

Attitudes of Filipino Senior High School Students Towards English: Implications for Teaching English

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Abstract

Attitude towards a language is a crucial factor in learning the target language. Language attitude can be behavioral, cognitive or affective. This study aimed to determine the attitudes of senior high school students towards English according to their dimensions and compare them according to the learners' gender and type of school, which could provide valuable insights to the teachers of English. Descriptive-comparative method was utilized with the use of mean, standard deviation, frequency distribution, and t-test. There was a total of 133 respondents enrolled in the STEM strand in Marcelo H. Del Pilar National High School and Montessori De Sagrada Familia. A survey questionnaire was given to the respondents to determine their attitudes towards English. The study revealed that senior high school students have a positive attitude in each dimension of attitude towards English. Furthermore, there was no significant difference in each dimension of attitude when grouped according to gender and type of school. Since the results yielded only a positive attitude, these imply that further enhancement is necessary to achieve a highly positive attitude among the students through the help of teachers, parents, schools, and curriculum developers.

Keywords: Dimensions of Attitude, English Language Attitude, Gender, School Type, Senior High School Students

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Introduction

English is widely used in many countries, but in most Asian countries, it is considered as a foreign language. However, in some countries like the Philippines, it is considered a second language. In the Philippine educational system, English is not only taught as a course from basic education to tertiary education; it is also used as the medium of instruction.

Learning English entails practicing the language, but some learners find it difficult because of their native language or other languages. Even though English is considered as a second language and is taught in schools in the Philippines, not all Filipinos are proficient in using it. Khastgir and Neogi (2017) pointed out that “the importance of being educated in English cannot be denied” (p. 13634). This is true especially in the Philippines where English is used as a means of communication in the schools and in the workplace.

English competence is a must if one wishes to be hired by any company since job interviews are conducted in English. Even entrance examinations for schools and universities are in English. Textbooks in courses like Science and Mathematics are in English as well. In short, if one wants to be successful in the Philippines, be it in academics or in one’s career, proficiency in the English language is one of the keys. It is for this reason that English is considered “the language for economic advancement, academic pursuits, and globalization” (Koo, 2008, p. 22).

The English language is widely recognized as the international language (Gomez & Perez, 2015, p. 315). In fact, as mentioned earlier, English is considered as a medium of instruction in the Philippines, unlike in other Asian countries where it is merely a subject taught in their schools. According to Alam (2017), research has shown that to be successful in language learning and teaching, it is important to have an understanding of the attitudes of the learners towards learning a language. Since English is used as a second language in the country, attitudes of learners towards the language play an important role in the success of learning the language (Tanni, 2015, p. 139). Because of this, teachers need to “acknowledge and respect the attitudes and beliefs of the learners towards learning a language” (Mantle-Bromley, 1995, as cited in Tanni, 2015, p. 139).

There are different factors that are related to the attitudes of the learners towards a language. Baker (1992, as cited in Navarro-Villaroel, 2011) mentioned that attitude towards a language is related to different factors such as gender and type of school (pp. 5-6). In addition, Lamb (1997, as cited in Alieto, Rillo, & Lucas, in press) stated that research has revealed a gender difference in attitude towards languages (p. 9). Meanwhile, attitudes have three components (Wenden, 1991, as cited in Tanni, 2015, p. 139). As mentioned by Wenden, these components of attitudes are behavioral, cognitive, and affective, which led to the three dimensions of language attitudes and were discussed further by Abidin, Pour-Mohammadi, and Alzwari in their study (2012).

It is for this reason that the researcher undertook this study to determine the attitudes of Filipino senior high school students towards English and whether gender differences and types of school lead to any change in the attitudes of the learners

towards English. Furthermore, the researcher looked into the three dimensions of attitude of the learners that could provide implications to the teaching of English.

Literature Review

1. Attitude

As early as the 1930s until the present time, many researchers have come up with their definition of attitude. According to Krech and Crutchfield (1948, as cited in Ianos, 2014), “Attitude is an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world” (p. 96). Sarnoff (1970, as cited in Ianos, 2014), on the other hand, stated that “attitude is a disposition to react favorably or unfavorably to a class of objects” (p. 96). While for Baker (1992, as cited in Ianos, 2014), it is “a hypothetical construct used to explain the direction and persistence of human behavior, which means attitudes have to be inferred from their manifestations” (p. 97).

2. Language Attitude

In the study conducted by Goktepe (2014), he mentioned that attitudes encompass the set of beliefs that the learner has towards the second language (p. 324). Ryan and Giles (1982, as cited in Alieto & Rillo, 2018) explained that “language attitudes are any of the person's affective, cognitive, or behavioral index of evaluative reactions” (p. 87). Moreover, Alam (2017) stated that “attitude towards a language is a crucial factor that can have an impact on the learning of that language” (p. 30). According to Arda and Doyle (2017), language learners may develop different attitudes towards language learning (p. 180). In addition, the attitudes of the learners affect their academic performance since “attitudes have an effect on how much they become interested in learning the language” (Inal & