

## **Role of Gender Differences and Parents' Education in Shaping L2 Motivation of Pakistani Students**

<sup>1</sup>*Muhammad Shahbaz*, <sup>2</sup>*Muhammad Islam*, <sup>3</sup>*Moazam Ali Malik*

<sup>1</sup>*Majmaah University, Al-Zulfi Campus, KSA*

<sup>2</sup>*University of the Punjab, Lahore*

<sup>3</sup>*University of Gujrat, Gujrat*

Email: [islam950@hotmail.com](mailto:islam950@hotmail.com)

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Since 1960s research has depicted the importance of gender differences and parents' education level is affecting the educational and L2 learning motivation. However, in Asian settings, especially Pakistan, this issue has not received enough attention by researchers and educationists. The aim of the current study is to find out the gender-specific differences and effects of parents' education on L2 learning motivation (English) in Pakistan. Drawing upon the data of 547 first-year college students, the study provides a complex scenario of L2 motivation. A strong extrinsic and instrumental motivation may help boys learn English more than girls. On the other hand, girls depict high motivation based on their ideal L2 self-images and language learning experiences. Moreover, boys' interest in foreign languages and cultures correlated with their learning efforts slightly more than those of girls. Parents' education level, directly and indirectly, help learners to motivate themselves in L2 learning. However, analyses imply that socioeconomic factors and culture can work to change these trends in various situations.

**Keywords:** l2 motivation, self-system, socioeconomic factors, gender differences, parental education

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### **Introduction**

Language has been a tool of human communication and progress from prehistoric times. More recently, internationalization and globalization have directed the national language policies towards bilingualism and multilingualism. Bilinguals have clearly more personal and social prospects than monolinguals (Graddol, 2004; Aubry, 2003). Yet many learners find it problematic to focus on considerably long and effort demanding tasks of second language acquisition (SLA). Research has demonstrated that children lose their interest in L2 as they grow old (Ghenghesh, 2010; Bolster, Brown & Dikins, 2004; Williams, Burden & Lanvers, 2002), yet there are many learners who simply outperform their counterparts. As motivation is a complex

and dynamic construct (Dornyei, 2014), researchers have been trying to figure out the causes of motivation or demotivation in L2 learning. Though the list of factors affecting second language learning motivation (SLLM) may be a lengthy one, we, in this paper, will focus on gender and role of parents' education (PEdu) in motivating students. Gardner and Lambert (1959) were the first to establish motivation research in SLA. Gardner (1985) developed a detailed socio-educational model of SLLM and provided a battery (AMTB) to measure motivation and attitude learners. Gardner's notions of integrative and instrumental motivation have been a topic of research and debate for a long time. However, there were some voices in the last decade of the previous century asking for broadening the

scope of SLLM. Many criticized Gardner's concepts and scholars (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994b; Oxford, 1994) argued to incorporate new perspectives from the advances in cognitive and socio-cultural perspectives. Dörnyei's (1994a) three-level framework of L2 motivation, Ushioda's (1996, 1998) focus on temporal aspects of motivation, and Williams and Burden's (1997) model were among the representatives of this change.

The last decade has witnessed a great shift in L2 motivation research. There are different theoretical frameworks to deal with the issue from multiple perspectives. Focusing on self-determination theory, Noels and her colleagues (Noels, 2003, 2009; Noels, Pelletier, Clement & Vallerand, 2000; Noels, Clement & Pelletier, 2001) have tried to develop conditions where people can motivate themselves. Drawing on the ideas of Vygotsky in socio-cultural theory, Ushioda (2009) argues for a focus on the individual and the multiple identities that affect an L2 learning process. Another recent development is L2 Motivational Self system by Dörnyei (2005, 2009). We do not plan to provide a detailed literature review on SLLM here owing to the limitation of space as well as the availability of a range of good articles and books to discuss this (see Dörnyei & Ushioda, 2011; MacIntyer, Noels & Moore, 2010; Dörnyei, 2005).

### **Gender and SLLM**

The associations of gender and L2 acquisition, performance, achievement and motivation have been well documented in the literature. Results from the previous literature show that boys show a low interest and performance in L2 or foreign language (FL) learning. For example, boys do not feel the necessity to learn a foreign language (Powell & Batters, 1985), they are less motivated to learn it (Clark, 1995; Williams et al., 2002), show more inclined to drop it

as a subject (Carr & Pauwels, 2006), and show less commitment than girls in order to learn it (Dörnyei, Csizér & Nemeth, 2006). It is usually believed that boys lack motivation for foreign languages, as two third students who drop from L2 are boys (Kissau, 2006; Allen, 2004). Using surveys and interviews, Kissau (2006, 2008) explains that boys demonstrate low levels of motivation to learn French as compared to girls. Both teachers and students perceive boys less integratively, instrumentally and intrinsically motivated to learn a foreign language. Results from a nationwide study in the United Kingdom illustrate that girls typically perform better than boys on different component elements of motivation (Coleman, Galaczi & Astruc, 2007). Drawing on the data from a longitudinal study, Henry (2009) reveals that girls' self-concept strengthens whereas boys' weaken during three years' time. Analyzing the results of PISA and PIRLS tests, Lynn and Mikk (2009) reveal that girls perform the reading tasks better and claim that girls have a deeper engagement in language activities. The situation is also the same in Korean context where research (Kong, 2004; Kim, 2009) studied that the boys share the tendency to be less motivated in learning English. In Kim and Kim's (2011) study, female students showed higher mean scores on ideal L2 self and motivated behaviour than male students. In Japan, Mori and Gobel (2006) also found out that girls have higher integrative motivation.

However, a recent study using mixed methods approach by Kissau, Kolano and Wang (2010) reveals that gender differences are not dramatic in L2 learning and boys and girls have different, at times opposing, preferences for L2 classroom management. Analyzing motivation from willingness to communicative perspective, MacIntyer et al., (2002) found no significant effect of sex on

foreign language motivation. Rahman, Jumani and Basit (2010), the only study of SLLM and gender differences in Pakistan, find the results contrary to the previous literature where boys score higher than girls do on motivation scale. The researchers, however, do not provide any explanation for these contradicting results.

### **Parental Education (PEdu) and SLLM**

The role of home environment, socioeconomic background, in motivating learners to achieve higher scores in school has been well recognized in the literature (Machin, 2009; OECD, 2008; Li, 2007). Feinstein, Duckworth and Sabates (2004) maintain that parental education is a major factor in influencing learning outcomes directly and indirectly by moderating the role of other factors. What children do at home and how much interaction they have with their parents influence their attitude towards learning. Parents with higher levels of education have high expectations for their children and, therefore, show a positive attitude towards their learning which motivates these children in the learning process (Davis-Kean, 2005). However, some researchers (Plug, 2004; Behrman & Rosenzweig, 2002) argue that there is no positive relationship between parents' education and students' achievement. Baslevant and Kirmanoglu (2010) research further laid emphasis on this argument as they could not find any direct influence of parents' educational level of their children's academic achievement. Therefore, one should take great care in reaching any estimates in this regard, as they can be 'tricky' at times.

There are a few major studies dealing with SLLM in Pakistan (Islam, Lamb & Chambers, 2013; Pathan, 2012) and even less about parents' education and motivation of students to learn an L2. The current study is the first of its nature in a

Pakistani context to the best knowledge of the researchers. Parents are first teachers of children and they can really change their attitudes and enhance their motivation for L2 learning. Similarly, the perceptions of parents about a second language may affect their children's attitude and motivation for that language to a great deal. A study has shown that parents' perceptions of English differ based on their education levels (Asagri & Mustapha, 2011).

Reporting the results of a longitudinal study in Hungarian context, Csapó and Nikolov (2009) note that parents' education explains a great deal of variance (3.3%) in learning English as a foreign language. Language learning attitudes, motivation and parents' education has a similar effect on the English language learning of their studied population. This fact also points out the international importance of English and the role it plays in the lives of people across the world. Evin and Saracaloğlu (2006, p. 45) reveal that 'students whose mothers are illiterate have a low tendency towards foreign languages' however, 'students whose mothers graduated from a university have more favourable attitudes toward foreign languages'. Researchers, however, failed to find the same pattern with fathers' education level. They further claim that there is no significant difference between parents' educational level and the foreign language achievement of children.

