

Original Research Article

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

ABSTRACT

This study investigated the factors affecting the attitudes of secondary school students towards learning English as a second language. The study intended to investigate factors affecting the attitudes of Bhutanese secondary students towards learning English as the researcher could not locate any studies done by Bhutanese in Bhutan. The study is conducted with the objective to identify the factors that influence the attitudes of secondary school students towards English learning and their performance in English. The study employed the convergent parallel mixed-methods 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 possess both positive and negative attitudes towards learning English as second language. 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 affect 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. The finding implies that the positive attitude towards English language enhances the language learning and the negative attitudes detracts the learning process.

The study recommends 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 to enhance students' positive attitudes towards learning English.

Keywords: Attitude, Classroom environment, Learning Materials, Home, Community, Peer impact

1. Introduction

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, 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 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.

1.1 Problem Statement

There has been research conducted regarding the attitude of students towards learning English. However, researchers have located limited studies conducted on the factors affecting attitudes towards English. For instance, Gajalakshmi (2013) conducted a study on this topic and found that the significant factors that affect students' attitude towards learning English are gender, locality of the school, type of school and type of management. She concluded that more classroom activities in the study of English enhance pupils' attitude to learn English. Although there have been a 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.

The main focus of the present study is concerned with the investigation of the factors affecting students' attitudes towards learning the English language among secondary school students. In English as a 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 the English language should have a positive attitude towards their English learning. Similarly, Ahmed (2015) asserts that there is a positive relationship 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 the 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 he or she does not value English language study and thus has a negative attitude toward it. Therefore, this research aims to investigate the factors affecting the attitudes of Bhutanese secondary school students towards learning English under Samtse Dzongkhag.

The only way to learn English in Bhutanese schools 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 are rare for students who live in rural areas or in small towns. As a teacher, the researcher observed and has always argued that the inability or failure in language learning in secondary school students can be due to a lack of motivation and negative attitudes towards the English language. Therefore, the researcher intended to conduct his research on secondary students of Tendu Central school under Samtse Dzongkhag, as he believes that students from this district seem to have various attitudes towards English and have observed less achievement in learning English as a subject. Thus, the study intends to identify the factors affecting the attitudes of students towards learning the English language.

1.2 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:

- The study would identify the factors affecting the attitudes of secondary students towards learning English language.

- The study would provide an 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 the course developers of English language 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

1.3 Research Questions

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

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 teachers' perspectives concerning students' attitudes toward English at the secondary level?

1. LITERATURE REVIEW

This section presents the reviewed literature on the concepts of attitude, attitude towards language, and language learning, as well as the most influential factors that impact students' attitudes towards learning English as a second language, such as personal/internal factors, educational factors, and social factors.

2.1 The concept of attitude

Since attitude is the subject of investigation in different specialized areas, there are different definitions of attitudes depending on the discipline. Garrett (2010) found that attitude has emotional, intellectual, and behavioral aspects and defined it as the tendency to think, feel, and act in a particular direction towards a particular person or object. Similarly, attitudes are an individual's beliefs, opinions, feelings, or emotions and tendency to adopt particular behaviors about a certain issue (Ahmed, 2015; Alzaidiyen, 2017; Delic, 2020; Gajalakshmi, 2013; Getie, 2020). Furthermore, 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 attitude has three components, namely cognitive, affective, and behavioral. The cognitive component consists of beliefs, 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. The last component is the behavioral component, which relates to actions or behavioral intentions towards the object.

Thus, in this study, the focus is on the feelings and emotions one has towards the object, likes or dislikes, with or against, towards the English language.

2.2 Concept of attitude towards language

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

2.3 Language learning and attitude

Attitude is seen as an important factor in learning English and academic success. Learning attitudes are thought to influence behaviors, 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 the English language (Getie, 2020). In education, student attitudes toward a subject are one of the major affective factors for success in second language learning and academic success. Thus, both positive and negative attitudes have a great impact on students' learning and their academic performance in learning English as a second language (Abidin et al., 2012; Gajalakshmi, 2013; Mustafa et al., 2015; Rukh, 2014). Therefore, attitudes can play a crucial role in language learning as they appear to affect students' success or failure in learning. Furthermore, Abdelkader and Amine (2017) report that a positive attitude towards language enables the learner to have a positive orientation when learning English. Conversely, negative attitudes can hinder the students' learning process and thereby influence their future views, decisions, and activities. Thus, learners with positive attitudes towards learning English will increase student motivation and experience success in language learning. Similarly, learners with negative attitudes will not experience success but rather failure (Coşkun&Taşgın, 2018; Delic, 2020; Getie, 2020; Mustafa et al., 2015). Moreover, learning occurs easily when learners have a positive attitude towards 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 have 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. 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 the English language and its 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 in 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 make an effort to speak and are likely to have less success in both English learning and academic achievement. This indicates that positive attitudes facilitate English language learning, whereas negative attitudes act as a psychological barrier against it. Thus, the above discussion confirms that students' attitudes towards the English language can influence their language learning and academic performances.

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

A number of studies and reviews have been undertaken to explore the factors that affect students' attitudes and have classified the factors that influence students' attitudes towards English or foreign language learners, which, in turn, affect their language proficiency and academic performance, including personality factors, educational factors, social factors, and also 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). Similarly, Getie (2020), in his recent study using a mixed-method approach on factors affecting students' attitudes towards learning English as a second language, found that teachers' influence, personal attitudes, and parental influence have an impact on students' motivation to learn a second language. Therefore, in this section, the literature review pays special attention to the most influential factors that affect students' attitudes towards learning English as a second language, such as personal or internal factors, educational factors, and social factors.

2.4.1 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. Similarly, Rahman et al. (2017) declared that the learner's attitude and motivation, aspects such as personality especially 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 by Getie (2020) and Denis (2020) who stated that self-efficacy, self-esteem, risk taking and lack of anxiety are traits of self-confidence that is 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. They also report that some students who are unsure whether they are using the right structures to express themselves, or cannot find the appropriate words 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, to help learners develop 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.

2.4.2 Educational factors

Although there are various educational factors that affects students' attitude, many studies discuss 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 English language in community, the school offers formal learning of the target language. 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 among 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, another important feature that needs to be given emphasis in the teaching

learning situation 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., 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 offering 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 the students aware of 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) states 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 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 likes 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 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 or 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.

2.4.3 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 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 parent's 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 a special 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 student's 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 increased their children's higher level of achievement in the language learning (Hosseinpour et al., 2015). Thus, parents are one of the influential factors that affect 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) that claim otherwise. 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 a second language is the community they live in (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, whether formal or informal, and the various possibilities of language learning. Formal situations refer to the establishment of educational institutions in society for language learning, while informal situations reflect the potential opportunities in society to come into contact with the target language (Bartram, 2006; Gardner, 2007; Gajalakshmi, 2013; Thang et al., 2011). Their findings suggest that in circumstances where learners have more opportunities to communicate with native speakers of the target language, the learning outcomes are more favorable. Interestingly, Getie (2020) asserts that success in learning a second or foreign language depends upon the social relations between the first and second

language communities. He confirms that the success in learning a second or foreign language is determined by conditions such as motivated students who realize the necessity of learning the target language, 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 essential components of any research study. It refers to the specific procedures or techniques used to identify, select, process, and analyze information about a topic. Methodology provides the theoretical foundation for understanding which methods, set of methods, or best practices can be applied to a 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, the methodology section of a research study discusses the research paradigm, research design, sampling approach, data collection tools and procedures, data analysis methods, validity and reliability of research, and ethical considerations.

3.1 Research Paradigm

The paradigm or philosophical worldview is crucial in guiding the research process. It refers to 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 beliefs held by an individual researcher will lead to embracing a strong approach in their research. Furthermore, Mackenzie and Knipe (2006) contend 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 the pragmatic paradigm. Therefore, the study adopted a 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 are concerned with applications and solutions to problems (Creswell & Creswell, 2018). Furthermore, 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 gain insight within a pragmatic context is through the use of mixed methods of convergent parallel design. Thus, this study is guided by the pragmatic worldview because the study engages the convergent mixed method design to identify the factors affecting the attitudes of students towards learning English as a second language.

3.2 Research Approach

The study employed a 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 students' attitudes towards English as a second language (Getie, 2020). Furthermore, Creswell and Creswell (2018) suggest that researchers should not rely on a single source in collecting data but should 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 quantitative or qualitative data alone. Therefore, this study used a mixed-method approach to study the factors affecting students' attitudes towards English as a second language.

