

Original Research Article

FACTORS AFFECTING THE SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS LEARNING ENGLISH LANGUAGE: A CASE OF TENDU CENTRAL SCHOOL UNDER SAMTSE DZONGKHAG

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ABSTRACT

This study investigated the factors affecting the attitudes of secondary school students towards learning English as a second language. The study employed a convergent mixed- methods research design guided by a pragmatic paradigm. The quantitative data consists of randomly administered questionnaires to 302 students from class IX to XII. The qualitative data was collected through focus group students and semi-structured interview teachers. The study employed simple descriptive and inferential statistical analysis for quantitative data and thematic analysis (Braun & Clark, 2018) for qualitative analysis. The findings indicated that secondary school students poses both positive and negative attitudes towards learning English as second language. The finding implies that the positive attitude towards English language enhances the language learning and the negative attitudes detriment the learning process. Further, the finding indicated that the educational factors such as the classroom environment and classroom teaching learning strategy are found to have influences on students' attitudes towards learning English. The finding also revealed that the authentic and appropriate text books, use of interesting and varieties of teaching learning materials by teachers affects the attitudes of students towards learning English. The home and community environment such as parental support and the opportunities to speak English in the community are also found to have impact on the students' attitudes towards learning English.

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The study recommends that the school and the teachers to create comfortable and conducive classroom environment and implement appropriate learning strategy and materials to enhance positive attitudes of students towards learning English as a second language. The study also recommends parents and the community to support and encourage the use of English so as to enhance students' positive attitudes toward learning English.

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Keywords: Attitude, Positive attitude, Negative attitude, Factors, Classroom environment, Strategy, Textbooks, Learning Materials, Home, Community, Peer impact

1.1 Background

English language is extremely important in a variety of fields around the world. English language is spoken, read and understood in most parts of the world and is known as the worldwide language (Getie, 2020). English language serves as a working language of international organizations and conferences, scientific publications, international, advertising for global brands, audio-visual cultural products such as films, TV, popular music, international tourism, tertiary (university) education, international safety, international law, technology transfer, and international communication (Ahmed, 2015). Therefore, English has a special position since it has become the international language of communication. Education is a powerful instrument for modifying a child's behaviour in accordance with the demands and expectations of society. The matter of learner's attitude is acknowledged as one of the most important factors that impacts the learning of English, and both negative and positive attitudes have a strong impact on the success of language learning (Gajalakshmi,

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2013). This indicates that if students have a positive attitude towards any subject in education, they can accomplish a lot in that field.

In Bhutan, the government not only decided to include English as a subject in the curriculum but also as the medium of instruction. English is the language of curricula as most subjects taught in school are taught in English (Thinly, 2013). Besides Dzongkha as a national language, English plays a pivotal role in government, corporations, private, education, business and in mass media.

Higher secondary school period is an important stage to the students to face lot of competition and it is a gateway for them to enter into higher studies. They are aware of the importance of English in the academic study as well as in their professional life in future. Therefore, this study intends to investigate the factors affecting secondary school students' attitude towards English in Samtse Dzongkhag.

1.2 Problem Statement

There are researches conducted regarding the attitude of students towards learning English. However, researcher could locate limited studies conducted on the factors affecting the attitudes towards English. For instance, Gajalakshmi (2013) conducted on this topic and found out that the significant factors that affects students' attitude towards learning English are gender, locality of the school, type of school, type of management and finally concluded that more classroom activities in the study of English enhance pupils' attitude to learn English. Although there are few studies done in other countries, the researcher could not locate any studies done by Bhutanese in Bhutan. Therefore, the study intends to investigate factors affecting the attitudes of Bhutanese secondary students towards learning English.

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The main focus of the present study is concerned with the investigation of the factors affecting students' attitudes towards learning English language among secondary school students. In English as the second language contexts, students who consider the learning of English as a positive and rewarding experience are less likely to suffer from foreign language anxiety (Getie, 2020). Therefore, one assumes that students of English language should have a positive attitude towards their English learning. Similarly, Ahmed (2015) asserts that there is a positive relation between learning outcomes and attitude towards learning a second language. He further states that students have positive or negative attitudes based on their values. According to him, if a student believes in the necessity of acquiring English language and acts on that belief, it demonstrates that the student loves language study and has a good attitude toward it. If a student, on the other hand, does not believe in the necessity of acquiring the English language and acts accordingly, it demonstrates that she or he does not value English language study and thus has a negative attitude toward it. Therefore, this research aims at investigating the factors affecting the attitude Bhutanese secondary school students towards learning English under Samtse Dzongkhag.

The only way to learn English in Bhutanese school is through formal instruction where the English language teachers are also Bhutanese and non- speakers of English. The opportunities to learn English through natural interaction with native speakers is rare for students who live in rural areas or in small towns. As a teacher, the researcher observed and always have had an argument that inability or failure in language learning in secondary school students can be due to lack of motivation and negative attitudes towards English language. Therefore, the researcher intended to conduct his research on secondary students of Tendu Central school under Samtse Dzongkhag as researcher believes that students from this district seem to have various attitude towards English and observed less achievement in learning English as a subject. Thus, the study intends to identify the factors affecting the attitudes of students towards learning English language.

1.3 Significance

Attitude has recently received a lot of attention from researchers in both first and second languages (Rukh, 2014). Similarly, it is widely accepted that an important predictor of success in a foreign language is students' attitude towards it and both positive and negative attitudes towards English has great impact on students learning (Ahmed, 2015; Gajalakshmi, 2013; Mustafa et al., 2015; Richards & Rodgers, 2014). Furthermore, learning English can be successful if the teacher correctly identifies the students' attitudes so that the teacher can construct a positive feeling that can counteract the negative feeling of the students (Gorja, 2016). Therefore, the study is significant as:

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- The study would identify the factors affecting the attitudes of secondary students towards learning English language.
- The study would provide in-dept understanding about the factors that influences students' attitude towards English learning process and their performance in English Language.
- The study would help to reverse or reduce declining attitudes toward English among secondary school students.

- The study would offer empirical data for policy makers and English language course designers in developing curriculum policy regarding teaching English in secondary students.
- The study would add on to the existing theoretical knowledge on the particular topic.
- The study would be a springboard for future researchers to replicate this study in other Dzongkhags.
- The study would encourage teachers to use diverse techniques to guide students enhance positive attitude towards learning English

1.4 Research Questions

Main Question: What are the factors affecting the attitude of secondary school students of Tendu Central School towards learning English?

1.4.1 Sub Questions

- (1) What is the secondary school students' attitude towards learning English language?
- (2) What are the possible factors that positively and negatively affect secondary school students' attitude towards learning English language?
- (3) To what extent does each identified factor exert an influence on students' attitude towards English language?
- (4) What are the secondary school teacher's perspectives concerning student's attitudes toward English at the secondary level?

1.5 LITERATURE REVIEW

The chapter reviewed relevant literatures related to attitude and the factors affecting the attitudes of students towards learning English as second language. This section presents the reviewed literatures on the concept of attitude, concept of attitude towards language, and language learning and attitude. Further, this section presents the literature review on the most influential factors influencing students' attitudes towards learning English as a second language such as personal or internal factors, educational factors and social factors.

1.5.2 The concept of attitude

Since attitude is the subject of the investigation in different specialist areas, there are different definitions of attitudes depending on the discipline. (Garret, 2010) found that attitude has both emotional, intellectual, and behavioural aspects, and defined attitude as the tendency to think, feel, and act in a particular direction, towards a particular person or an object. Similarly, the attitudes are individual's beliefs or opinions, feelings or emotions and tendency to adopt particular behaviors about a certain issue (Ahmed, 2015; Alzaidiyeen, 2017; Delic, 2020; Gajalakshmi, 2013; Getie, 2020). Further, attitude is a component of motivation, where the existence of motivation depends on three elements: effort, desire to attain and favorable attitudes (Delic, 2020). However, Wenden (1991), as cited in Getie (2020, p. 5) suggested a broad definition of the concept of attitude. He notes that the term attitudes have three components, namely cognitive, affective and behavioural. A cognitive component consists of the beliefs and ideas or opinions about the object. The affective component refers to the feelings and emotions one has towards an object, likes or dislikes, with or against. And the last component is the behavioural component, which relates to actions or behavioural intentions towards the object. Thus, in this study is the feelings and emotions one has towards an object, likes or dislikes, with or against towards English language.

1.5.3 Concept of attitude towards language

The attitude towards language is defined as the psychological structures that an individual has towards mother tongue or other languages (Denis, 2020; Getie, 2020). Further, they define attitudes towards foreign languages as a person's attitude towards a language other than their mother tongue, all learning contexts and processes related to that language, the speakers of that language and the culture in which this language is spoken. Similarly, Mustafa et al. (2015) states that attitude towards language represents a set of values that the student brings to the learning of a foreign language and this attitude is shaped by the successful results the student hopes for and the benefits he or she sees in language learning. Furthermore, (Ahmed, 2015) defines language attitudes as the attitudes that speakers of different languages or language varieties have towards the other languages or their own language. Thus, attitude towards language in this study is attitudes towards English as the second Language.

