

Assessing Student Attitudes towards Learning English at Secondary Education Level

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Abstract

There is data in the educational literature about pupils' interests and attitudes. Gaining proficiency in a second language requires this knowledge. The primary goal of this research was to find out students' perspectives on English language learning at the secondary school level. With the use of the survey method, this descriptive study was able to achieve its aims. Most of the people who participated in the study were secondary school students from the Punjab area. The students were chosen using a random sampling method from interconnected schools in the Sialkot district. Data for the study was collected from 959 secondary school students in the Sialkot district. In contrast to male secondary school pupils, female students had significantly higher positive views about learning English, according to this study. Oral communication exercises are an excellent opportunity for students to practice and hone their English language skills, which teachers should encourage. Students' command of the English language can only benefit from this action. The five pillars of language acquisition—hearing, speaking, reading, writing, and producing—form the backbone of the English language.

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Introduction

An attitude is a preparedness to react in a way that directs behavior in a specific direction, says Travers. An attitude is "an organization of aspects, beliefs, habits and motives associated with a particular object," according to Meckeachie and Doyle (1966). Every person has unique attitudes towards the people, ideas, and things in their lives. These attitudes are learned rather than innate and are characterized by a mix of rational and emotional reasoning. (Mitchell, & Aron, 2013). A person's attitude towards learning a language determines how much interest they will have in doing so, how much effort they will put in, and ultimately how much success they will achieve.

Every student has interests and preferences in mathematics, English, Arabic, Urdu, and other languages and subjects. Their attitudes and mental approaches determine their language preferences. English is a representative language in Pakistan, according students about a particular subject (Sergeant, 2013). Attitude is also something that can be changed. The teacher should be able to change students' wrong attitudes concerning a particular subject. Attitude changes with interest over time. When a person likes a language, he will have a better attitude towards learning it.

Language plays a crucial role in the educational process for all community members. Because Allah has endowed humans with the ability to speak and understand language, this is the most distinguishing feature of human beings compared to other species. None of the other species have those kinds of skills. True, language is a portal via which knowledge can be accessed. Everyone is free to utilize it as they see fit. They get the information they

need by asking questions when they need clarification. As a result, both the academic and professional spheres benefit significantly from language acquisition.

Using the target language, students can express themselves more freely in class. For a thorough grasp of the material covered in their relevant courses, students need an extensive vocabulary that is well-organized and regularly used. Language is the medium via which pupils absorb information. This is how they can talk to their instructor and other students. It is well-known that English possesses abundant information in literature, technology, and English as a foreign language. Possessing English language and literature proficiency is a prerequisite for developing such abilities. When it comes to learning, the language plays a crucial part. The pupils must fully grasp the English language and its complexities. It is expected that they will comprehend the lesson given by their instructor. Students should also be capable of responding to teacher-posted questions reasonably and consistently when we are in class, (Hussin, 2008). This language has the unique ability to set the stage for optimal learning and teaching conditions. Language proficiency is a prerequisite for societal and educational advancements. All pupils should be fluent in English, the target language, both orally and in writing.

The English language is regarded as a second language in our beloved Pakistan. From kindergarten through high school, every student is required to take English as a second language. The bulk of students, however, have a severely limited vocabulary and need to improve at using it properly. Accordingly, the Government of Punjab's Educational Department has exerted tremendous effort to accomplish the objectives. Attitudes towards

learning English depend on several factors, including one's learning capacity, age, interest, environment, peer evaluation, parental level of education, learning style, and so on. The English language has long been considered a link tongue due to its widespread use worldwide. Our parliament has officially recognized and introduced English as a representative language in Pakistan. Math, English, Arabic, Urdu, and English are just a few languages and disciplines that pupils enjoy, and everyone has their preferences. They show interest in things that align with their mindset and perspective.

A person's interests vary throughout time, changing their attitude. Learning a language becomes more enjoyable when one has a positive attitude. About a specific topic, we can gauge the disposition of a few exceptional students. It is also possible to change one's mindset. The teacher should be able to change the negative attitude of exceptional students towards a particular subject (Dörnyei, & Németh, 2006).

There are several obstacles that non-English-speaking pupils face when trying to comprehend works written in English. One major issue is that students in Pakistan are taught English as a second language, further complicating their already challenging task of learning and comprehending the language. Some view learning English with skepticism because of this. The study aimed to identify a second language because learning English is difficult for high school students.

Review of Related Literature

According to McGroarty (1996), an attitude is a shortened thinking or acting style encompassing beliefs, emotions, and behavioural habits. It takes much work to change or alter a damaging attitude.

According to Proao et al. (2014), students' attitudes toward the target language can impact their performance when learning a language, native speakers, and the learning environment. There has been much research on the importance of attitude in second language learning. This is probably because people have realized that even the most negative attitudes can be changed with the right approach, classroom resources, and social support (Park et al., 2014). Age, gender, linguistic background, educational background, and the influence of one's peers are some elements that affect second language acquisition and attitudes (Paz, 2015, p. 180).

Both the English-speaking world and technology now use English as their primary language. In this chapter, we will explore the many facets and components of ESL in Pakistan and students' perspectives on learning English as a medium of instruction. G. Y. M. Kao, C. Y. Liu, C. C. Tsai, and C. H. Yang (2016). Students' interest in reading, ability to understand stories and understanding of color theory are all impacted by the level of interaction in electronic storybooks used in primary school. It says that when students learn, they change how they think about their qualities, knowledge, behaviour, and reactions in specific contexts. For pupils, language is a critical component of learning. Applying one's native tongue to another language helps students learn both languages more efficiently. Communicating effectively in one's native language is a proven asset in the classroom. When taught in their native tongue, they grasp the material with ease. Simply knowing the meaning of a few words or phrases does not indicate fluency in a language. A person's ability to comprehend, elaborate on, and apply relevant language comprehensively is a prerequisite for acquiring a large body of knowledge.

Like many other countries, Pakistan is well-known for its English language proficiency. English has piqued the interest of practically every nation since it has become the de facto language of English technology and business. Effective communication in English is crucial for researchers and investigators to carry out their work. However, a better vocabulary system and its correct use are necessary for appropriate comprehension and learning of English. Successful English language learners have a passion for and dedication to learning the principles of syntax and vocabulary that form the backbone of the language. As they work to improve their second language skills, teachers provide students with individualized feedback in corrections when they break or misuse these rules.

Freitas, Oliveira, Correia, Pinho, and Ponhos (2017) discovered that, compared to male students, female students showed less dedication to studying English as a second language. Pakistan, like many other developing nations, faces a dilemma where male students have more significant opportunities to learn English but need to use it daily. Contrarily, male students often partake in activities that serve little practical purpose.

Regarding being cautious while studying English, female students do better than male students (Kobayashi, 2022). Also, males and women do not have the same mental standing. Compared to boys, girls approach learning English with a more positive mindset. When compared to boys, girls learn at a higher rate. Ahmad, Mustafa, and Shahzad (2021) state that English was a common subject in Bosnian schools and universities until World War II ended when it gained prominence on the international stage, and students were encouraged to study it further. Students' perspectives on English language acquisition

vary by gender, claim Shoab and Dornei (2005). Girls with an innate curiosity about a foreign language have an easier time picking it up than boys.

Let us consider an individual's mental and emotional condition about external elements, like visual stimuli or auditory lectures delivered by experienced instructors in or out of the classroom. Our attitude is their behaviour in a particular scenario. A positive attitude is action or reaction-focused, while a negative attitude is one that is situation-focused and detrimental. A learner with a positive outlook on language learning scenarios is eager to expand their vocabulary and grasp the fundamentals of grammar when studying a foreign language. On the other hand, a student whose motivation to learn the language could be higher is less likely to appreciate their instructor's attempts to improve their understanding of the subject.