3.3 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 policies, 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 a mixed-method approach, it 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 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, analyzes each separately, and interprets the results together (Creswell &

Pablo-Clark, 2011). Hence, the study employed convergent parallel mixed-method strategies by designing questionnaires as the main data-gathering instrument and interviews for focus group discussions and English teachers as supplementary data-gathering instruments. The convergent mixed method is feasible as the qualitative and quantitative data can be collected and analyzed during the same time frame (Creswell & Creswell, 2018). Therefore, the convergent parallel mixed-methods design was chosen for the study as the researcher aspired to collect both the quantitative and qualitative data roughly at the same time.

3.4 Population description

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

3.5 Sample description

A sample is a specific group from which you collect data, and its size is always smaller than the total population (Creswell & Creswell, 2018). The study's samples are secondary students in classes ten to twelve and the secondary English teachers of Tendu Central School in Samtse Dzongkhag. The researcher selected 302 students from classes nine to twelve from the target population as the participants for the quantitative data and survey questionnaire respondents. Additionally, six English teachers from classes nine to twelve were chosen for semi-structured interviews. Similarly, six students from classes ten to twelve were selected as focus group participants.

3.6 Sampling technique

Sampling is a technique for selecting individual members or a subset of the population to draw statistical conclusions and estimate characteristics of the entire population (Creswell & Creswell, 2018). This study employed a simple random sampling technique to select student participants for the questionnaire. It is a reliable method for obtaining information, where each member of a population is chosen randomly, helping to save time and resources (Creswell & Creswell, 2018). Furthermore, if the study's objective is to generalize quantitative and qualitative findings to the population from which the sample was drawn, 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 purposive sampling, units are selected based on the researcher's knowledge and opinion, which they consider suitable for the topic. Thus, the researcher used purposive sampling to select respondents for the focus group discussion and interview. The secondary English teachers were purposefully selected with the help of the academic head and head of department as interview participants. Likewise, participants for the focus group discussion were selected with the support of English teachers, with the intention of having two members from each class with mixed gender.

3.7 Data Collection Tools and Procedures

3.7.1 Questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts designed 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 to gather quantitative data. Quad (2016) asserts 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 a second language and to collect valuable information for the study. The questionnaire used a 5-point Likert-type scale (strongly agree, agree, not sure, disagree, and strongly disagree) (see Appendix A). The questionnaire consisted of 34 items intended to gather the participants' opinions on the factors affecting secondary students' attitudes towards learning English as a second language.

Concerning the questionnaire's distribution, 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 classes IX to XII."

3.7.2 Interview for teachers

An interview is a tool that is typically used to collect qualitative data as it allows researchers to gain a deeper understanding of a particular idea. An interview involves an interviewer who coordinates the conversation and asks questions, and an interviewee who responds to those questions (Easwaramoorthy & Zarinpoush, 2006). Interviews generally involve unstructured or semi-structured, open-ended questions intended to elicit views and opinions from the participants (Creswell & Creswell, 2018). They are used to explore the meanings of core concepts in their subjects' worlds and can be helpful in following up with individual respondents after questionnaires have been completed.

In this study, semi-structured interviews (see Appendix B) were employed as the primary method for data collection. Semi-structured interviews allow the interviewer to be in control and flexible and elicit in-depth feelings and thoughts from the interviewee. They allow for exploration and extension of the interviewee's responses, shifting from fixed content to negotiation, discussion, and elaboration of the interviewee's responses (Harrell & Bradley, 2009). Additionally, semi-structured interviews help to avoid prolonged interviews.

Thus, semi-structured interviews were used to examine the factors affecting the attitudes of secondary school students towards learning English as a second language and academic achievement.

3.7.3 Focus group discussion

A focus group discussion is a form of qualitative research where participants are free to discuss their perceptions, attitudes, beliefs, opinions, or ideas with other group members. It generally involves group interviewing, in which a small group, led by a moderator (interviewer), engages in a loosely structured discussion of various topics of interest (Creswell & Creswell, 2018). Similarly, Getie (2020) indicates that focus group discussions produce valuable data and insights through the interaction of a group setting - listening to others, verbalizing experiences, stimulating memories, sharing ideas, beliefs, opinions, and attitudes regarding something. Furthermore, Steward et al. (2007) support that focus group discussions offer rich and comprehensive data about people's opinions, emotions, feelings, and experiences. Therefore, this study used focus group discussions 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 from each of classes ten to twelve, using purposive sampling with the cooperation of English teachers.

3.8 Data Analysis

Data analysis in a mixed-method design requires the collection of both quantitative and qualitative data, and all the obtained data are analyzed using the appropriate analysis method (Creswell & Clark, 2007). The quantitative data were edited, cleaned, coded, and entered into the Statistical Package 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 Table 1.