1.5.4 Language learning and attitude

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Attitude is seen as an important factor in learning English and academic success. Learning attitudes are thought to influence behaviours, inner mood, and thus learning (Delic, 2020; Gajalakshmi, 2013; Rukh, 2014). Further, it is evident that there is a link between language learning and students' attitudes towards learning English language (Getie, 2020). In education, student attitudes toward a subject are one of the major affective factors for success in the second language learning and academic success. Thus, both positive and negative attitudes have a great impact on students learning and their academic performance in English as the second language learning (Abidin et al., 2012; Gajalakshmi, 2013; Mustafa et al., 2015; Rukh, 2014). Therefore, attitudes can play a very crucial role in language learning as they appear to affect students' success or failure in learning. Furthermore, Abdelkader and Amine (2017) reports that a positive language attitude enables the learner to have a positive orientation when learning English. While, negative attitudes can hinder the student's learning process and thereby influence their future views, decisions and activities. Thus, learners with positive attitudes towards English language learning will increase student's motivation and will experience success in the language learning. Similarly, learners with negative attitudes will not experience success rather failure (Coşkun, & Taşgın, 2018; Delic, 2020; Getie, 2020; Mustafa et al., 2015). Further, they assert that learning occurs easily, when learners have a positive attitude towards the language and learning. This point is further examined and declared in (Abidin et al., 2012) that the achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. They further note that second language learners who had a positive attitude towards second language speakers and their culture were more successful than those who had a negative attitude. Similarly, the extent to which students continue to actively participate in the English language learning process is also determined by their attitudes, and therefore learners with a positive attitude towards English have an advantage over those with a negative attitude (Thang et al., 2011). They report that when people feel positive towards English language and the language users, they will be highly motivated and consequently more successful in acquiring the English language. They further claim that students who have negative attitudes towards English learning will lose interest towards learning since such attitudes produce an obstacle in the learning process and prevent them from obtaining new English language knowledge. Similarly, the idea is supported in (Mustafa et al., 2015) that the students with a negative attitude towards learning English are those who do not take the effort of speaking to acquire English and are likely to have less success in both English learning and academic achievement. This indicates that the positive attitudes facilitate the English language learning and the negative attitudes acts as a psychological barrier against it. Thus, above discussion confirms that the students' attitude toward English language can influence their language learning and academic performances.

1.5.5 Factors affecting students' attitudes towards learning English as the second language

A number of studies and reviews have been undertaken to explore the factors affecting the attitudes and have classified the factors that influence attitude of students towards English or foreign language learners, which in turn affect their language proficiency and academic performances, including personality factors, educational factors, social factors and others such as gender and age (Abidin et al., 2012; Abolfazli & Sadeghi, 2018; Ahmed, 2015; Alzaidiyeen, 2017; Delic, 2020; Gajalakshmi, 2013; Rahman et al., 2017; Thang et al., 2011). Correspondingly, Getie (2020) in his recent study done with mixed method on factors affecting attitudes of students towards learning English as the second language found out that teachers influence, personal attitude and parental influence do have influence in affecting students' motivation to learn a second language. Therefore, in this section, the literature review pays special attention to the most influential factors that influence the students' attitude towards learning English as the second language such as personal or internal factors, educational factors and social factors.

1.5.5.1 Learners' personality

Personality are the individual characteristics or traits that determine potential and common abilities and which are exclusively reserved for one individual. Richards and Rodgers (2014) define personality as those aspects of a person's behaviour, attitudes, beliefs, thoughts, actions, and feelings that are considered typical and characteristic of that person and recognized as such by that person and others. Probably the most prominent variable in the teaching situation and in language learning is the learner. Learner personality and internal factors such as learner's risk taking in learning, learner interest in the English language, self-confidence and learning anxiety are the most influential factors influencing students' attitudes towards learning English as the second language (Ahmed, 2015; Abidin et al., 2012; Getie, 2020; Richards & Rodgers, 2014; Thang et al., 2011). Further, Conteh (2002) reports that the characteristics of learners cover a whole range of personal and attitudinal aspects towards learning English. Similarly, Richards and Rodgers (2014) support that the characteristics that individual learners bring to language learning can also have an important influence on learning, including learning style preferences (e.g., whether a learner likes to study in groups or prefers to study alone); Affective factors such as shyness, fear, enthusiasm, and other emotions such as desire and interest in language learning can influence learners' willingness to learn and communicate. Similarly, Rahman et al. (2017) declared that besides, the learner's attitude and motivation, aspects such as personality especially relevant are self-confidence, risk-taking and anxiety are of significance in the language learning process that affects the learner's attitude towards it. Further, a good language learner is described as a learner who has acquired sufficient admission in the second language and has a low

affective filter to allow input to language acquisition (Krashen, 1988). Whereas, the poor language learner has neither the acquisition nor the learning as a result of attitudinal factors such as a lack of interest towards second language and its speakers, a lack of self-confidence, a high level of anxiety, and low aptitude or interest in language learning (Richards & Rodgers, 2014). Consequently, this indicates that the success or failure in learning English as the second language rely on our will and our efforts, which can be influenced by the way we think, act, or behave, all of which are in some way linked to individual personality factors.

One of the personality factors that affects attitude towards learning English is self-confidence. Self-confidence, I can do it principle is about the learner's belief in his or her ability to accomplish the task and self-confidence encourages the learner' intake, and will also result in having a low filter (Krashen, 1988). The point is supported in (Getie, 2020; Denis, 2020) that self-efficacy, self-esteem, risk taking and lack of anxiety are traits of self-confidence that also related to second or foreign language learning. Similarly, enhanced self- confidence tends to increase motivation, positive attitude, and also increases willingness to take learning risks (Zulfikar et al., 2019). However, language learning difficulties may particularly influence self-esteem negatively which in turn affects students' attitudes towards Learning English and their language success (Alsayed, 2013; Tejda Reyes, 2018). Therefore, individual self -confidence influence the second language learning and achievement.

Learner's risk-taking is another factor that influences the attitude towards learning English as the second language. A number of researchers (Ahmed, 2015; Delic, 2020; Gajalakshmi, 2013; Getie, 2020; Richards & Rodgers, 2014; Tejda Reyes, 2018) recognize the tendency to take risks and their relationship with achieving greater success in language learning. They state that when learners have a positive attitude towards a particular language task, they may be ready to become players in the language game, try to produce and interpret the language. In their discussion of risk taking, Richards and Rodgers (2014) point out that the direct opposite of risk behaviour manifests itself in sensitivity to rejection. Learners who are sensitive to rejection may avoid class because they fear rejection from classmates or teachers. All of this can lead students to have negative attitudes about the English language because they are less confident and fear rejection (Getie, 2020). In addition, Richards and Rodgers (2014) suggest that fear, embarrassment, reluctance to appear in front of others, and judgments by others increase in early adolescence and are likely to discourage risk-taking. As a result, these traits can lead to a high affective filter, such as negative attitudes, which also hinder progress in language learning and performance. This in turn leads to negative attitudes towards the target language and can affect their English proficiency.

Learning anxiety as an affective filter is also another influential personality factor that affects learner's attitude towards English language learning. There appears to be a consistent relationship among personality, anxiety, the learning situation and language proficiency. Negative feelings or attitudes include frustration, anger, anxiety, lack of self-confidence, and these affective factors may influence the learning event as well as how much language a learner can learn and achieve in a given time (Krashen, 1988). He notes that fear in target language classes is often related to listening and speaking, with difficulty speaking in class. Likewise, Coskun and Tasgin (2018) found that foreign language learners experience stress and anxiety and have difficulty concentrating on foreign language lessons, are quick to forget them and even fail to do homework. They also report that some students who are unsure whether they are using the right structures to express themselves, or cannot find the word they need to use, think they shouldn't say anything and prefer to be silent. Thus, they conclude that English teachers must create favorable conditions in the classroom through the use of techniques to reduce anxiety, negative feelings and stress about the language and its performance. Wedeman (2002) supports the idea, claiming that in order to become a professional, the language teacher should ultimately be able to design appropriate teaching and learning materials that incorporate less threatening and positive attitudes or feelings and create a more supportive environment, which the learner can create a positive attitude towards learning English as the second language. Hence, learning anxiety is the personal factors that influences the attitudes of secondary students towards learning English.

1.5.5.2 Educational factors

Although there are various educational factors that affects student's attitude, many studies discuss on educational factors such as school, teacher, teaching style, classroom environment, curriculum and learning materials that mostly affects the attitude of students towards English language learning (Ahmed, 2015; Abidin et al., 2012; Alzaidiyeen, 2017; Conteh, 2002; Delic, 2020; Gajalakshmi, 2013; Richards & Rodgers, 2014; Thang et al., 2011).

Aside from informal situations where the learner has the opportunity to learn and speak the English language in community, the school offers learners formal learning of the target language and thus, the factors that influence learner attitudes and the learning situation, are the general atmosphere of learning in school, the class dynamics, opportunities for interaction between students and students and student-teachers (Alsayed, 2013; Conteh, 2002; Richards & Rodgers, 2014; Tejda Reyes, 2018). The studies suggest that the learning situation or a learning environment the school, teachers and curriculum provide has an effect on the attitudes of the learners and their success towards learning English as a foreign language. According to Littlewood (2001), anxiety and anger may influence students' attitudes and motivations, especially, in the situation where the English language subject is compulsory. Furthermore, Getie (2020) indicates that in a country where English language is a compulsory subject, there is a link between attitudes of the learners and teachers'

authority, and learners' ability to participate in the classroom. Furthermore, there is another important feature that needs to be given emphasis in the teaching learning situation that is time. The number of hours available for learning and teaching the language will obviously influence the level of attainment (Denis, 2020; Littlewood, 2001; Thang et al., 2011). Consequently, the types of school determine English language learning and success.