Kao, Tsai, Liu, and Yang (2016) discovered that educational activities significantly affect students' attitudes in their study of educational work. How pupils perceive and interact with their surroundings also impacts their attitudes towards language learning, particularly second language acquisition. A strong correlation exists between students' emotional activity and their attitudes towards language acquisition. There is a crucial role for natives of society in shaping as well.

Researchers Al-Mamun, Rahman, and Hossain (2012) found that "a positive attitude has a great impact on language learning skills." Students' capacity to develop and sustain this mindset dictates their level of achievement. In order to help pupils overcome challenges and uncertainties when learning a new language, Oliveria prioritizes input from more experienced members of society.

There is a strong correlation between how one feels and how one acts in response to particular circumstances, according to Abidin, Mohammadi, and Alzwari (2012). The ability to approach the acquisition of a second language with optimism is indicative of intrinsic motivation. On the other hand, a pessimistic outlook would make it impossible for them to focus impartially. Therefore, a cheerful attitude is critical for effective second language acquisition. The authors Mammon, Rahman, and Hossain state that cognitive attitudes encompass a person's perspective, ability to see things appropriately, and moral and societal principles. One's evaluative attitude influences personal preferences. The acts of people learning a second language, who depend on their elders and their competence, are examples of behavioral attitudes.

Cszer and Dornyei (2005) state that how one approaches learning a second language dramatically affects how successful that endeavour is. A more positive outlook is linked to enhanced abilities to acquire a second language. Vrettou, A. (2011) asserts that successful second language acquisition requires a positive attitude and the ability to foresee potential scenarios.

The impact of motivation on learning new knowledge is substantial, according to Ali, Shahzad, Malik, and Iqbal (2021). Young people develop more favorable attitudes toward learning a second language and progress better when they get encouragement and direction from their elders (Sharma et al., 2022). Consequently, having a positive attitude is crucial for effectively learning English as a second language and objectively reaching your goals.

Students' attitudes serve as compass points while seeking information relevant to their academic goals (Salimi, M., 2020). An

optimistic outlook helps students learn English more effectively, while a pessimistic outlook severely impairs their capacity to absorb, retain, and apply what they have learned. Learning a new language is greatly influenced by one's mindset (Fatiha et al., 2014). Positivity increases students' likelihood of learning English (Visser, 2008). Attitude toward learning is usually more important than one's cerebral capacity and talents when acquiring a second language. Research by Ahmad, Mustafa, and Shahzad (2021) suggests that the dismal state of English education in Kenyan secondary schools is due to a general lack of hope for the future.

Remember that pupils' cognitive capacities significantly impact their capacity for knowledge acquisition. Nevertheless, their mindsets regarding language acquisition also matter greatly, particularly in educational environments. Padwick argues that students' emotional states and the surrounding environment both play a part in molding their perspectives on second language acquisition (2010). It takes more than a strong will and a wealth of prior information to become fluent in a second language (Kiziltepe, 2000).

Second language acquisition is a process that requires pupils to be self-aware and have a hopeful view, according to Abidin, Razaee, Abdullah, and Singh. As a result, this truth should be known by researchers, educators, and lawmakers. Researchers can play a crucial role in improving second language acquisition, and instructors and students must respond to stimuli (Kasbi et al., 2017). Every student in Pakistan must take English classes from kindergarten through high school because the country views it as a second foreign language. Pakistani educators are hand-picked for their exceptional credentials and experience. When teaching ESL, they

employ successful strategies. Working-class Pakistanis make up the vast majority of the country's workforce. Kids from homes where both parents are illiterate are at a disadvantage. There is a common demand for more English language learning materials for students from these backgrounds. Only around 20% of these students are enthusiastic about learning English as a second language; the rest are just trying to get a passing grade. Tutors in Pakistan need to understand the significance of helping their pupils excel academically.

Gaja Lakshmi (2013) states that some academics believe that male students have a more optimistic and positive outlook on studying English than female students. According to Ushida (2005), some students at the University of California have a good attitude toward taking an online English language course, while others have an adverse reaction and show signs of high levels of anxiety when learning a new language. Zafargharndi and Jadai (2012) found that while some students at Military Iranian University had unfavourable attitudes towards learning a second language, most students had good attitudes about taking English as a compulsory course. According to the research, several ways exist to examine students' attitudes. Some students, for instance, would instead learn English through entertainment media like movies and music, while others would focus on extracurricular activities.

Research Methodology

This research aimed to examine the "Attitude of Students towards Learning English in

The collected data entered into the SPSS software and analyzed the frequency, percentage, mean score and standard deviation. The detailed description was presented as tables.

Table 1

Public and Private Schools at Secondary Level." According to Ezeani, descriptive research is essential for gathering comprehensive data to investigate the current phenomenon effectively. The research was, of course, descriptive. The data was collected using a survey method.

All 9th and 10th graders secondary school students in district Sialkot made up the study's population. The sample of the study were 959 secondary school students, for this selection the researchers used a random selection technique to choose the secondary school students, and while they did their best to gather accurate data, the number of students from each school varied. The researcher obtained permission from the head teachers / principals of the secondary schools to collect relative data from ninth and tenth graders, respectively. The researcher exercised great caution in selecting the schools for data collection, paying particular attention to the female educational institutions since gathering data from female secondary schools proved particularly challenging.

The questionnaire with 17-items was administered to the secondary school students. Questionnaire used a 5-point likert scale from always to never. It was pilot-tested for validity and reliability. The researchers collected data personally after obtaining permission from the school's headmaster, headmistress, or principal. The teachers' cooperation was commendable, and the researcher returned all completed questionnaires within a specific time frame during his visits, according to a mutually agreed-upon schedule. Students were given enough time to answer the questions.

Schedule for English subject

Statement	Responses	Frequency	Percent	Mean	SD
I follow a regular schedule to study English subject(s) at home.	Never	55	5.7	4.05	1.18
	Rarely	60	6.2		
	Often	137	14.3		
	Usually	239	24.9		
	Always	468	48.7		

The table 1 shows responses of students about the schedule for English subject. It reflects that 48.7% students always have a schedule for reading English subjects at home while 5.7% students have never a schedule for English subject at home. Students with 24.9% usually develop a schedule for studying English subject while 6.2% rarely have a schedule for studying English subjects at home. The mean of the statement was 4.05 with SD 1.18.

Table 2*Learn English because it is an interesting subject*

Statement	Responses	Frequency	Percent	Mean	SD
I like to learn English because it is an interesting subject.	Never	8	.8	4.44	0.9
	Rarely	40	4.2		
	Often	102	10.6		
	Usually	179	18.6		
	Always	630	65.7		

Table 2 reflects that 65.7% of students like to learn English because it is exciting. At the same time, 0.8% of students dislike learning something else, like learning English, because it is not exciting. 18.6% of students usually like to learn English, while 4.2% rarely like to learn English. The mean of the statement was 4.44, with SD 0.90.

Table 3*Understanding English lessons taught by the teacher*

Statement	Responses	Frequency	Percent	Mean	SD
I understand English lessons taught by the teacher in the class.	Never	8	.8	4.31	0.87
	Rarely	31	3.2		
	Often	121	12.6		
	Usually	291	30.3		
	Always	508	52.9		

Table 3 reflects that 52.9% of students always understand English lessons taught by the teacher in the class. At the same time, 0.8% of students never understood English lessons taught by the teacher in the class. Students with 30.3% usually understand English lessons taught by the

teacher in the class, while students with 3.2% rarely understand English lessons taught by the teacher. The mean of the statement was 4.31, with SD 0.87.

Table 4

English is a difficult subject

Statement	Responses	Frequency	Percent	Mean	SD
I can explain English lessons in my own words.	Never	58	6.0	3.52	1.98
	Rarely	142	14.8		
	Often	228	23.7		
	Usually	359	37.4		
	Always	173	18.0		

Table 4 reflects that 18.0% students can always explain English lessons in their own words while 6.0% students can never explain English lessons in their own words. Students' with 37.4% can usually explain English lessons in their own words while 14.0% can rarely explain English lessons in their own words. The mean of the statement was 3.52 with SD 1.98.

Table 5

Focusing the English lesson during the class

Statement	Responses	Frequency	Percent	Mean	SD
I can focus the English lesson during the whole class.	Never	19	2.0	4.49	0.93
	Rarely	33	3.4		
	Often	88	9.2		
	Usually	138	14.4		
	Always	682	71.0		

Table 5 reflects that 71.0% of students always focused on the English lesson during the whole class, while 2.0% of students never focused on the English lesson during the whole class. 14.4% of students usually focus on English lessons during class, while 3.4% rarely focus on English lessons during class. The mean of the statement was 4.49, with SD 0.93. The results show that most students pay attention to their lessons during class because they know that the topics discussed in class help them learn.

Table 6

Revision of English lesson

Statement	Responses	Frequency	Percent	Mean	SD
I revise the English lesson daily at home.	Never	17	1.8	4.20	1.00
	Rarely	48	5.0		
	Often	159	16.5		
	Usually	233	24.2		
	Always	502	52.2		

Table 6 reflects that 52.2% students always have revised the English lesson daily at home. While 1.8% students have never revise the English lesson daily at home. Students with 24.2% usually revises the English lesson daily at home while 5.0% rarely have revised revise the English lesson daily at home the English lesson daily at home. The mean of the statement was 4.20 with SD 1.00.

Table 7

Feel real pleasure in English

Statement	Responses	Frequency	Percent	Mean	SD
I feel real pleasure in English class.	Never	24	2.5	4.17	1.03
	Rarely	60	6.2		
	Often	121	12.6		
	Usually	277	28.8		
	Always	478	49.7		

Table 7 reflects that 49.7% students always feel real pleasure in English class. 2.5% students have never feel real pleasure in English class. Students with 28.8% usually feel real pleasure in English class while 6.2% rarely have pleasure in English class. The mean of the statement was 4.17 with SD 1.03.

Table 8

Relate the previously learned lessons with new English lessons

Statement	Responses	Frequency	Percent	Mean	SD
I usually relate the previously learned lessons with new English lessons.	Never	82	8.5	3.45	1.20
	Rarely	114	11.9		
	Often	272	28.3		
	Usually	276	28.7		
	Always	217	22.6		

Table 8 reflects that 22.6% of students always relate the previously learned lessons to new English lessons. At the same time, 8.5% of students have never related the previously learned lessons to new English lessons. Stu relates the previously learned lessons to new English lessons. Students with 28.7% usually relate the previously learned lessons to new English lessons. While 11.9% rarely relate the previously learned lessons with new English lessons, the mean of the statement was 3.45, with an SD of 1.20.

Table 9

Concentration on the English topics

Statement	Responses	Frequency	Percent	Mean	SD
	Never	16	1.7	4.49	0.87

While studying English class, I fully concentrate on the topic.	Rarely	29	3.0
	Often	67	7.0
	Usually	203	21.1
	Always	645	67.1

Table 9 reflects that 67.1% students always have concentrate on the topic during English class while 1.7% students have never concentrate on the topic during English class. Students with 21.1% usually concentrate on the topic during English class while 3.0% rarely have concentrate on the topic during English class. The mean of the statement was 4.49 with SD 0.87.

Table 10

Interest in English subjects than the other subjects

Statement	Responses	Frequency	Percent	Mean	SD
I usually allocate most of the time to the subject of English as I like it more than other subjects.	Never	37	3.9	4.28	2.07
	Rarely	57	5.9		
	Often	91	9.5		
	Usually	269	28.0		
	Always	505	52.5		

Table 10 reflects that 52.5% students always have given most of the time to the English subject while 3.9% students have never given most of the time to the English subject. Students with 28% usually given most of the time to the English subject while 5.9% rarely have given most of the time to the English subject. The mean of the statement was 4.28 with SD 2.07.