Table 1. 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
5	1.00-1.50	Strongly Disagree

Adapted from Brown (2010)

Similarly, the raw data collected through semi-structured interviews and focus group discussions 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 participants of the interview are represented by codes such as Tr1, Tr2, Tr3, Tr4, Tr5, and Tr6 for semi-structured interviews and FGD S1, FGD S2, FGD S3, FGD S4, FGD S5, and FGD S6 for focus group discussion student participants. The study used thematic analysis guided by the six steps (Braun & Clark, 2018). Thus, the qualitative data was analyzed thematically, and the quantitative data was analyzed using IBM SPSS Statistics Version 22.0.

3.9 Reliability and Validity

Reliability and validity are concepts used to evaluate the quality of research. They indicate how well a method and technique measures something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure (Creswell & Creswell, 2018). Moreover, validity is the strength of a qualitative study in determining findings, whether they are accurate from the standpoint of the researcher, the participant, and the readers (Creswell & Miller, 2000). To ensure reliability and validity, this study incorporated various strategies such as triangulation, pilot tests, and member checks.

3.9.1 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.

3.9.2 Pilot test

Pilot testing is a rehearsal of the research study, allowing to test the research approach with a small number of test participants before the conduct of the 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.

3.9.3 Member check

The study also used member checking to maintain validity. During member checking, the interviewees are provided with a brief summary and interpretation of each interview to obtain their 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, member checking was done with each interviewee to confirm the basic ideas that were derived in the transcription as a validation of the respondents to ensure the accuracy of the data collected.

4. RESULTS

This section presents the findings of both quantitative and qualitative data, which consist of six themes: attitudes towards learning English, factors affecting secondary students' attitudes towards English as a second language, such as classroom environment, teaching and learning process, home and community, and peers' impact. The quantitative data were collected from 302 secondary school students, and the qualitative data were collected from one-on-one semi-structured interviews with six teachers and a focus group interview with six students. 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 evidence from the data are elucidated in the following section.

4.1 Attitudes towards learning English

The analysis of both quantitative and qualitative data reveals that secondary students have a positive attitude towards learning English as a second language. However, the data shows that there are certain groups of students who hold negative attitudes towards learning English. Table 2 provides the mean and standard deviation of items for attitudes towards learning English as a second language.

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 from Table 2, many participants revealed that they like learning English as it is an interesting subject, with almost all of them strongly agreeing (M=4.4735; SD=0.67536). Similarly, the mean and standard deviation for the items “I like learning English as I see the value of English in life” and “I like learning English to get a better job” are (M=4.3642; SD=0.85480) and (M=4.3510; SD=0.76639), respectively. This shows that most students agree with statements indicating positive attitudes towards learning English.

However, the mean and standard deviation for the items “I do not like learning English because it is not my favorite subject” and “I dislike English because I feel tense and anxious in using English” are (M=4.2185; SD=0.96376) and (M=4.2185; SD=0.86952), respectively. The data shows that many students also agree with statements indicating a negative attitude towards English learning. Therefore, the survey data revealed that secondary students have both positive and negative attitudes towards learning English.

Furthermore, in the semi-structured interview, English teachers commonly observed both positive and negative attitudes towards learning English as a second language among their students. For instance, almost all teacher participants in the interview reported that they observed students are less interested in learning English and prefer speaking Dzongkha over English as they feel incompetent in using the English language (Tr 2, Tr 3, Tr 5, Tr 6). Many secondary teachers think that the students are not competent in using English as they make errors in pronunciation, spelling, grammar, and are not able to speak English fluently (Tr 1, Tr 2, Tr 5, Tr 6). Moreover, the lack of basic knowledge from the lower classes, lack of reading habits, and the lack of practice in speaking English are common reasons cited for incompetency in English usage (Tr 2, Tr 3, Tr 5). They also added that the influence of mother tongue, lack of exposure to English-speaking environments, and lack of confidence in speaking English are other factors that cause students to lack interest in 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 a few who have observed positive attitudes from students towards learning English. For example, Tr 4 stated, “Students do take an interest in learning English and exhibit positive attitudes towards learning as they seem to enjoy it.” This indicates that they have a positive attitude towards learning English. Similarly, a few students in the FGD responded that they love to learn English as it is a 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 let me boost my learning ability and competency globally at large.