According to Krashen's Theory (1988), the attitudes of the learners are not only the fundamental aspects of learning, but also the home support, opinions of the peer group, the attitudes at school and even that of society. Further, attitudes of students are mostly affected by the environment such as school, type of school rules, the way teachers interact and experiment, classroom environment as a place that nurtures appreciation for the unique abilities of each learner (Abdelkader, 2017). Comparably, Richards & Rodgers (2014) pairs the motivation factor with opportunity and points out that successful learning of the language in the school situation depends upon both motivation and attitudes with the range of opportunities for its use outside the classroom. The idea was supported in (Coskun & Tasgin, 2018) that language learning is easy when it is whole, real and relevant; when it makes sense and is functional; when it is encouraged in the context of its use; when the learner chooses to use it and when the learners are encouraged and offered ample opportunities to use both inside and outside the classroom and school. Furthermore, Getie (2020) puts forward the idea that good learning depends on aptitude, motivation and opportunities to include activities both within and outside the classroom which expose the learner to the English language and which afford them an opportunity to practice what they have learned by putting them in situations which demand the use of English. Additionally, Ahmed et al., (2021) states that the students with negative attitudes towards English indicates that students are not aware of the significance of the English language. Thus, to enhance positive attitude towards learning English it is teacher's responsibility to make aware on the importance of the English language. Therefore, to offer positive learning environment and situation, it is teachers' role to create a culturally enriching in-class environment based on student-centered strategies that could impact on pupils' proficiency more than teachers' teaching abilities and in-class attitude (Cocca&Cocca, 2019). Thus, attitude may not come out during school life and it is the duty of school and teachers to help students develop positive attitude towards English as the second language.

The learning situation created by school and teachers can play an important role in enhancing or undermining students' motivation in the learning process (Gardner, 2007). Also, without motivation, learners may not start the act of learning at all and for those who have started to learn, they may not be able to maintain their learning once experiencing hardship in the process (Vibulphul, 2016). Consequently, highly motivated learners have been found to have higher achievement in learning English as a second language than those with lower motivation (Ahmed, 2015; Abidin et al., 2012; Alzaidiyeen, 2017; Conteh, 2002; Delic, 2020; Gajalakshmi, 2013; Getie, 2020; Richards & Rodgers, 2014; Thang et al., 2011; Vibulphul, 2016). They further suggest that to enhance learners' motivation, teachers' behaviors and instructional practices play an important as teachers can promote or suppress students' natural curiosity in learning. Thus, the learning situation and environment created by school and teachers plays vital role in influencing students' attitude towards English learning.

One of the most important variables influencing learners' attitudes towards language learning is the teacher (Ahmed, 2015; Abidin et al., 2012; Gajalakshmi, 2013; Richards & Rodgers, 2014). Similarly, Alrabai and Moskovsky (2016) states that English teachers are in a strong position to influence the operation of the affective factors by consolidating learners' autonomy and self-esteem, reducing anxiety, promoting positive attitudes and enhancing learners' motivation. Positive feelings and experiences with the teacher, classmates, and materials can shape a positive attitude towards learning a second language (Getie, 2020; Richards & Rodgers, 2014; Vibulphol, 2016). They also state that a learner who has better interaction with their teacher may develop a positive attitude towards the target language than those who have less interaction. Furthermore, teacher's behaviour and his instructional practices impact the attitude of students towards learning (Abolfazli& Sadeghi, 2018; Vibulphol, 2016). Likewise, Richards & Rodgers (2014) found out that factors such as teacher personality, professional knowledge, enthusiasm, commitment, and professional skills in classroom management all have direct and multiple effects on learners' attitudes towards learning. In addition, Vibulphul (2016) reports that through the channels of teacher communication of beliefs, expectations and attitudes, students adopt similar beliefs, attitudes, and expectations with the teacher. The role of teacher's behaviour and attitudes in systematically inviting their learners to have better opportunities to develop positive attitudes towards language learning is recently discussed in (Abolfazli& Sadeghi, 2018; Delic, 2020). This indicates that the attitudes of the teacher and the student are related to the success of the learner in English language learning. Further, Getie (2020) state that teachers' attitudes towards the language and the learners and his ability of classroom situation are important variables that can affect the attitudes of learners as well as the quality and quantity of the learning which takes place and the linguistic outcomes for the learner. Similarly, Vibulphul (2016) asserts that other important thing that goes on with teachers in the teaching – learning situation is the attitudes of learners towards the classroom situation because learners who feel at ease in the classroom, and who like the teacher, may accept the teacher as a source of intake. Therefore, this indicates that teacher's instructional styles, behaviour, attitudes well as the environment nurtured by the instructor can affect attitudes toward the teacher and toward the English the subject.

Classroom situation is another educational factor that affects attitudes of students towards English learning. Positive attitudes towards the classroom situation and the teacher may result in self-confidence and integrative motivation, thereby enhancing English language acquisition or learning (Vibulphul, 2016). Similarly, Conteh (2002) states that the learning

conditions have an impact on the learning experience. According to him, these conditions are the physical conditions of the classroom and the pedagogical strategies of the teacher such as clear teaching goals, well-designed materials, clear and concise transmission of new information. Furthermore, the classroom condition and spatial arrangement of the class and the number of learners can also influence the attitudes of the learners and the learning situation (Denis, 2020; Getie, 2020; Littlewood, 2001). Therefore, the teaching situation and the pedagogy of the teachers influence the attitudes of the learners towards learning English as the second language.

Another pedagogical factor influencing learner attitudes and learning English as the second language is the various resources the teacher can use in the classroom. The presence or absence of resources such as textbooks, workbooks, writing paper, pens / pencils, chalk, blackboard, murals, tapes, tape recorders, television, radio, reading materials and a library all influence learner attitudes and learning (Cocca&Cocca, 2019; Getie, 2020; Littlewood, 2001). In addition, Gardner (2007) found that the characteristics of an English course, regardless of the skills and empathy of the teacher, can influence individual attitudes towards learning and the development of English as the second language. Equally, Cocca and Cocca (2019) confirmed that it is important to have adequate curriculum planning and the creation of attractive activities in relation to the teaching ability of teachers or their emotional connection with students. He further suggests that the learning materials should take into account the different affective attitudes of the learners and the authentic learning materials would improve the attitudes of the students and the learning situation. Similarly, the affective strategy that needs to be taken into account is the use of materials that stimulate learners' interest, in order to increase motivation and positive attitude in the learning of English language (Alrabai&Moskovsky, 2016). Correspondingly, Getie (2020) confirmed that developing materials in a second language with learners' needs can arouse learners' intrinsic interest in communicative ability so that they have their desire for successful performance in English language. This indicates that it is important to develop stimulating and authentic learning materials as lack of such materials or resources develops negative attitudes towards learning English as the second language.

1.5.5.3 Social factors

The various social factors that influence students' attitude towards language learning the most are parents, peers and community (Abolfazli& Sadeghi, 2018; Delic, 2020; Gardner, 2007). Getie (2020) indicates that while the language learning is individual, it takes place in society, and though social factors may not have direct influences, they have strong and traceable effects on the attitudes and motivation of the learners.

Learner's parents are one of the factors influencing learners in terms of English language and learning. One of the factors to consider in the social context are the various parenting factors such as education, religion, culture, socio-economic status, place of birth and knowledge of the target language (Abolfazli& Sadeghi, 2018; Ahmed, 2013; Denis, 2020; Abidin et al., 2012; Alzaidiyeen, 2017; Richards & Rodgers, 2014; Thang et al., 2011; Vibulphul, 2016). They found that learners' attitudes mirrored their parents' attitudes towards the target language and it becomes clear that the learners adopt the parent's attitude towards the target language, which in turn has an impact on the learners' learning success. Hence, parents have an especial and strong influence on their children's attitudes. Similarly, Cocca and Cocca (2019) found that the more the parents use the foreign language at home, the higher the students' mean score will be. Thus, one reason the students reach in the higher levels of attainment in English language is that they have home environments that are favourable to this, either because the students are better motivated to learn or because they have better opportunities to learn. Furthermore, those parents who have high level of involvement in learning and have positive attitude toward their children's English language programs made their children's higher level of achievement in the language learning (Hosseinpour et al., 2015). Thus, parents are one of the influential factors that affects the attitudes of students towards English as the second language learning.

The learner's peer has a remarkable influence on their attitudes towards learning as the second language. Although some studies argue that the influence of friends and peers on students' attitudes towards language learning is less important than is often assumed, there is evidence from many studies (Denis, 2020; Drnyei, 2001; Gajalakshmi, 2013; Mustafa et al., 2015; Rukh, 2014) on the contrary. In addition, in his study of attitudes to language learning: A comparative study of peer influences, Bardram (2006) found that the perception and experience of peer attitudes towards school, education, foreign language learning in general, or learning a particular language have a significant impact on language learning, orientation, attitudes and motivation of the individual. Furthermore, Getie (2020, p. 13) confirmed that a single peer can shape attitudes and behaviour more than his or her parents. They may have a lot of experience in role-taking and role-playing with their peer groups and developing common interests. Hence, they may have similar interests, feelings, or attitudes, with certain individual differences.

Another social factor that affects students' attitudes towards English as the second language is the community in which they live (Jaliyya&Idrus, 2017). They assert that the social context plays a crucial role in developing learners' attitudes towards the target language. The context determines the social conditions of the language learning situation (formal and informal) and the various possibilities of language learning. Formal situations are the establishment of various educational institutions in society for language learning, while informal situations reflect the potential opportunities in society to come into connection with the target language (Bartram, 2006; Gardner, 2007; Gajalakshmi, 2013; Thang et al., 2011). Their findings suggest that in circumstances where learners have more chances to communicate with the speakers of the target

language, the learning outcome is more favourable. Interestingly, Getie (2020) asserts that the success in learning second or foreign language depends upon the social relation among the first and second language communities. He confirms that the success in learning second or foreign language is determined by conditions such as; motivated students who realize the necessity to learn the target language, the target language speakers who support the second language learners and frequent social contact between target language speakers and learners. Therefore, the community in which the learner lives can influence attitudes and motivation towards language learning.

2. METHODOLOGY

Methodology is one of the important components of any research study. Methodology is the specific procedures or techniques used to identify, select, process, and analyses information about a topic. Methodology offers the theoretical underpinning for understanding which method, set of methods or best practices which can be applied to specific case (Creswell & Creswell, 2018). Furthermore, it is the science of learning, carrying out research, and the process by which the researcher examines, identifies, explores, and predicts phenomena (Rajasekar, 2013). Therefore, under methodology, the chapter discusses research paradigm, research design, sampling approach, data collection tools and procedure, data analysis methods, validity and reliability of research and ethical consideration.

2.1 Research Paradigm

The paradigm or philosophical worldview is important to guide the research process. The paradigm or worldviews is a general philosophical orientation about the world and the nature of research that a researcher brings to a study (Creswell & Creswell, 2018). They state that the types of beliefs held by individual researcher will lead to embracing a strong approach in their research. In addition, Mackenzie and Knipe (2006) contended that the paradigm choice determines the research's purpose, encouragement, and perceptions. After further reading and examination, the research design and method used in this study to collect, evaluate, and interpret the data were best suited to pragmatic paradigm. Therefore, the study adopted pragmatic worldview.

Pragmatism is a philosophical underpinning for mixed methods studies and it is a worldview that arises out of actions, situations and consequences that is concern with applications and solutions to the problems (Creswell & Creswell, 2018). Further, pragmatism constitutes the fundamental conceptual basis for research into mixed methods and offers the ability to investigate abstract concepts (Teddlie & Tashakkori, 2003). Given the intent of the study, which is to find out factors affecting the attitudes of students towards language learning, the most appropriate means to get insight within pragmatic context is through the use of mixed- methods of convergent parallel design. Thus, this study is guided by the pragmatic world view because the study engages the convergent mixed method design to identify the factors affecting the attitudes of students towards learning English as the second language.

2.2 Research Approach

The study employed the mixed-method approach consisting of qualitative and quantitative research approaches. Mixed methods research is an investigative approach in which both quantitative and qualitative data are collected, the two forms of data are integrated, and different designs are used that can contain philosophical assumptions and theoretical frameworks (Creswell & Creswell, 2018). The rationale for mixing both types of data is that neither quantitative nor qualitative methods are sufficient by themselves to capture the trends and details of situations, such as the complex issue of various factors affecting the student's attitude towards English as the second language (Getie, 2020). Further, Creswell and Creswell (2018) suggest that the researcher should not rely on single source in collecting data rather they use multiple sources such as interviews, observations, documents and audio-visual information. They further affirm that the integration of qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone. Therefore, the study used mixed - method approach in studying factors affecting the attitudes of students towards English as the second language.

2.3 Research Design

A research design relates to decisions on what, where, how, and by what means an investigation or research study entails (Kothari, 2004). It is a general plan for the research piece that includes policy, a conceptual framework, who or what is to be examined, and the methods and procedures to collect data (Punch, 2014). Therefore, since this study employed mixed method approach, the study employed the convergent parallel mixed-methods design. The Convergent parallel mixed-methods is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell & Creswell, 2018). In convergent parallel mixed-methods design, the researcher conducts the quantitative and qualitative elements of the research process

simultaneously, weighs the methods equally, analyses each separately, and interprets the result together (Creswell & Pablo-Clark, 2011). Hence, the study employed the convergent parallel mixed method strategies by designing questionnaires as the main data-gathering instrument and interview for focus group discussion and English teachers as supplementary data-gathering instruments. The convergent mixed method is found feasible as the qualitative and quantitative data can be collected and analysed during a same time frame (Creswell & Creswell, (2018). Therefore, this convergent parallel mixed- methods design was chosen for the study as the researcher aspire to collect both the quantitative and qualitative data roughly at the same time.

2.4 Population description

A population is the entire group that you want to draw conclusions about (Creswell & Creswell, 2018). The population for this study is the secondary school students and secondary English teachers of Tendu Central School, under Samtse Dzongkhag. The study was conducted in this school because the researcher believes that students from this area seem to have various attitude towards English and observed less achievement in learning English as a subject. Furthermore, no research has been done on students' English problems in this area.

2.5 Sample description

A sample is the specific group that you will collect data from where the size of the sample is always less than the total size of the population (Creswell & Creswell, 2018). The study samples in this study are secondary students of class ten to twelve and the secondary English teachers of Tendu Central School under Samtse Dzongkhag. The researcher took 302 students from class nine to twelve from the target population for the subjects as the participants for the quantitative data as the respondents for survey questionnaire. In addition, six English teachers of class ten to twelve were chosen as subjects of study for semi-structured interview. Similarly, 6 students from class ten to twelve were chosen as a focus group participant.

2.6 Sampling technique

Sampling is a technique of selecting individual members or a subset of the population in order to draw statistical conclusions and estimate characteristics of the entire population (Creswell & Creswell, 2018). This study used a simple random sampling technique to select the sample students for the questionnaire. It is a reliable method of obtaining information where every single member of a population is chosen randomly that helps in saving time and resources (Creswell & Creswell, 2018). Furthermore, if the objective of the study is to generalise the quantitative and qualitative findings to the population from which the sample was drawn (i.e., make inferences), then the researcher should attempt to select a random sampling technique (Onwuegbuzie & Collins, 2007). On the other hand, the researcher used purposive sampling to select respondents for focus group and teacher interviews. Getie (2020) recognizes that in the purposive sampling, the units are selected based on their own knowledge and the opinion of the researchers, which in their opinion are suitable for the topic. Thus, the researcher used a purposive sampling technique to select respondents for the focus group discussion and the interview. The secondary English teachers were selected purposefully with the help of Academic head and HOD (head of department) as the participants for the interview. Likewise, the participants for the focus group discussion were also selected with the support from English teachers as researcher intended to have participants consisting of two members each from each class with mixed gender.

2.7 Datta Collection Tools and Procedures

2.7.1 Questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. It is the research instrument that allows the researcher to generate data specific to their own research and offers insights that might otherwise be unavailable (Creswell & Creswell, 2018). Therefore, a survey questionnaire was used for gathering quantitative data. Quad (2016) acclaims that administering a questionnaire helps the researcher produce data unique to their research and provides insights that would otherwise be inaccessible. This study used this instrument to gather relevant data from a large number of subjects to identify factors affecting students' attitudes towards learning English as the second language and to collect valuable information for the study. The 5-point Likert-type scale (strongly agree, agree, not sure, disagree and strongly disagree) (see Appendix A) was used in the questionnaire. The questionnaire consisted of 34 items intended to gather the participants opinions on the factors affecting the secondary students' attitude towards learning English a second language. Concerning the distribution of the questionnaire, good cooperation was requested from the school administrator, English teachers and secondary students.

The questionnaires were distributed to the randomly selected respondents and the researcher himself administered the questionnaires. The study collected quantitative data from 302 students from class IX to XII.

2.7.2 Interview for teachers

Interview is a tool that is usually used in collecting qualitative data as it enables researchers to acquire deeper understanding of the particular idea. An interview is a conversation for gathering information which involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions (Easwaramoorthy&Zarinpoush, 2006). Further, the interviews involve unstructured or semi-structured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (Creswell & Creswell, 2018). In addition, they suggest that interviews are used to explore the meanings of core concepts in their subjects' worlds, and it can be helpful to follow up with individual respondents after questionnaires have been completed.

In this study, the semi-structured interview (see Appendix B) was employed as a primary method for the data collection. Semi-structured interview allows interviewer to be in control and be flexible, imparts in-depth feelings, which preferably determines the time to explore and extend interviewee's response; enables to shift from fixed content and alters the phrase of the questions, allows negotiation, discussion and elaboration of interviewee's responses (Harrell & Bradley, 2009). Further, they suggest that semi-structured interview helps to avoid prolonged interview. Thus, semi-structured interview was used to examine the factors affecting the attitudes of secondary school students towards English as second language learning and achievement. The interview was carried out one-on-one with six secondary English teachers to get detail and in-depth data on the topic. Each interview lasted approximately 25-30 minutes and was recorded using (mobile otter app) with prior permission from the participants.

2.7.3 Focus group discussion

A focus group discussion is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas where by participants are free to talk with other group members. It generally involves group interviewing in which a small group led by a moderator (interviewer) in a loosely structured discussion of various topics of interest (Creswell & Creswell, 2018). Similarly, Getie (2020) indicate that focus group discussion produces valuable data and insights with the interaction of a group setting—listening to others, verbalized experiences, stimulated memories, ideas, beliefs, opinion and attitudes regarding something. Furthermore, Steward et al. (2007) supports that focus group discussion offers rich and comprehensive data about people's opinions, emotions, feelings and experiences. Therefore, this study used focus group discussion to collect comprehensive data as it enables participants to explore the subject more deeply. According to Liamputtong (2013), a focus group interview includes a group of 6-10 people from similar social and cultural backgrounds. Therefore, this study selected six participants consisting of two each from class ten to twelve using purposive sampling with the cooperation of English teachers.

2.8 Data Analysis

Data analysis in mixed-method design requires the collection of both quantitative and qualitative data, and all data obtained are analyzed using the required analysis method (Creswell & Clark, 2007). The quantitative data were edited, cleaned, coded and entered in the statistical packages for Social Science (IBM SPSS Version 22.0) for statistical analysis. The statistically analyzed data were interpreted using descriptive statistics such as mean, standard deviation and correlation. To interpret the mean scores gathered from the quantitative data, the design was adapted from Brown (2010) as shown below in table1.