Table 11

Consultation with teachers about English subject

Statement	Responses	Frequency	Percent	Mean	SD
Whenever, I want to ask any thing about English subject, I immediately consult to the teachers.	Never	27	2.8	4.24	1.03
	Rarely	52	5.4		
	Often	113	11.8		
	Usually	242	25.2		
	Always	527	54.8		

Table 11 reflects that 54.8% of students always ask about English subjects they cannot understand, while 2.8% of students have never asked anything about English subjects they cannot understand. Students with 25.2% usually asked anything about English subjects they could not understand, while students with 5.4% rarely asked anything about English subjects they could not understand. The mean of the statement was 4.24, with an SD of 1.03.

Table 12

English lessons become a source of boredom

Statement	Responses	Frequency	Percent	Mean	SD
English lessons become a source of boredom for me.	Never	387	40.3	2.27	1.34
	Rarely	223	23.2		
	Often	136	14.2		
	Usually	129	13.4		
	Always	85	8.8		

Table 12 reflects that 8.8% of students always feel bored with English lessons. While 40.3% of students never feel bored with English lessons, 13.4% of students usually feel bored with English lessons, and 23.2% rarely feel bored with English lessons. The mean of the statement was 2.27, with an SD of 1.34.

Table 13

Teacher explanation helps in learning

Statement	Responses	Frequency	Percent	Mean	SD
The important point that teacher explain during teaching, help me in learning.	Never	18	2.5	3.71	1.82
	Rarely	28	3.8		
	Often	38	5.2		
	Usually	173	23.7		
	Always	435	59.6		

Table 13 reflects that 59.56% of students always underline essential points that the teachers explain during teaching, helping them learn. Meanwhile, 2.5% of students never understood essential points that the teacher explained while teaching, helping them learn. Students with 23.7% usually underline essential points that the teacher explains during teaching, helping them learn. While 3.8% rarely underline essential points that the teacher explains during teaching to help them learn, the mean of the statement was 3.71, with an SD of 1.82.

Table 14

Prefer opting English subject in next classes

Statement	Responses	Frequency	Percent	Mean	SD
I prefer opting English subject in next classes.	Never	32	4.4	3.72	1.88
	Rarely	25	3.4		
	Often	56	7.7		
	Usually	102	14.0		
	Always	476	65.2		

Table 14 reflects that in most states, 65.2% of students always prefer opting for English in the following classes, while 4.4% of students never prefer opting for English in the following classes. Students with 14.0% usually prefer opting for English in following the classes, while

3.4% rarely prefer opting for English subjects in subsequent classes. The mean of the statement was 3.72, with an SD of 1.88.

Table 15

Parents wish to study children in English subject

Statement	Responses	Frequency	Percent	Mean	SD
My Parents want me to study English subject.	Never	25	2.6	4.60	0.88
	Rarely	21	2.2		
	Often	47	4.9		
	Usually	123	12.8		
	Always	745	77.5		

Table 15 reflects that 77.5% of students always say their parents want them to study English. At the same time, 2.6% of students have never said their parents want them to study in English. 12.8% of students usually say that their parents want them to study English, while 2.2% rarely say that their parents want them to study English. The mean of the statement was 4.60, with an SD of 0.88.

Table 16

English knowledge is useful for a future

Statement	Responses	Frequency	Percent	Mean	SD
I think that English knowledge will be very useful for a future job.	Never	27	2.8	4.51	0.95
	Rarely	33	3.4		
	Often	53	5.5		
	Usually	155	16.1		
	Always	691	71.9		

Table 16 reflects that 71.9% students always have thinking that English knowledge will be very useful for a future job. While 2.8% students have never thought that English knowledge will be very useful for a future job. Students with 16.1% usually think that English knowledge will be very useful for a future job while 3.4% rarely have a think that English knowledge will be very useful for a future job. The mean of the statement was 4.51 with SD 0.95.