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

4.2 Classroom Environment

One of the factors that emerged from the analyzed quantitative and qualitative data as affecting students' attitudes towards learning English as a second language is the classroom environment. In this context, the classroom environment refers to both the physical space and the psychological atmosphere that affect 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 findings indicate that the classroom environment plays a significant role in secondary students' attitudes towards learning English. The students agreed with all the items (M=3.8996; SD=0.71103). The survey data revealed that the classroom environment has an impact on secondary students' attitudes towards learning English. For instance, almost all participants agreed that the mean and standard deviation for the items "I like to learn English because the classroom environments are interesting to me" and "I prefer to attend English classes because the way we are taught is very interesting" are (M=3.8311; SD=0.97201) and (M=4.0132; SD=0.96094), respectively. This shows that students exhibit a positive attitude and interest towards learning English if the classroom environment is conducive. Similarly, students agreed (M=3.8543; SD=1.04323) with the item "I dislike learning English because the classroom environment is not conducive." This indicates that students show less interest and have a negative attitude towards learning English if the classroom environment is not conducive.

The correlation between students' attitudes towards learning English and the classroom environment was found to be significant and moderately positive ($r=0.381$, $p<0.01$) as indicated in Table 4. This indicates that students' attitudes towards learning English are 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 topics which are easier for them to understand. (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."

Furthermore, the teacher participants in the semi-structured interviews added that students show less interest in learning difficult texts if they do not understand the teaching and cannot connect with the topic (Tr 1, Tr 3, Tr 5). The data reveals that students are more likely to show interest in learning English if the classroom environment is conducive and if the content and topic are engaging. Therefore, the findings suggest that the learning situation or classroom environment has an impact on learners' attitudes and success in learning English as a foreign language.

4.3 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 the teaching and learning strategies used in the classroom have an impact on students' attitudes towards learning English. Table 5 shows the mean and standard deviation of items related to classroom teaching and learning strategies.

Table 5

Classroom teaching and learning strategies

Items	Mean	Standard Deviation	Level of opinion
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
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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 teachers in the classroom are 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 item “Our English teacher's 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, the correlation between the attitude of students towards learning English and the classroom teaching and learning strategies was found to be significant and have a moderately positive correlation (r= 0.320, p<0.01) as indicated in 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 of the teacher participants in the interview agreed that one of the key components to enhance students' interest towards learning English as a second language is to consider their interests while using teaching learning strategies and to use diverse and appropriate teaching learning strategies based on their interests. 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 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.

4.4 Teaching learning resources

Teaching and learning resources in this context refer 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 that affect learners' attitudes towards learning English. Table 7 displays the mean and standard deviation of items related to teaching and 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 with 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 understand” with the mean and standard deviation (M= 3.8974; SD= 0.92908) and (M= 3.4570; SD= 1.04538) respectively. This shows that students enjoy learning English when the content and topics of the textbooks are interesting and easy for them to understand. On the other hand, students agreed with the statement “The passages in our English textbook are not clear to me” with a mean and standard deviation of (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 an overall mean and standard deviation (M= 3.6589; SD= 0.74927) in the “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.

Many teacher participants in the interview believe that students show less interest in learning English as many students face difficulties in understanding the text on their own, and they are not able to comprehend the text without the teacher's 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 a variety of teaching and 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.

4.5 Home and community environment

The home and community environment, in this context, refers to the family background at home, such as education, religion, culture, socio-economic status, place of birth, and knowledge of the English language, as well as opportunities in the community to speak and learn English. The mean and standard deviation for home and community are given in 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 Table 8 that parents' educational background and their encouragement towards speaking English at home influence students' attitudes 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 a mean and standard deviation of (M=4.2417, SD=1.07115) and (M=3.9834, SD=1.05168), respectively. This indicates that students show interest in learning English and have a positive attitude towards it if their parents are aware of its importance and encourage them to learn it as a second language. Conversely, they also agreed on the item "My parents feel that learning English is not important" with a mean and standard deviation of (M=4.2715, SD=1.04664), indicating that students have a negative attitude towards English learning when they receive less encouragement and support 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 in encourages me to learn English" with a mean and standard deviation of (M=3.2450, SD=1.15547), indicating that there is less community encouragement for learning English. However, students rated "Disagree" for the item "I like to learn English because many people living in my community speak English" with a mean and standard deviation of (M=2.4298, SD=1.19416), indicating that there are not many people in their community who speak English. Thus, the data show 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 of (M=3.3363, SD=0.60570), which falls under the agree category, reveals that a favorable home environment, such as parental support, encouragement in English learning, and opportunities to communicate with people who speak English in the community, are influential factors that affect students' attitudes towards learning English.