Table1. Interpretation of mean scores with reference to Brown Model

Likert Scale	Mean values	Level of Opinion
1	4.51-5.00	Strongly Agree
2	3.51-4.50	Agree
3	2.51- 3.50	Neutral
4	1.51-2.50	Disagree

Adapted from Brown (2010)

Similarly, the raw data collected through semi-structured interviews and focus group discussion were organized, transcribed, coded and classified into different themes after transcription in order to be interpreted and narrated for the qualitative portion of the data. The teacher participant of the interview is represented by code such as Tr1, Tr2, Tr3, Tr4, Tr5 and Tr6 for semi-structured interview and FGD S1, FGD S 2, FGD S 3, FGD S 4, FGD S 5 and FGD S 6 for focus group discussion student participants. The study used thematic analysis guided by the six steps (Braun & Clark, 2018). Thus, qualitative data was analyzed thematically and quantitative with IBM SPSS statistics Version 22.0.

2.10 Reliability and Validity

Reliability and validity are concepts for evaluating research quality. They indicate how well a method, technique or test measure something. Reliability is about the consistency of a measure and validity is about the accuracy of a measure (Creswell & Creswell, 2018). Further, validity is the strengths of qualitative study based on determining findings, whether they are accurate from the standpoint of the researcher, the participant, and the readers (Creswell & Miller, 2000). In order to ensure reliability and validity, this study incorporated various strategies such as triangulation, pilot test and member checks.

2.10.1 Triangulation

Triangulation is the act of combining or use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection (Kelle et al., 2019). Similarly, triangulation is a technique in qualitative research which compares multiple data sources or multiple collection methods (Patton, 2005). Therefore, the triangulation was done by using both qualitative and quantitative method to investigate the factors affecting the attitudes of students towards English Learning. Further, the data triangulation was done as the study collected various data from different type of samples such as students, focused group and English teachers by using data collection tools such as questionnaire, semi structure interview and focus group discussion.

2.10.2 Pilot test

Pilot testing is a rehearsal of your research study, allowing you to test your research approach with a small number of test participants before you conduct your main study (Creswell & Creswell, 2018).The pilot test was done to evaluate the validity of questionnaires to make necessary changes in actual study and to evaluate the feasibility of the proposed study, to estimate costs and necessary sample size of the study. The reliability of the questionnaire used in the study was checked with the use of Cronbach's Alpha. The generally acceptable value for Cronbach's Alpha is 0.70 (Srinivasan & Lohith, 2017; Taber, 2018). The Cronbach's Alpha value of my questionnaire for this study was 0.896. Therefore, the questionnaire used in the study is valid and reliable. In addition, pilot test for the interview questions was done with five secondary English teachers and necessary addition and changes were made to make the question reliable and valid.

2.10.3 Member check

The study also used member checking to maintain the validity. During membership check, the interviewees are provided with a brief summary and interpretation of each interview in order to obtain his or her opinion on its plausibility (Merriam, 2002). It is a technique of examining the credibility of results by returning data or results to participants to check the accuracy and resonance with their experiences (Creswell & Creswell, 2018). Thus, the member checking was done with each interviewee to confirm the basic ideas that derived in the transcription as a validation of the respondents to ensure the accuracy of the data collected.

3. RESULTS

This chapter presents the findings of the quantitative and qualitative data. The finding consists of six themes: attitudes towards learning English, factors affecting secondary students' attitude towards English as a second language such as classroom environment, teaching and learning process, home and community, and peers' impact. The quantitative data was gathered from 302 secondary school students and the qualitative data from one-on-one semi-structured interview with six teachers and a focus group interview with students consisting of six members. Participants' quotes from the

interview data are used to support the discussion without correcting any syntactical errors in the quotes to avoid misinterpretation. The findings with the evidences from the data is elucidated in the following section.

3.1 Attitudes towards learning English

The analysis of both quantitative and qualitative data revealed that secondary students have positive attitudes towards learning English as a second language. However, it is evident from the data that there are also certain groups of students who have negative attitudes towards learning English. The mean and standard deviation of items for the attitudes towards learning English as a second language is provided in Table 2.

Table 2

Attitudes towards English as a second language

Items	Mean	Standard Deviation	Level of opinion
I think English is the most interesting subject that we have in school.	4.4735	.67536	Strongly Agree
I like to learn English because I want to live abroad.	3.9702	1.04187	Agree
I feel I am a competent English language user.	3.4603	.82531	Not sure
I like to learn English because it is one way to get a good job.	4.3642	.85480	Agree
I like to learn English because I see value of English in my life outside the classroom.	4.3510	.76639	Agree
I like to learn English because I want to pass in Bhutan Higher Secondary School Examinations	3.9934	1.03106	Agree
I believe that I can do the English examination very well.	3.7881	.78701	Agree
I am free from any frustration whenever I speak English in the classroom.	3.1391	1.06306	Not sure
I do not like to learn English because it is not my favorite subject.	4.2185	.96376	Agree
I dislike English because I feel tense and anxious in using English	4.2185	.86952	Agree
I wish that no subjects in schools were taught in English.	4.4305	.96455	Agree
Overall Mean	4.0726	.43918	Agree

As evident in the Table 2, many participants revealed that they like to learn English as it is interesting subject, nearly all of them *Strongly Agreeing* (M=4.4735; SD=0.67536). Similarly, the mean and standard deviation for the items "I like to learn English as I see the value of the English in life" and "I like to learn English to get better job" is (M=4.3642; SD=.85480) and (M=4.3510; SD= 0.76639). This shows that most students agree with statements indicating the positive attitudes towards learning English.

However, the mean and standard deviation for the items “I do not like to learn English because it is not my favorite subject” and “I dislike English because I feel tense and anxious in using English” is (M= 4.2185; SD= .96376) and (M= 4.2185; SD= .86952) respectively. The data shows that there are also many students agreeing with statements indicating the negative attitude towards English learning. Therefore, the survey data revealed that the secondary students have both positive and negative attitudes towards learning English.

Further, in the semi-structured interview, the common observation made by English teachers on their students' attitude towards English learning is that they observed both positive and negative attitudes towards learning English as a second language. For instance, almost all the teacher participants in the interview reported that they have observed students are less interested in learning English and they prefer speaking Dzongkha over English as they are incompetent in using English Language (Tr 2, Tr 3, Tr 5, Tr 6). Many secondary teachers think that the secondary students are not competent in using English as they are observed making errors in pronunciation, spelling, grammar and are not able to speak English fluently (Tr 1, Tr 2, Tr 5, Tr 6). Moreover, lack of basic knowledge from the lower classes, lack of reading habits and the lack of practice speaking English are the common reasons emerged when asked for the reasons for the incompetency in English using (Tr 2, Tr 3, Tr 5). They also added that influence of mother tongue, lack of exposure to English speaking environment and lack of confidence in speaking English are other factors that causes them to lack interest towards learning English. For example, Tr 2 stated, “Lack of reading habit, lack of confidence and influence of their mother tongue causes them to become less fluent English users and thus, lack of interest towards learning English as a second language.”

Conversely, there are also few who have observed the positive attitudes from students towards learning English. For example, Tr 4 stated, “Students do take interest in learning English and found positive attitudes towards learning as they seem to enjoy learning.” This indicates that they have positive attitude towards learning English.

Similarly, few students in the FGD responded that they love to learn English as it is globally spoken language. For example, FGD S1 stated, “I do enjoy learning English because it is worldwide language and its more convenient to travel abroad. Moreover, our subjects are all in English. And ever since I drive to school, I find English interesting.” In addition, FGD S2 added:

I enjoy learning English because it is the one subject in which is used as a medium to all other subjects. And it allows us to communicate effectively to all the people around the world. And it also led me boost my learning ability and competency globally at large.

Thus, quantitative and qualitative data reveal students poses both positive and negative attitudes towards learning English as a second language.

3.2 Classroom Environment

One of the factors affecting the attitudes of students towards learning English as a second language emerged from analyzed quantitative and qualitative data is the classroom environment. Classroom environment in the context refers to both physical space and the psychological atmosphere that affects students' attitude towards learning English. The mean and standard deviation for the classroom environment is provided in Table 3.

Table 3

Classroom environment

Item	Mean	Standard Deviation	Level of opinion
I like to learn English because the class room environments are interesting to me	3.8311	.97201	Agree
I prefer to attend English classes because the way we are taught is very interesting.	4.0132	.96094	Agree
I dislike learning English because the class room environment is not conducive.	3.8543	1.04323	Agree
Overall Mean	3.8996	.71103	Agree

The finding in above Table, 3, indicates that the classroom environment plays a significant role in secondary students' attitude towards learning English. The students rated agree for all the items (M=3.8996; SD=0.71103). The survey data revealed that the classroom environment have impact on the secondary students' attitude towards learning English. For instance, almost all participants agreed with the mean and standard deviation for the items “I like to learn English because

the class room environments are interesting to me” and “I prefer to attend English classes because the way we are taught is very interesting” is (M= 3.8311; SD= 0.97201) and (M= 4.0132; SD= 0.96094). This shows that students show positive attitude and shows interest towards learning English if the classroom environment is conducive. Similarly, students rated agree (M= 3.8543; SD= 1.04323) for item “I dislike learning English because the class room environment is not conducive”. This indicates that students show less interest and have negative attitude towards learning English if the classroom environment is not conducive.

The correlation between the attitude of students towards learning English and the classroom environment was found to be significant and have moderately positive correlation ($r= 0.381$, $p<0.01$) as indicated in the Table4.. This indicates that the attitudes of students towards learning English is influenced by the classroom environment.

Table 4.

Correlation between attitudes towards English and classroom environment

		Attitude	Classroom Environment
Attitude	Pearson Correlation	1	.381**
	Sig. (2-tailed)		.000
	N	302	302
Classroom Environment	Pearson Correlation	.381**	1
	Sig. (2-tailed)	.000	
	N	302	302

Similarly, the teacher participants in the semi-structured interview pointed out that students show interest in the English classes when the classroom is made comfortable and conducive by bringing interesting content and the topic which are easier for them to understand the lesson (Tr 1, Tr 2, Tr 6). For instance, Tr 6 said, “They show interest when the classroom environment is conducive and when they are motivated and encouraged to speak in English.”