Table 17

Opted English subject due to friends

Statement	Responses	Frequency	Percent	Mean	SD
I Opted English subject only because my friends also study this subject.	Never	439	45.7	2.77	1.78
	Rarely	51	5.3		
	Often	49	5.1		
	Usually	132	13.7		

Table 17 reflects that 30.2% students always have opted English subject only because their friends also study this subject. While 45.7% students have never opted English subject only because their friends also study this subject. Students with 13.7% usually opted English subject only because their friends also study this subject while 5.3% rarely have opted English subject only because their friends also study this subject. The mean of the statement was 2.77 with SD 1.78.

Findings

This section of the research report covers the descriptive attitude towards learning English.

- The kids reply about the schedule for reading English. The majority of students are in agreement that studying from home is the best option. They create their own study timetable based on their daily routines at home. Home life is an individual affair for each student. The most common answer is that students prioritize English classes in their academic calendars. Students' motivation to study and their progress in English are both boosted by a structured study routine.
- The majority of students expressed an interest in learning English in their responses. English is important to them. English is used in the technological field for rules, concepts, and theories. English has become an intriguing subject in communication, which includes things like the internet, mobile phones, television, etc. Nowadays, most students are familiar with English because of its many communication benefits.
- Third, most pupils demonstrate comprehension of the English lesson presented by their teacher. Depending on the subject, the teacher uses a variety of exercises to teach his English class. Only experimentally relevant stuff is eliminated from English. Lessons that are based on experiments are more engaging for students. English experiments make students' attitudes towards learning English subjects more engaging.
- The majority of pupils reported that English is a challenging subject for them. English classes might be challenging, but once you grasp the fundamentals of a subject, the rest of the material becomes much more accessible. Students' motivation to learn English declines in this way. Most students pay close attention during the entire class because they know that class discussions contribute to their education. When asked if they update their lessons daily, most pupils said they always do it—students who review their lessons daily better grasp English.
- Most students report enjoying English class because they are eager to expand their scientific understanding of the world and believe the language will help them. Most people who took the survey indicated they could more readily grasp new material since they had previously learned related concepts. Although some may argue that the new material has no bearing on the old, others may point out that

they need to gain specialized vocabulary and background knowledge. Results show that most students pay close attention in class, with just a tiny percentage claiming they could not maintain this level of focus throughout the session.

- Compared to other areas, such as the arts, most respondents find English to be the most fascinating, and as a result, they have a strong interest in the English language. Most kids do not think twice about approaching their teachers with any questions or concerns, and they make quick efforts to learn and find solutions. Twelve students report that studying English is something they look forward to doing every day.
- Most students agree that the ideas covered in class are helpful for their learning shows that most students are interested in continuing their education in the English language. Given their plans, they are aware of the significance of English.
- When asked about choosing English classes for their children, most pupils said parents should play a significant part. After reviewing the comments, we may deduce that students believe that having a solid grasp of the English language is crucial for getting a career. Most students agree that knowing English is beneficial for future employment opportunities. Few students agree with this assertion, and even fewer disagree. Some students pick English as a major for social and personal reasons.

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Conclusion

The following conclusions were taken from the study's findings.

We found that the kids could not put their learning into their language. Throughout class, students pay close attention to the English lesson. They also try to review the lesson daily at home and finish their homework in English before playing. English class is a true joy for the students. The results showed that just half of the students could do more than understand the English classes and even fewer could connect their old and new knowledge.

Throughout English class, the vast majority of kids maintained focus. Similarly, students in English class spend much time in class and often bring up specific issues related to the subject while speaking with their teachers. Some pupils find that studying English could be more varied. If students need help understanding the material covered in their English classes, they should seek the assistance of their teachers. Even though some students struggled to grasp the material, most were engaged and eager to learn in English class.

Although they enjoy English classes, a few pupils are not interested in completing their English assignments. Despite students' belief that English proficiency will be highly beneficial for their future careers, most students pursue English courses because their parents and friends insist on it. Books and news written in English are popular with them. Additionally, it was determined that most pupils learn English from their instructors.

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