In the qualitative data, teacher participants in the interview reported that family background, support, and encouragement from the home and community influence 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 the lack of exposure to the right speaking environment at home and in the community causes 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 that their parents' background and encouragement, as well as the community's support in English learning, influence their attitudes towards learning English. They further 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 like to say that 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 Ihotshams 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 Ihotsham 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 community's attitude towards ESL, influence students' attitudes towards learning English.

4.6 Peer impact

The data analysis revealed peer impact as one of the factors that influence attitudes towards learning English. Peer impact, in this context, refers to the influence of friends as a factor affecting the attitudes of students towards learning English. Table 10 shows the mean and standard deviation for the impact of peers on 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 evident from Table 10 that learners' friends are an influential factor that affects their attitude towards learning English. For instance, all participants agreed that learning English with their friends is better than learning it alone, with a mean and standard deviation (M=4.0232; SD=1.17679) indicating the positive impact of their peers on learning English. However, the participants were unsure about the items "My friends use English in our communication, so 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 with 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 an overall mean and standard deviation (M=3.5083; SD=.70205) indicates that peer attitudes influence learners' attitudes towards learning English. Similarly, student participants in the focus group interview reported that the attitudes of their friends towards the English language impact their 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.

5. DISCUSSION

The English language plays an important role in today's communication society as the world rapidly moves 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 to investigate factors affecting the attitudes of secondary school students towards learning English as a second language. The study used a convergent mixed method. 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. Qualitative data were analyzed using thematic analysis procedures proposed by Braun and Clark (2018).

In this section, the significant findings of the study are discussed with relevant literature. The findings are discussed under six 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 interpreted in relation to relevant literature.

5.1 Attitudes towards English as a second language

The findings indicated that students possess both positive and negative attitudes towards learning the English language. This is consistent with the results of Gajalakshmi's (2013) study on secondary school students' attitudes towards learning English, which indicated a mix of positive and negative attitudes towards the language. On the other hand, Delic's (2020) study on attitudes towards learning English as a foreign language found that high school students

have negative attitudes towards English, and that school policies, the second language learning environment, and difficulty in learning the language are factors that contribute to such attitudes. Conversely, Kesginal and Arslan (2015) found in their study on the attitudes of students towards the English language in high schools that students in foreign language intensive high schools have more positive attitudes than students in other high schools. Similarly, Getie (2020) found that grade 10 students have positive attitudes towards learning English as a foreign language as they understand the status and importance of the language.

The literature also shows that both positive and negative attitudes have an impact on students' learning and their academic performance in English as a second language (Abidin et al., 2012; Mustafa et al., 2015; Rukh, 2014). Furthermore, Abdelkader and Amine's (2017) findings imply that when students have a positive attitude towards the English language and its users, they are highly motivated and consequently more successful in learning the language. Conversely, students with negative attitudes towards learning English may lose interest in learning, as such attitudes can act as obstacles in the learning process and prevent them from acquiring new knowledge of the language. This study revealed both positive and negative attitudes towards learning English as a second language. The literature shows that a positive attitude enhances students' academic performance. Therefore, this study highlights the need to enhance students' positive attitudes towards learning English as a second language.

5.2 Classroom Environment

The findings of the study indicate that the classroom environment is one of the factors that influence students' attitudes towards learning English as a second language. For instance, almost all the students agreed on the influence of the classroom environment, with an overall mean and standard deviation of ($M=3.8996$; $SD=0.71103$). The qualitative findings also revealed that students show interest in English classes when the classroom is made comfortable and conducive by bringing in interesting content and topics. Therefore, the study shows that the learning situation or classroom environment has a significant impact on learners' attitudes and success in learning English as a foreign language.

This finding is consistent with the study conducted by Denis and Getie (2020), where they found that the classroom condition, spatial arrangement of the class, and the number of learners have a major influence on learners' attitudes and the learning situation. Similarly, this finding corroborates with the literature suggesting that the learning environment provided by the school, teachers, and curriculum has an impact on learners' attitudes and 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 emphasizes the importance of learners' attitudes towards the classroom environment because learners who feel at ease in the classroom may have a positive attitude towards learning English (Conteh, 2002). Therefore, the findings imply that the classroom environment nurtured by the teacher affects students' attitudes towards English.