Further, they added that students show less interest in learning difficult texts, when they don’t understand the teaching and when they are not able to connect (Tr 1, Tr 3, Tr 5). The data reveals that students show interest towards learning English if the classroom environment is conducive and if the content and the topic in the classroom are interesting. Thus, the findings suggest that the learning situation or the classroom environment has an effect on the attitudes of the learners and their success towards learning English as a foreign language.

3.3 Classroom teaching and learning strategies

In this context, classroom teaching and learning strategies refer to a variety of approaches that teachers use in the classroom to improve students' attitudes towards learning English as a second language. The data shows that teaching and learning strategies that teachers use in the classroom affect students' attitudes towards learning English. Table 5 shows the mean and standard deviation of items on classroom teaching and learning strategies.

Table 5

Classroom teaching and learning strategies

Items	Mean	Standard Deviation	Level of opinion
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I am interested in our English teacher's method of teaching.	3.7748	1.08553	Agree
Our English teacher uses good examples and illustrations while he/she teaches.	4.0596	.91667	Agree
Our English teacher encourages us to speak in English.	4.4503	.74876	Agree
Our English teacher uses clear instruction during any English activity.	4.1589	.85175	Agree
Our English teacher's teaching is not interesting.	3.2583	1.09340	Agree
Overall Mean	3.9404	.57259	Agree

As shown in Table 5, the overall mean and standard deviation ($M=3.9404$, $SD=0.57259$) for the classroom teaching and learning strategies items fall into the "Agree" category. This indicates that the teaching and learning approaches used by the teacher in the classroom is one of the factors influencing students' attitudes towards learning English as a second language. For example, participants agreed with the mean and standard deviation for the items "I am interested in our English teacher's teaching method" and "Our English teacher uses clear instructions during each English activity" ($M=3.7748$; $SD=1.08553$) and ($M=4.1589$; $SD=0.74876$). This indicates that students show interest in learning English when the teacher uses interesting teaching and learning strategies in the classroom, indicating a positive attitude towards learning when the teaching and learning strategies are interesting. On the other hand, participants also agreed with the items "our English teachers' teaching is not interesting" with the mean and standard deviation ($M=3.2583$; $SD=1.09340$). This shows that when teachers' teaching and learning strategies are monotonous, students dislike learning English and have negative attitudes towards learning English.

Furthermore, correlation between the attitude of students towards learning English and the classroom teaching and learning strategies was found to be significant and have moderately positive correlation ($r=0.320$, $p<0.01$) as indicated in the Table 6. Thus, the data suggests that the teaching and learning strategies used by teachers in the classroom are one of the influential factors affecting students' attitudes towards learning English as a second language.

Table 6

Correlation between the attitude and classroom teaching and learning strategies

		Attitude	Classroom Teaching and Learning Strategies
Attitude	Pearson Correlation	1	.320**
	Sig. (2-tailed)		.000
	N	302	302
Classroom Teaching and Learning Strategies	Pearson Correlation	.320**	1
	Sig. (2-tailed)	.000	
	N	302	302

** Correlation is significant at the 0.01 level (2-tailed)

Similarly, all teacher participants in the interview agreed that considering the interest of students while using teaching learning strategies and using diverse and appropriate teaching learning strategies as per the interest of students are the key components to enhance students' interest towards learning English as a second language. For example, Tr 6 stated: We tried to use diverse strategies as per the interest of students or we choose the pedagogy to suit their interest to garner their learning interest towards English learning. But again, we have to think about the facilities that are available for us but if it is within our doing then we definitely use various strategies to enhance their interest towards learning English. So, I think strategies or pedagogies that we choose for the particular class is influencing their interest towards learning English as a second language.

Further, they also said that students show interest towards learning English when teachers limit the use of old methods and uses new 21st century pedagogy by using technologies such as smart television, visual videos, projectors and power point presentations in the classroom (Tr 1, Tr 2, Tr 4, Tr 5, Tr 6). The point is supported by Tr 2:

Definitely, now a day is the 21st century and we have to follow 21st century pedagogy. Sometimes, you go with videos, visual where they can observe, they can hear and see. So, when we have different kinds of strategies, they show certain kinds of interest towards learning English. Moreover, they participate in the class.

Furthermore, Tr 4 stated:

When I was teaching Shakespeare, if you teach Shakespeare from the text book, it is a hardcore. But if you go with power point presentation and add some videos, dramatic scenes, definitely student will be learned and maybe they will learn more and then explore more and may be learn themselves a lot".

Similarly, participants in the focus group discussion expressed that they are motivated to learn English when the teacher brings different classroom learning strategies and activities into the classroom. For example, FGD S6 shared:

I would say that English actually is getting boring when just dealing with the lecture. Therefore, actually the English should not be boring just lecture. But some of our teachers use different strategies, not too modern, not too traditional, but they use a kind of average kind of strategy, which is interesting, like asking questions. This can be the best strategy where there will be strange participation. We would love to learn with watching videos and drama as it is hard to comprehend the text such as Merchant of Venice. So, we like to learn English when our English teachers are using some kinds of interesting materials and activities in the class to teach.

The analysis of the quantitative and qualitative data indicates that using appropriate with classroom teaching learning strategy according to interest, need and context are the common factors that influence students' attitudes towards learning English as it inspires curiosity and interest in learning English.

3.4 Teaching learning resources

Teaching learning resources in this context refers to the presence or absence of resources such as stimulating and appropriate textbooks, teachers' use of interesting and authentic teaching materials, and the availability of facilities such as reading materials which affect learners' attitudes towards learning English. Table 7 shows the mean and standard deviation of items related to teaching learning resources such as textbooks and their impact on students' attitudes towards learning English.

Table 7

Teaching learning resources

Items	Mean	Standard Deviation	Level of opinion
The passages in our English textbooks are interesting to me.	3.8974	.92908	Agree
The words in the passages of our English textbooks are easy enough to be understood	3.4570	1.04538	Agree
The passages in our English textbook are not clear for me.	3.6225	1.09509	Agree
Overall Mean	3.6589	.74927	Agree

In the survey, participants agreed on the items "The passages in our English textbooks are interesting to me" and "The words in the passages of our English textbooks are easy enough to be understood" with the mean and standard deviation ($M= 3.8974$; $SD= .92908$) and ($M= 3.4570$; $SD=1.04538$) respectively. This shows that students enjoy learning English when the content and topic of the text books are interesting and easy for them to understand. On the other hand, students agreed with the statements, "The passages in our English textbook are not clear for me" with mean and standard deviation ($M= 3.6225$; $SD= 1.09509$). This shows that they do not like learning English when the content and topics in the textbooks are difficult for them to understand, indicating a negative attitude towards learning English. The survey data with overall mean and standard deviation ($M=3.6589$; $SD=0.74927$) graded in "Agree" category indicates that students have a positive attitude when the teaching resources, such as textbooks, are interesting and easy to understand for them. Therefore, the quantitative data indicates that an appropriate curriculum with authentic and appropriate textbooks plays a crucial role in influencing the attitudes of secondary school students towards learning English as a second language.

In addition, many teacher participants in the interview believes that students show less interest towards learning English as many students face difficulties in understanding the text on their own and they are not able to understand the text without teachers' explanation (Tr 1, Tr 2, Tr 3, Tr 4). For example, Tr 3 said:

I have observed that students show interest and understands the seen text such as short stories and essay than unseen text such as poetry and the drama. So, they seem to show interest towards learning English when the texts are interesting and when they understand the text.

Further, they also added that students do not show interest to the content which are unfamiliar and not to the context (Tr 2, Tr 3, Tr 4). For example, Tr 3 stated:

I believe the content is like unfamiliar in places like they know, because we are far from the city and sometimes students are not familiar with those English terms. They are not familiar with English names, English cities and thus, they are not interested. So that's my opinion".

Similarly, Tr 5 expressed:

So, this could be one of the obstacles where like students are not interested in English as some of the contents are not in the context. Otherwise, they can because the level of the English textbook prescribed are as per their level, like it's quite comfortable for them.

Furthermore, Tr 6 concluded:

The students show interest in the English classes if the content and the topic in the text are interesting and easier for them to understand and students show less interest in learning difficult texts, when they don't understand the text.

In addition, student participants in the focus group discussion also revealed that they get motivated to learn English when their teacher brings in interesting and varieties of teaching learning materials in the classroom. For instance, FGD S6 stated: "Students get inspired and motivated when they are taught by their favorite teacher and love learning when the teacher brings different materials and activities."

Furthermore, they also added that they become motivated and enjoy learning English when they are provided with available facilities such as reading materials, library facilities and technologies such as television. For example, FGD S5 stated:

For me what hinders me in learning is the lack of resources from the school. Since I have known myself, I have learned English through reading books, and watching movies. But here in school, we have lack of time, and there are few books. There are only a few books here. In my previous school, there usually would be lots of books like different types of authors. And here I can't watch Hollywood movies also. I learn English by reading and watching movies. I think my interest towards learning is diminishing as here we have limited books and no opportunities to watch movies.

The quantitative and qualitative data reveals that the authentic and appropriate text books, use of interesting and varieties of teaching learning materials by teachers and facilities such as interesting reading materials affects the attitudes of students towards learning English.

3.5 Home and community environment

The home and community environment in the context refers to family background at home such as education, religion, culture, socio-economic status, place of birth and knowledge of the English language and the opportunities in the community to speak and learn English. The mean and standard deviation for home and community is given in the Table 8.