### **Significance of L2 Motivation Research**

In the past three decades, SLLM has marked its identity as an important learner variable in SLA (Dörnyei & Ushioda, 2011; Dörnyei, 2009; Noels, 2005; Gardner, 1985). The role of motivation in L2 learning is well accepted and almost all variables presuppose motivation to some extent (Dörnyei, 2005). At the same time, there are different socioeconomic, cultural, contextual and

psychological factors affecting SLLM. Family, peers, teachers and society all play an important role to keep students motivated for L2 learning. Gender and Parental Education may also have an important impact on SLA. Second/Foreign language (L2) is different from other school subjects and society specific roles and attitudes can largely change the attitudes of the learners towards an L2. SLLM research in Pakistan is still at its early stage. There are only a few published studies (Malik, 2010; Rahman et al., 2010; Islam, et al., 2013) which may not be enough to cover the vast and intriguing scope of this area of research in Pakistan. This study, involving 547 participants, might help future researchers and learners to develop a better perception of various aspects of young Pakistani learners' foreign/second language learning motivation.

In the contemporary globalized world, the significance of SLA becomes even more important if L2 is English. English plays the role of a second language in Pakistan where it is a co-official language with Urdu (National language). All children start to learn English from grade 1. However, even after studying English for many years, students lack communicative competence in most of the situations. This demands to develop an understanding of SLLM and different factors influencing English learning. In line with the discussion in previous sections, it may be assumed that gender and PEdu are also important factors in learning a language. This study will provide a better scenario for teachers and policymakers to build better teaching strategies based on the needs of individual learners and their socioeconomic backgrounds.

### **Research Questions**

The study aims to answer the following research questions:

1- To what extent gender is a differentiating factor in the SLLM of ESL learners in Pakistan?

2- Are there any differences in SLLM based on the PEdu of these learners?

### **Data and Methods**

Keeping in line with the psychometric tradition of SLLM research, this study has adopted quantitative research methodology. We developed a Motivational Elements Questionnaire (MEQ) with six-point Likert scale by selecting items from previously established frameworks in SLLM research. Stone (2003) suggests that an even-numbered Likert scale is good for the clear understanding of the answers. Initially, we selected 120 items pool with 12 broad categories with the help of literature review. Later, some items were deleted based on the suggestions of practising ESL teachers in Pakistan.

We adopted some items from Gardner's (1985) Socioeducational model. Cultural interest, instrumentality, attitude towards L2 community and attitude towards L2 learning are central to Gardner's model as well as Dörnyei and Csizér (2002) and these are included to see their effect in the Pakistani context. Items to assess English anxiety (both within and out of the classroom) were adopted from Dörnyei and Csizér (2002). Yashima's (2002) concept of international posture developed in Japan is much important in Pakistani context as many young people learn English to communicate with friends and family members living abroad. More than 7 million (Eteraz, 2009) Pakistanis work, study or live abroad. Items for Ideal L2 self and intended learning effort have been adopted from Ryan (2009). Items for ideal L2 self-focuses to measure the role played by the imagined personal image created by the learners. Items for intended learning effort try to

encompass the current as well as future efforts of the learners.

For the pilot study, an English teacher delivered a questionnaire containing 104 items to 50 students from the target group. All of them filled the questionnaire during their class time. Pilot study helped to improve the questionnaire. Based on the results, some items with no significant differences were deleted for time-saving purposes. We reorganized some items while in others easy to understand words replaced difficult words.

**Participants**

Participants of this study were 547 first-year college students from three districts of

Punjab province in Pakistan. Districts were selected by random sampling while four colleges (2 boys, 2 girls: 2 public, 2 private) from each district were selected based on cluster sampling. Further 50 students from each college were chosen using stratified random sampling technique. For PEdu, students were divided into two groups based on the information provided about the education level of their PEdu level. Table 1 explains the basis for grouping of students for their PEdu and provides a grim picture of the educational level of people living in the studied districts where less than 3% parents have a Masters’ degree.

**Table 1:** Parents’ Educational Level for Groups

Groups	PEdu. Level
Group 1	1- Uneducated (61)
	2- Primary (122)
	3- High School (205)
Group 2	4- Intermediate (96)
	5- Bachelor (39)
	6- M.A. or PhD (14)

**Table 2:** Biographical information of participants by Gender and by Group

Total	Gender			Groups		Age	
	Boys	Girls	Missing	Group 1	Group 2	Mean	SD
547	263	259	25	388	159	16.85	1.06

As table 2 illustrates, the sample comprised of an almost equal number of boys (263) and girls (259) while the age of participants ranges from 15 to 18 years. Information regarding the gender was missing from 25 questionnaires.

**Data Collection Procedure**

The first author (along with the respective teachers) visited all the classrooms personally to collect the data. Students were first told about the purposes of research and they were allowed to ask questions if any.