5.3 Classroom teaching and learning strategies

The findings of the study indicate that the teaching and learning strategies used by teachers in the classroom affect students' attitudes towards learning English. The quantitative findings, with an overall mean and standard deviation of $M=3.9404$ and $SD=0.57259$ respectively, indicate that teaching and learning approaches used by the teacher in the classroom are one of the factors influencing students' attitudes towards learning English as a second language. Similarly, the qualitative findings revealed that the use of appropriate and diverse teaching and learning strategies that engage students productively in the lesson is key to enhancing students' interest in learning English as a second language.

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

The study highlights the need to use various and appropriate classroom teaching and learning strategies to enhance students' attitudes towards learning English.

5.4 Teaching learning resources

Teaching and learning resources, such as stimulating and appropriate textbooks, interesting and authentic teaching materials, and the availability of facilities such as reading materials, are vital factors that affect students' attitudes towards learning English as a second language. The quantitative findings, with an overall mean and standard deviation of ($M=3.6589$; $SD=0.74927$), indicated that students have a positive attitude when the teaching resources, such as textbooks, are interesting and easy to understand, and have negative attitudes when the textbooks are out of context and do not match their interests. Similarly, qualitative findings 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 consistent with the literature that points out the influence of teaching and learning resources on learners' attitudes and learning (Rahman et al., 2017; Getie, 2020; Littlewood, 2001). Furthermore, this finding aligns with Gardner's (2007) research, which revealed that the characteristics of English curriculum and textbooks can influence learners' attitudes towards learning and their development of English as a second language, regardless of the teacher's skills and empathy. Additionally, this finding is in agreement with literature suggesting that authentic learning materials improve students' attitudes towards learning and the learning situation (Arabai & Moskovsky, 2016; Cocca&Cocca, 2019).

This finding implies that authentic and appropriate textbooks, interesting and diverse teaching materials, and facilities such as reading materials can positively affect students' attitudes towards learning English. Therefore, it is crucial to develop stimulating and authentic learning materials as a lack of such resources may develop negative attitudes towards learning English as a second language.

5.5 Home and community environment

The findings of the study indicate that a 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 ($M=3.3363$; $SD=.60570$), indicate that the favorable home environment, such as parental support, their encouragement in English learning, and opportunities to communicate with people who speak English in the community, are influential factors that affect students' attitudes towards learning English. Similarly, qualitative findings reveal that the family background, support, and encouragement from the home and community influence English learning.

This finding is consistent with literature that states various social factors influence students' attitudes towards language learning, with parental and community support and encouragement being the most influential (Abolfazli& Sadeghi, 2018; Delic, 2020; Gardner, 2007). This study also concurs with findings that show various parenting factors, such as education, religion, culture, socio-economic status, place of birth, and knowledge of the target language, are the social context factors that affect learners' attitudes towards learning English (Ahmed, 2013; Denis, 2020; Alzaidiyeen, 2017; Richards & Rodgers, 2014; Thang et al., 2011). Cocca and Cocca (2019) found that the more parents use the foreign language at home, the more favorable the home environment, as they have better opportunities to learn the language. This indicates that a favorable home environment with parental support and encouragement enhances students' interest in learning English.

This finding is in agreement with studies that suggest learners have more chances to communicate with speakers of the target language (English) 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 the community towards English, influences students' attitudes towards learning English. This implies that students need to be encouraged and offered ample opportunities to use the English language both inside and outside the classroom.

5.6 Peer impact

It was found that peer influence is also a factor that affects attitudes towards learning English. The quantitative findings with an overall mean and standard deviation ($M=3.5083$; $SD=0.70205$) indicate that the influence of friends affects learners' attitudes towards learning English. Similarly, qualitative findings indicate that the attitudes of peers towards the English language impact English language learning.

This finding is consistent with Bartram's (2006) study on attitudes to language learning, which found that peer attitudes towards foreign language learning, in general, or learning a particular language have a significant impact on language learning. However, this finding contradicts studies that argue that the influence of peers on students' attitudes towards language learning is less important than is often assumed (Drnyei, 2001; Mustafa et al., 2015). Nevertheless, Getie (2020) confirmed that a single peer can shape attitudes and behavior more than their parents. This finding suggests that learners' peers have a significant influence on students' attitudes towards learning as a second language.