Table 8*Home and community environment*

Items	Mean	Standard Deviation	Level of opinion
My parents feel that learning English is important.	4.2417	1.07115	Agree
My parents are good speakers of English.	2.1026	1.31414	Disagree
My parents encourage me to study English very well.	3.9834	1.05168	Agree
My parents buy English guides for me to study.	2.9801	1.29897	Not sure
My parents feel that learning English is not important.	4.2715	1.04664	Agree
The community I live encourages me to learn English	3.2450	1.15547	Not sure
I like to learn English because many of people living my community speaks English	2.5298	1.19416	Not sure
Overall Mean	3.3363	.60570	Agree

It is evident from the Table, 8 that parent's educational background and their encouragement towards speaking English at home influences the attitudes of students towards learning English. In the survey, participants agreed on the items "My parents feel that learning English is important" and "My parents encourage me to study English very well" with the mean and standard deviation (M= 4.2417; SD= 1.07115) and (M= 3.9834; SD=1.05168). This indicates that students show interest towards learning English and have positive attitudes towards learning English if their parents are aware of the importance of English and encourages them in learning English as a second language. Conversely, they also agreed on the items "My parents feel that learning English is not important" with the mean and standard deviation (M= 4.2715; SD= 1.04664). This shows that students have negative attitude towards English learning when they receive less encouragement and support in English learning from their parents. Thus, the data show that a favorable home environment with parental support and encouragement is the influential factor in shaping learners' attitudes towards English learning.

Similarly, students rated "Not sure" for the item "The community I live encourages me to learn English" with mean and standard deviation (M= 3.2450; SD= 1.15547). This indicates that there are less that there is less community encouragement for learning English. However, students rated "Disagree" for the item "I like to learn English because many of people living my community speaks English" with mean and standard deviation (M= 2.4298; SD= 1.19416). This indicates and there are not many people in their community who speak English. Thus, the data shows that they get encouraged in learning English when there are people in their community who speak English and when there is support and encouragement in learning English from the community.

The correlation between students' attitudes towards English learning and the home environment and community is found to be significant, showing a positive correlation ($r=0.394$, $p<0.01$), as shown in Table 9.

Table 9*Correlation between attitude and the home environment and community*

	Attitude	Home Environment and Community
Attitude	Pearson Correlation Sig. (2-tailed)	1 .394** .000
	N	302 302

Home Environment and Community	Pearson Correlation Sig. (2-tailed)	.394**	1
		.000	
	N	302	302

** Correlation is significant at the 0.01 level (2-tailed)

The survey data with an overall mean and standard deviation (M= 3.3363; SD= .60570) which falls under agree category reveals that the favourable home environment such as parental support, encouragement in English learning and opportunities that they get to communicate with the people who speak English in the community are the influential factors that affect students' attitudes towards learning English.

In the qualitative data, the teacher participants in the interview reported that family back ground, support and encouragement from the home and community influences the English learning. For example, Tr 4 stated:

There are influence from the parents' family background. It is observed that if the parents are English users, they show interest towards English and if the parents are uneducated and non- English users, they use mother tongue in their conversation and show less interest towards learning English.

The point is supported by Tr 5:

Many students here in our school shows less interest towards learning English and this could be maybe because of the family background. If their parents are not English users or someone who's not educated then they are chances that they might land up using mother tongue, together. And they will not focus on English. I've seen parents who are not educated like I said earlier that they don't know the importance of English and they believe their mother tongue is more important because towards the at the end of the day, they go back to home and then they try to communicate with their mother tongue.

In addition, another participant believes that lack of exposure to right speaking environment at home and the community cause them to show less interest towards learning English. For example, Tr 2 stated:

I think they are poor in English speaking and seem to have negative attitudes towards learning English because there's less exposure to English at their home and community that live in. And students are more like, into the speaking their own language, even in school, even in the community and within their friends. There is influence of mother tongue everywhere.

Furthermore, the student participants in the focus group discussion also expressed their parents' background and encouragement, as well as community's support in English learning influences the attitudes towards learning English. Further, they stated that they are discouraged from learning English when English speaking is neglected and more people speak their native language in the community where they are located. For instance, FGD S 6 stated:

Firstly, I would to say that. The learning English is quite interesting and captivating but the region where I stay hinders my English learning the most because I stay in Tendu central School is under southern region, where the maximum of the public's are hlotshams and they neglect speaking in English and that's why I get some time I get some time demotivated looking at the surrounding looking at the region where I stay. Secondly, it is the school environment. Since the tendu Central School is as I already said it's in southern regions. There are a greater number of hlotsham students from them like in the school they actually promote their mother tongue that's why they don't even give a damn to speaking in English, as my most of my friends do is speak in their native language. That's why that hinders me in learning English. Therefore, environment and the society influence me in learning.

The point supported by FGD S 4:

The factors that support me in learning English would be like if we could get to witness some of the great English speaker there in the community and in the school. We usually get motivated by them as we can hear them clearly. By ourselves, the way they speak, the way they make their points clear, and most of the students would get motivated with their speech, and we would like to learn more English, we'd like to learn English better from them.

Similarly, students get encouraged and motivated to learn English if there are encouragement and supports from the parents. For instance, FGD S 5 stated:

As I have known myself, like I am, I was also motivated by my own father who is an English teacher. As he speaks English fluently and I he usually encouraged me encourages me to speak English and like him there are other great speakers in our country sellers. So, if you could get to witness them and hear them speak English.

The quantitative and qualitative data findings indicate that the home environment such as parental background, parental support and motivation, and the attitude of community towards ESL influence students' attitudes towards learning English.

3.6 Peer impact

The data analysis revealed peer impact as one the factors that influences the attitudes towards learning English. Peer impact in the context refers to influence of friends as the factors affecting attitudes of students towards learning English. The Table10 shows the mean and standard deviation for the impact of peers in learning English.

Table 10

Peer Impact

Items	Mean	Standard Deviation	Level of opinion
My friends use English in our communication so that it helps me improve my English proficiency.	3.2517	1.30788	Not sure
My classmates feel happy whenever I speak in English.	3.1788	1.06022	Not sure
Learning English with my friends is better than learning it by myself.	4.0232	1.17679	Agree
My friends do not feel happy whenever I speak in English outside the classroom.	3.5795	1.15795	Agree
Overall Mean	3.5083	.70205	

It is apparent from the table 10 that learners' friends are one of the influential factors that affects the attitude towards learning English. For instance, all the participants agreed that learning English with their friends is better than learning it alone, with the mean and standard deviation (M=4.0232; SD=1.17679) indicating the positive impact of their peers in learning English. However, the participants graded "Not sure" on the items "My friends use English in our communication so that it helps me improve my English proficiency" and "My classmates feel happy whenever I speak in English" with mean and standard deviation (M=3.2517; SD=1.30788) and (M=3.1788; SD=1.06022). The data shows that there are not many friends who use English in their communication. Similarly, they agreed to the statement, "My friends do not feel happy whenever I speak in English outside the classroom" with mean and standard deviation (M=3.5795; SD= 1.15795). This shows that their friends never speak English outside the classroom, indicating less encouragement in English speaking. Thus, the quantitative data with overall mean and standard deviation (M= 3.5083; SD= .70205) indicates that peer attitudes influence learners' attitudes towards learning English.

Similarly, the student participants in the focus group interview reported that the attitude of their friends towards English language impacts the English learning. For example, FGD Ss 6 stated:

I get demotivated when the friends neglect English speaking and when there are more people speaking their mother tongue. There are a greater number of Ihotsham friends. They actually promote their mother tongue that's why they don't even give a damn to speaking in English, as my most of my friends do is speak in their native language. That's why that hinders me in learning English.

Thus, the qualitative data also reveals that the attitudes of their friends influence the attitude of them towards learning English.

4. DISCUSSION

The English language plays an important role in today's communication society as the world moves rapidly towards globalization. Learning English as a second language helps students succeed in academic fields (Rahman et al., 2017).

Likewise, learners' attitudes towards English as a second language are recognized as one of the most important factors affecting language learning (Abidin et al., 2012). This study aimed at investigating on factors affecting the attitudes of secondary school students towards learning English as a second language. The study used a convergent mixed method. The quantitative and qualitative data were collected using surveys and interviews as data collection tools. Quantitative data were analyzed using IBM SPSS 22.0 for descriptive statistics on mean and standard deviation and Pearson's correlations. The qualitative data were analyzed using the thematic analysis procedures proposed by Braun and Clark (2018).

In this chapter the significant findings of the study are discussed with relevant literature. The findings are discussed under 6 themes such as attitudes towards English as a second language, classroom environment, teaching and learning strategies, teaching-learning resources, home and community environment, peer influence and strategies to enhance positive attitudes. The findings are discussed and interpreted in relation relevant literature.

4.1 Attitudes towards English as a second language

The findings indicated students poses both positive and negative attitude towards English language learning. This is in line with Gajalakshmi's (2013) results of her study on secondary school students' attitude towards learning English, which indicated both positive and negative attitude towards English language. On the other hand, Delic's (2020) study on attitudes towards learning English as foreign language found out that high school students have negative attitudes and that school policies, second language learning environment and difficulty to learn English language are the factors that caused such attitudes. Conversely, Kesginal& Arslan (2015) in their study on attitudes of students towards the English language in high schools indicated that students of foreign language intensive high schools have positive attitudes than other high schools. Similarly, Getie (2020) found out that grade 10 students have positive attitudes towards the learning of English as a foreign language as they know the status and importance of English.