After a clear understanding, students completed questionnaires while the researcher remained in the classroom to answer questions. This procedure took almost 25 to 30 minutes for all students in each class to finish and we thanked students for their participation.

**Data Analysis**

After the data collection, the first author inserted all the data into SPSS 17 data sheet. In this process, 53 questionnaires were discarded where there was not enough

information provided by the respondents or a set pattern used to choose answers. Later, a student enrolled in Masters’ program helped to check for mistakes if any. Using SPSS 17 assisted to measure the internal reliability of the items for different scales to find if they work well to determine the supposed categories. Some of the items were excluded to improve the reliability of results. Further, descriptive statistical analysis (mean, SD), as well as inferential statistics (Correlation

analysis), were computed to answer the questions posed in this study.

**Results and Discussion**

To measure the internal consistency for the scales used in this study, we used SPSS 17 for windows. The overall consistency remains good as Dörnyei and Taguchi (2010) suggest that Cronbach alpha 0.60 is suitable for large-scale studies. Table 3 demonstrates the reliability analysis for overall scales as well as gender and group-specific consistency within scales.

**Table 3:** *Internal Reliability of Scales in MEQ by Gender and by Group*

Scale	Alpha				
	Total	Boys	Girls	Group1	Group
Attitude towards learning English (06)	0.80	.80	.78	.80	.79
Attitude towards L2 Community (08)	0.72	.67	.72	.71	.69
Cultural Interest (05)	0.61	.56	.63	.60	.64
Instrumentality (10)	0.85	.87	.81	.84	.85
Ideal L2 Self (06)	0.75	.74	.73	.74	.72
Intended Learning Effort (08)	0.79	.79	.76	.80	.73
English Anxiety (06)	0.67	.61	.71	.64	.70
Milieu (08)	0.67	.60	.64	.65	.69
L2 Self confidence (04)	0.53	.54	.52	.49	.55
Interest in Foreign Languages (05)	0.65	.68	.60	.64	.63
International Orientation (09)	0.81	.82	.79	.81	.79

Almost all the scales employed in the study show a good internal consistency. Only L2 self-confidence (.53) has alpha below the satisfactory level. However, we can justify this with the help of low alpha (.47) for this scale in the original Hungarian study by

**Descriptive Analysis**

Descriptive analysis, largely makes the differences evident in SLLM among the studied population. Although there are no big differences for SLLM by gender, table 4 below shows that boys and girls have different priorities to learn English.

Dörnyei et al., (2006) and low alpha (.53) for it in a study of Japanese students by Ryan (2009). The number of items (4) used for this scale can be another reason for this low alpha.

Instrumentality, with the highest mean score, is the major factor for both boys and girls. Girls score slightly higher than boys do, but the significant low SD explains their consistency of this scale. Boys achieve higher scores on the international orientation scale as compared to girls. This fact is

culture-specific as usually boys travel abroad for study and work in Pakistani context and women only make 13% of the total employed labour force in the country compared to 87% men (Ministry of Labour, Manpower and Overseas Pakistanis, 2002). International orientation is of great significance as the remittance of US dollar 5,239.99 million in first five months of the fiscal year 2011-12 (SBP Press release, 2011) from workers abroad is the second largest source of income after export for the country.

For both ideal L2 self and attitude towards learning English scales, girls obtain a slightly higher score than boys. These results are in line with the recent study by Kim and Kim (2011) where girls show a more vivid ideal L2 selves and more motivated behaviour in English. They argue that boys like kinesthetic learning while girls have preferences for visual learning. Contrary to existing beliefs (Williams et al., 2002) in the literature, boys show high interest in foreign languages. Research tells us that girls are good learners and put more effort in learning, and the same is true for our studied population. Milieu, socioeconomic and cultural settings, have

the same impact on boys and girls with almost no difference at all.

The biggest difference is the attitude towards an L2 community where the girls' score higher, which suggests that boys are instrumentally and extrinsically motivated to learn English, while girls are intrinsically motivated to learn. Boys learn English for job, education and grades while girls learn English to understand the target community better and develop personal interest. These results are in line with Kissau (2008) where boys are perceived less integratively motivated to learn French. Boys have more linguistic self-confidence because they need it in everyday life for job and business. In Pakistani society, girls have fewer opportunities to communicate in English, due to which they tend to display a high level of anxiety. Both boys and girls have little interest in the target culture, as it is the lowest scoring scale. We do witness gender differences in motivation to learn English; however, the real differences appear in the preferences for learning. ESL teachers have to be aware of the choices students make in the learning process and provide balanced materials to control the gender bias as much as possible.

