command of English will improve my future career prospects.

Graph 13

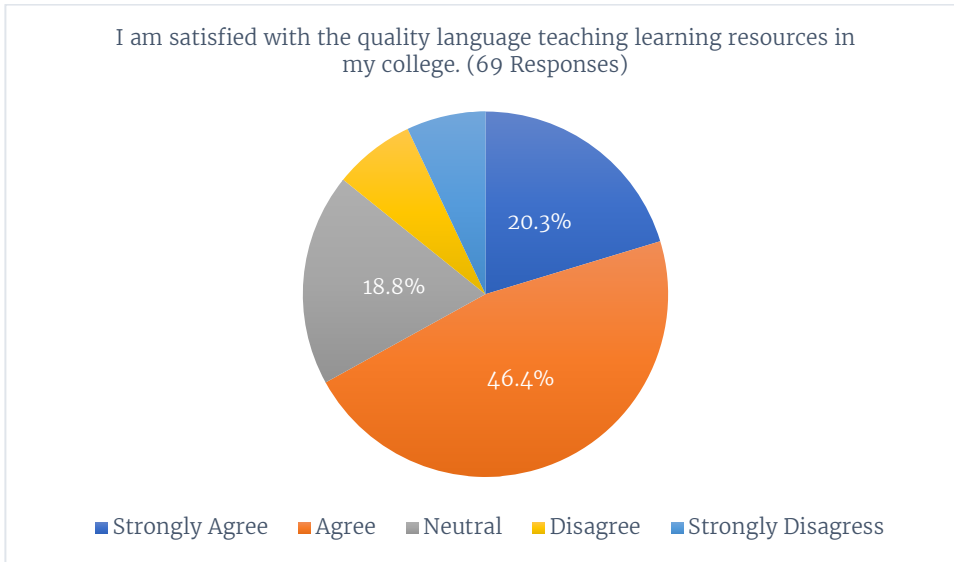


After seeing students' responses, it has been clear that students have a positive attitude about focusing on cultivating their English language skills to increase their chances of success in their future endeavors. From a total of 70 students 40 of them select agree with the percentage of 57.1%. There are 24 students selected who strongly agree with the percentage of 34.3%. On the other hand, 5 students have a neutral opinion with a percentage of 7.1% and only one student a percentage of 1.4% disagrees. So the researcher can conclude that Of 70 students, the majority had a positive attitude because they know that the English

language will also give employers a sense of confidence that the applicant is able to communicate effectively in a professional setting.

Question 14: I am satisfied with the qualitative methodology of teaching and learning of English language and with the resources in my college.

Graph 14



Based on the data above, there are five different perspectives of students but most showed a positive response that they agree with English learning and teaching resources in their own college system. 32 students chose to agree with the percentage of 46.6% while 14 students strongly agreed with the percentage of 20.3%. However 5 students disagree and strongly disagree with the percentage of 7.2%. While on the other hand, 13 students have neutral opinions with 18.8% percent. Furthermore, the data emphasizes the importance of providing high-quality English language teaching and learning resources in order to ensure that overall students have positive experiences with the college's language instruction.

Difference in Attitudes towards Second Language Learning Between Males and Females

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower		Lower	
means	Equal variances assumed	2.747	.102	.467	68	.642	.046640037593985	.099817826332680	-152543333655702		.245823408843671
	Equal variances not assumed.			.454	54.979	.651	.046640037593985	.102652492055611	-159081927975208		.252362003163177



In order to determine the “Levene’s Test for Equality of variances between two Groups” of males and females that whether they are significantly different or not. Mentioning the graph above it is clear that Levene's Test yielded an F statistic of 2.747 with a corresponding $p = 0.102$. Hence the value of p is more than the conventional significant result i.e. 0.05. It shows that there is not any fundamental separation between both genders that is males' and females' opinions regarding 'the negative and positive attitude towards learning the English language' in colleges of Gilgit Baltistan.

It appears that the 'T-test' for the same and equal means was implemented under two hypotheses: the same V guessed and same V not guessed. The t -test assuming equal variances yielded a t -statistic of 0.467 with a p -value of 0.642. However, on assuming the same V where a p is more than 0.05, there is no fundamental separation in means between men's and women's attitudes towards learning the English language' in colleges of Gilgit Baltistan.

Applying without the assumption of equal variances, the T-test submitted at a statistic of 0.454, giving a p which is 0.651. Even when the hypothesis of the same V is relaxed, the p -value is greater than 0.05, meaning that there is no crucial distinction in means between the men's and the women's attitudes towards learning the English language' in colleges of Gilgit Baltistan.

Regardless of whether the result of equal variances is maintained or relaxed, the provided analysis shows no statistically crucial distinction in means between men and women.

Conclusion

This chapter builds on the findings and discussions from the above chapters, According to the researcher respondents of colleges students of Gilgit Baltistan a 'positive attitude towards English language learning' and use of English Students' language attitudes were examined in three dimensions: 'cognitive, affective, and behavioral' For example, the cognitive trait focused on the student's beliefs and opinions about language, while the affective aspect explored their feelings and emotions towards language. The behavioral aspect of the study investigated the students' language behaviors and habits. It was found that these three aspects had a significant impact on the students' language attitudes. According to the data analysis, the overall attitude of the students is positive, and there is no specific distinction between men's and women's attitudes toward learning the English language' in colleges of Gilgit Baltistan.

In detail, a student's attitude is especially critical when it comes to learning and education, as it can have a strong impact on engagement and performance. Student attitude can determine how much effort they put into their studies. It can also determine how well they understand the material, and how motivated they feel to learn a new language or complete assignments. Language learning must be centered on an organized approach. When students have a more positive attitude towards the subject, they are more like to be pushed with motivation to seek learn and retain the material being taught. Additionally, an organized approach can help to create a more relaxed and comfortable learning environment which can help to encourage participation and collaboration among students. If we talk about today's youth, learning English is very crucial because being proficient in English is just like the bridges that can easily connect to their dream. Moreover, being proficient in English or any other foreign English does not mean we neglect our mother tongue Shina (Gilgit Language) or regional language.

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