6. CONCLUSION

The study has shown that students possess both positive and negative attitudes towards learning English as a second language. The findings imply that a positive attitude towards learning English enhances language learning and academic performance, while negative attitudes produce obstacles in the learning process. Therefore, it is recommended that teachers 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 that schools and teachers raise awareness of the importance of English language learning to enhance a positive attitude towards learning English. Creating a conducive classroom environment and using appropriate teaching and learning strategies and authentic materials also enhances students' attitudes towards learning English. Thus, English teachers are recommended to create a comfortable and conducive classroom environment and use effective teaching strategies and materials that expose learners to the English language and offer them opportunities to practice and exercise the language.

Moreover, the study revealed that a favorable home environment, such as parental support, encouragement in English learning, and opportunities to communicate with English speakers in the community, enhances a positive attitude towards learning English. The study recommends that parents and the community encourage and support their children's English speaking and learning to enhance students' positive attitudes towards learning English.

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

In summary, the study recommends that schools and teachers raise awareness of the importance of English language learning, create a comfortable and conducive classroom environment, use appropriate teaching strategies and materials, and address the hindering factors to enhance students' positive attitudes towards learning English. The study also recommends that parents and the community encourage and support their children's English speaking and learning.

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APPENDICES

APPENDIX A: Survey Questionnaire

Dear students,

This survey is to identify factors affecting secondary school students' attitude towards English as a second language.

Please kindly share your true thoughts by putting tick mark below the scales.

SL. NO	Statement	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
11	I think English is the most interesting subject that we have in school.					
2	I like to learn English because I want to live abroad.					
3	I feel I am a competent English language user.					
44	I like to learn English because I want to have a good profession in it.					
55	I like to learn English because it is one way to get a good job.					
66	I like to learn English because I see value of English in my life outside the classroom.					
77	I like to learn English because I want to pass in Bhutan Higher Secondary School Examinations					
88	I believe that I can do the English examination very well.					
99	I am free from any frustration whenever I speak English in the classroom.					
110	I do not like to learn English because it is not my favorite subject.					
111	I dislike English because I feel tense and anxious in using English					

12	I wish that no subjects in schools were taught in English.					
13	I like to learn English because the class room environments are interesting to me.					
14	I prefer to attend English classes because the way we are taught is very interesting.					
15	I dislike learning English because the class room environment is not conducive.					
16	I am interested in our English teacher's method of teaching.					
17	Our English teacher uses good examples and illustrations while he\she teaches.					
18	Our English teacher encourages us to speak in English both inside and outside the classroom.					
19	Our English teacher uses clear and concise instruction during any English activity and examination.					
20	The way our English teacher teaches is not interesting.					
21	The passages in our English textbooks are interesting to me.					
22	The words in the passages of our English textbooks are easy enough to be understood					
23	The passages in our English textbook are not clear for me.					
24	My parents feel that learning English is important.					
25	My parents are good speakers of English.					
26	My parents encourage me to study English very well.					
27	My parents buy English guides for me to study.					
28	My parents feel that learning English is not important.					
29	My friends use English in our communication so that it helps me improve my English proficiency.					
30	My classmates feel happy whenever I speak in English.					
31	Learning English with my friends is better than learning it by myself.					
32	My friends do not feel happy whenever I speak in English outside the classroom.					
33	The community I live encourages me to learn English					
34	I like to learn English because many of people living my community speaks English					

APPENDIX B: Semi- Structured Question: Teachers

Interview Questions for teachers

1. What is your general observation of students' attitude towards learning English?
2. Do you think your students are competent English users? Why?
3. Do you come across situations in which your students are disinterested in your English classes? Why do you think?
4. To what extent do your students understand the English textbook during teaching learning process?
5. Do you consider the interest of your students while using teaching materials and strategies?
6. Do you think students lack interest in learning English? If so, what could be some of the factors?
7. What do you think is the most important factor that motivates students to learn English?
8. Could you suggest possible solutions to above causes of negative attitudes towards English as the second language?
9. What are your perceptions concerning how to prevent poor attitudes towards English at secondary levels?
10. Any other comments?

Interview for focus group (Students)

1. Do you enjoy learning English? Why? Why not?
2. How competent are you in using English language?
3. Does your English teacher use interesting materials and activities in the classroom teaching?
4. What kind of impact do your teachers have on your attitudes towards learning English?
5. Do you like to be like a native English speaker? Why? And why not?
6. What are the causes that hinders your English learning?
7. What factors best support your learning English?
8. What would you suggest to make students love learning English?
9. Any other comments