**Table 4:** Comparison of Mean and SD by Gender and by Group

Scale	Total		Boys		Girls		Group 1		Group 2	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Instrumentality (10)	4.83	1.52	4.80	1.62	4.87	1.38	4.83	1.52	4.83	1.49
International Orientation (09)	4.58	1.58	4.64	1.62	4.54	1.48	4.59	1.58	4.60	1.50
Ideal L2 Self (06)	4.55	1.58	4.52	1.63	4.59	1.46	4.53	1.56	4.63	1.52
Attitude towards Learning English (06)	4.51	1.61	4.48	1.71	4.56	1.47	4.49	1.64	4.57	1.53
Interest in Foreign Languages (05)	4.41	1.57	4.45	1.63	4.31	1.51	4.39	1.60	4.38	1.51
Intended Learning Effort (08)	4.36	1.63	4.35	1.68	4.40	1.51	4.36	1.83	4.41	1.52
Milieu (08)	4.22	1.59	4.22	1.64	4.23	1.54	4.18	1.62	4.34	1.52

Attitude towards L2 Community (08)	3.84	1.76	3.76	1.76	3.94	1.60	3.82	1.73	3.93	1.62
Linguistic Self Confidence (04)	3.66	1.74	3.71	1.69	3.59	1.58	3.69	1.75	3.57	1.71
English Anxiety (06)	3.28	1.70	3.18	1.76	3.40	1.64	3.24	1.70	3.38	1.70
Cultural Interest (05)	3.28	1.80	3.33	1.82	3.23	1.70	3.22	1.76	3.44	1.76

Groups based on PEdu level also depict a certain level of variation between them in table 4. There are no differences in the two highest scoring scales of instrumentality and international orientation. This fact helps us to understand that these two variables have a strong influence on L2 motivation and accept little influence of other factors. Group 2, guided by their parents, seem to have more vivid pictures of the targeted goals. Ideal self-images of the learners help them to generate motivation to fill the gap between real and desired selves (Dörnyei, 2009; Higgins, 1987). Educated parents will help children develop their ideal self-images, through expectations and aspirations, and create intrinsic motivation for L2 learning. Group 2 also show a more positive attitude towards learning as these learners might have a clear picture about the importance of English in Pakistani society. Parents with low education level will have low skills and they will be less aware of the cognitive strategies used to enhance the motivation of their children for learning. Parents with higher degrees would provide more input through their knowledge and skills. In fact, there is no single scale where Group 1 scores higher than the Group 2. This informs us about the important role PEdu level, attitude and behaviour can play in motivating children learning in general and L2 learning in particular. The differences between these two groups, no matter how minor, enlighten us about the role of parenting and their personal skill development. It is hard to make comparisons and generalize results, as there is a dearth of literature on PEdu level and SLLM in general and especially so in the Pakistani

context. To our best knowledge, there is no single study dealing with the issue with Pakistani setting.

### Correlation Analysis

Popham and Sirotnik (1973) write, “When an individual uses descriptive statistics, he talks about the data he has; but with inferential statistics, he talks about data he does not have” (As quoted by Dörnyei, 2010). Thus, we computed inferential analysis (correlation analysis) for a better understanding of data, a generalization of results, and verifying the results of the descriptive analysis. Table 5 presents the correlation of all variables with intended learning effort (the criterion measure in this study).

Correlation analysis also reveals a similar kind of pattern with descriptive analysis. Boys’ current as well as future efforts to learn English belong to their attitude towards learning English and international orientation. Girls also have a strong favour for these two variables. Vivid ideal L2 images and instrumental motivation become solid reasons for both genders, though girls will put more effort based on these variables. There is no real difference in attitude towards the L2 community. Milieu has a strong impact on girls in comparison to boys and girls largely seem to accept the influence of family. Boys will engage themselves better in L2 learning if they have an interest in foreign languages, which they often lack in many contexts. Boys will be more motivated to engage in L2 learning tasks if they have a strong cultural interest. The self-confidence of the boys will help them learn L2 better than girls. Anxiety will have a comparatively high impact on boys



and they will feel a bit more pressure than girls will in the same situation.