The literature also shows that positive and negative attitudes have impact on students learning and their academic performance in English as the second language learning (Abidin et al., 2012; Mustafa et al., 2015; Rukh, 2014). Furthermore, Abdelkader and Amine (2017) finding implies that when students have positive attitude towards English language and the language users, they will be highly motivated and consequently more successful in English language learning. Likewise, students with negative attitudes towards English learning will lose interest towards learning since such attitudes produce an obstacle in the learning process and prevent them from obtaining new English language knowledge. This study revealed positive as well as negative attitude towards learning English as a second language. The literature shows that positive attitude enhances the academic performance of the students. Therefore, this the study indicates the need to enhance students' positive attitude towards learning English as a second language.

4.2 Classroom Environment

The findings of the study indicated that the classroom environment is one of the factors influencing the attitude of students towards learning English as a second language. For instance, almost all the students agreed to the influence of classroom environment with overall mean and standard deviation ($M=3.8996$; $SD=0.71103$). The qualitative findings also revealed that students show interest in the English classes when the classroom is made comfortable and conducive by bringing in interesting content and the topic in the classroom. The finding thus indicates that the learning situation or the classroom environment has an influence on learners' attitudes and their success in learning English as a foreign language. This finding is consistent with the study done by Denis and Getie (2020), where they found out that the classroom condition and spatial arrangement of the class and the number of learners have major influence on the attitudes of the learners and the learning situation. Similarly, this finding corroborates with the literature that suggests that the learning situation or a learning environment provided by the school, teachers and curriculum has an impact on learners' attitudes and their success in learning English as a second language (Alsayed, 2013; Conteh, 2002; Richards & Rodgers, 2014). Furthermore, this is in line with literature that points out that positive attitudes towards the classroom situation and the teacher may result in self-confidence and integrative motivation, thereby enhancing English language learning (Littlewood, 2001; Vibulphul, 2016). This finding is also in agreement with the literature that asserts the important thing that goes on with teachers in the teaching learning situation is the attitudes of learners towards the classroom environment because learners who feel at ease in the classroom may have positive attitude towards leaning English (Conteh, 2002). The findings imply that the classroom environment nurtured by the teacher affects students' attitudes toward the English.

4.3 Classroom teaching and learning strategies

The findings of the study showed that teaching and learning strategies that teachers use in the classroom affect students' attitudes towards learning English. The quantitative findings with overall mean and standard deviation ($M=3.9404$, $SD=0.57259$) indicated that the teaching and learning approaches used by the teacher in the classroom is one of the factors influencing students' attitudes towards learning English as a second language. Similarly, qualitative findings

revealed that using appropriate and diverse teaching learning strategies that engages students productively in the lesson are the key components to enhance students' interest towards learning English as a second language.

This finding is consistent with the literature that points out that teachers' pedagogical knowledge and instructional practices play an important role to enhance students' interest towards learning English (Ahmed, 2015; Alzaidiyeen, 2017; Conteh, Richards & Rodgers, 2014). This finding also confirms Wedeman (2002) who concluded that English teachers must create favourable conditions in the classroom through the use of techniques to reduce anxiety, negative feelings and stress about English language learning and its performance. Similarly, this finding corroborates with the literature that shows that it is teachers' role to create a culturally enriching in-class environment based on student-centered strategies that could impact on pupils' proficiency (Cocca&Cocca, 2019). Further, this finding is in agreement with the study done by Coskun & Tasgin (2018) where they found out that language learning is easy when teacher uses diverse strategies and makes the learning whole, real and relevant.

This finding concludes the need to use various and appropriate classroom teaching learning strategy to enhance students' attitudes towards learning English.

4.4 Teaching learning resources

Teaching learning resources such as stimulating and appropriate textbooks, teachers' use of interesting and authentic teaching materials, and the availability of facilities such as reading materials are one of the vital enabling factors that affect students' attitude towards leaning English as a second language. The quantitative findings with overall mean and standard deviation ($M=3.6589$; $SD=0.74927$) indicated that students have a positive attitude when the teaching resources, such as textbooks, are interesting and easy to understand for them, and have negative attitudes towards learning English when the textbooks are out of context and do not match their interests. Similarly, qualitative finding indicated that students are motivated to learn English when their teacher brings interesting and diverse instructional and reading materials into the classroom. This finding is in line with the literature which points out that the presence or absence of teaching learning resources influence learner attitudes and learning (Rahman et al., 2017); Getie, 2020; Littlewood, 2001). In addition, this finding is in agreement with Gardner (2007) who found out that the characteristics of English curriculum and textbooks regardless of the skills and empathy of the teacher, can influence individual attitudes towards learning and the development of English as the second language. Similarly, this finding is consistent with the literature that suggests the authentic learning materials would improve the attitudes of the students and the learning situation (Alrabai&Moskovsky, 2016; Cocca&Cocca, 2019).

This finding implies that authentic and appropriate textbooks, teachers' use of interesting and diverse teaching materials, and facilities such as interesting reading materials affect students' attitudes towards learning English. This indicates that it is important to develop stimulating and authentic learning materials as lack of such materials or resources develops negative attitudes towards learning English as the second language.

4.5 Home and community environment

The finding of the study indicated that favorable home and community environment is another factor that affects secondary school students' attitudes towards learning English as a second language. The quantitative findings with an overall mean and standard deviation ($M= 3.3363$; $SD=.60570$) indicated that the favorable home environment such as parental support, their encouragement in English learning and opportunities that they get to communicate with the people who speak English in the community are the influential factors that affect students' attitudes towards learning English. Similarly, qualitative findings revealed that the family back ground, support and encouragement from the home and community influences the English learning.

This finding is consistent with the literature that states the various social factors that influence students' attitude towards language learning the most are the support and encouragement that they receive from the parents and community (Abolfazli& Sadeghi, 2018; Delic, 2020; Gardner, 2007). This study also concurs with the findings of the studies that showed that the various parenting factors such as education, religion, culture, socio-economic status, place of birth and knowledge of the target language are the factors to consider in the social context that affects the learners' attitudes towards learning English (Ahmed, 2013; Denis, 2020; Alzaidiyeen, 2017; Richards & Rodgers, 2014; Thang et al., 2011). Corroborating this finding, Cocca and Cocca (2019) found out that the more parents use the foreign language at home, the home environment is favourable as they have better opportunities to learn the language. This indicates that favorable home environment with parental support and encouragement enhances the students' interest towards learning English. This finding is in agreement with the findings of the studies that suggest that in circumstances where learners have more chances to communicate with the speakers of the target (English) language in the community, the learning outcome is more favorable (Bartram, 2006; Gardner, 2007; Thang et al., 2011). This indicates that the community in which the learner lives can influence attitudes and motivation towards language learning and success.

Overall, the findings indicate that the home environment such as parental background, parental support and the attitude of community towards English influence students' attitudes towards learning English. This implies students need to be encouraged and offered ample opportunities to use English language both inside and outside the classroom.

4.6 Peer impact

It was found that peer impact is also one of the factors that influences the attitudes towards learning English. The quantitative finding with overall mean and standard deviation ($M= 3.5083$; $SD= .70205$) indicated that the influence of their friends affects learners' attitudes towards learning English. Similarly, the qualitative finding indicated that the attitude of their friends towards English language impacts the English language learning. This finding is in line with Bartram's (2006) study on attitudes to language learning: a comparative study of peer influences, who found out that the perception and experience of peer attitudes towards foreign language learning in general, or learning a particular language have a significant impact on language learning. Conversely, this finding contradicts the studies that argues that the influence of peers on students' attitudes towards language learning is less important than is often assumed (Drnyei, 2001; Mustafa et al., 2015). However, Getie (2020) confirmed that a single peer can shape attitudes and behaviour more than his or her parents. This finding concludes that learner's peer has a remarkable influence on students' attitudes towards learning as a second language.

5. CONCLUSION

The study showed that student poses both the positive as well as negative attitude towards learning English as a second language. The finding implies that the positive attitude towards English as second language learning enhances the language learning and the academic performance of the students and the negative attitudes produce an obstacle in the learning process. It is recommended that teachers should be responsive to learners' attitudes and value their students' attitudes and preconceptions, as it can affect their success in foreign language learning. The study also recommends school and the teachers to raise awareness on the importance of English language to enhance positive attitude towards learning English.

The study revealed that creating conducive classroom and using appropriate teaching learning strategy and authentic materials enhances the student's attitude towards learning English as a second language. Therefore, the English teachers are recommended to create comfortable and conducive classroom environment and use appropriate and effective teaching strategies and materials as it is important to have pedagogical knowledge to include activities and materials in the classroom which would expose the learner to the English language and offer them an opportunity to practice and exercise the language.

The study also indicated that the favourable home environment such as parental support, their encouragement in English learning and opportunities that they get to communicate with the people who speak English in the community enhances the positive attitude towards learning English as a second language. The study recommends the parents at home and the community to encourage and support their English speaking and learning English as a second language to enhance student's attitude towards English learning.

The study highlights that students' positive attitude towards learning English is hindered by factors such as lack of reading habit, lack of reading materials, lack of exposure to right environment and the poor grooming from the primary stage. Addressing these factors would enhance the positive attitude towards learning English as a second language.

Therefore, it is recommended the school and the teachers to raise awareness on the importance of English language, create comfortable and conducive classroom environment and implement appropriate learning strategy and materials to enhance positive attitudes of students towards learning English as a second language. The study also recommends the parents at home and the community to support and encourage their English speaking and learning to enhance students' positive attitudes toward learning English.

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Comment [u.9]: Conclusions should be written briefly and concisely in one good paragraph based on the results, meanings and implications.

Comment [u.10]: Manuscripts should be written more concisely based on the systematic guidelines of the journal: introduction, review literature, methodology, results and discussion, and conclusions around 11 to 12 pages

Comment [u.11]: Writing references should be adjusted to the guidelines and examples of manuscripts in this journal

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