**Table 5:** Correlation of variables with Intended Learning Effort by Gender and by Group

Scale	Intended Learning Effort				
	Total	Boys	Girls	Group 1	Group 2
Attitude towards learning English (06)	.76**	.77**	.74**	.76**	.76**
International Orientation (09)	.74**	.76**	.72**	.76**	.70**
Ideal L2 Self (06)	.71**	.69**	.73**	.71**	.71**
Instrumentality (10)	.65**	.63**	.67**	.64**	.68**
Attitude towards L2 Community (08)	.50**	.50**	.49**	.48**	.55**
Milieu (08)	.50**	.45**	.54**	.51**	.47**
Interest in Foreign Languages (05)	.50**	.54**	.49**	.51**	.49**
Cultural Interest (05)	.47**	.59**	.39**	.46**	.52**
L2 Self confidence (04)	.24**	.27**	.19**	.27**	.17**
English Anxiety (06)	-.31**	-.33**	-.27**	-.33**	-.28**

For PEdu, both groups have a similar impact on attitude towards learning English and ideal L2 self. This similar pattern informs us about the importance of English as an international language and importance parents attach to it. All parents guide their children to idealize and achieve the targets in learning. Group 1 will exert more efforts if students develop an understanding of internationalization.

In current socioeconomic settings of Pakistan, internationalization provides a great platform for lower class families to become part of the biggest middle class of the society and low educated parents (with low education and skills) seem to yearn for this by developing an interest for internationalization in their children. Instrumentality is a major reason for L2 learning efforts of both groups; however, educated parents seem to understand the role of English in Pakistani society for instrumental reasons. A positive attitude towards L2 community will help children with high levels of PEdu to engage in more challenging tasks than their counterparts'

efforts. Milieu and interest in foreign languages have almost similar impact for both groups. A strong cultural interest will assist group 2 learners more than group 1 learners. Self-confidence in language learning will support group 1 learners to apply greater effort than group 2 learners. Anxiety will have effects on both groups, but its impact on group 2 is lower than group 1.

**Conclusion**

In this paper, we attempted to figure out the differences in SLLM by sex and PEdu level. Although the previous literature has demonstrated that boys have low performance in L2 learning and are less motivated, this is not really the case with our studied population. Both boys and girls have strong motivation to learn English; however, the differences arise from the approaches and preferences that students of the opposite sex have regarding English. Their beliefs play an important role in motivating them. Contrary to existing beliefs, boys in our population show more positive attitudes towards L2 community and have a strong

culture interest, the community and culture being global and international rather than attached to any one community. This yearning for becoming a part of the global culture is evident from high scores and a strong correlation of international orientation scale. Again, in our data boys and girls have an almost equal impact of instrumentality whereas previous literature tells that boys have a stronger preference for instrumental motivation. These different results depict SLLM as a complex phenomenon and point to the gender differences that can arise in various socio-cultural settings. The study informs ESL teachers in Pakistan, and elsewhere, to take great care in second language classrooms and strive for a balance in teaching approaches and materials selection representing the choices of all their students.

Although Gardner and Lambert (1972) claim that, there is no relation between parents and L2 progress of the learners, our study shows that the role of PEdu (skills, beliefs and awareness) has a positive effect on children's L2 development. A positive communication of children with parents can enhance their motivation and have the power to change their attitude towards L2 learning. Educated parents would be more aware of the cognitive and meta-cognitive strategies for L2 learning and their children can benefit a great deal from them. However, it does not mean that children with less educated parents cannot

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learn an L2. This is where the role of teachers, policymakers and school administration becomes important. Teachers should use multiple strategies to enhance the motivation and develop awareness of various resources and techniques that children can utilize in L2 learning. Administration and policymakers should help uneducated parents to be aware of the learning process. There should be regular parent-teacher meetings to figure out the issues. The school should offer short programs or courses to less educated parents for an understanding of the current teaching and learning practices.

In this study, we have presented a picture of how gender and PEdu can affect an L2 learning process. These differences even become evident in multilingual and multiethnic classrooms of today's modern world. Teachers, parents, and policymakers need to understand the importance of gender and socioeconomic differences and they need to develop strategies and policies to meet these challenges. Our study is first of its nature in Pakistani context and we studied students from one level, so further studies are required to understand differences in gender and PEdu level at various educational levels. Large-scale and longitudinal studies in the future might help us to understand the issue better and bring change in our ESL teaching and learning practices.

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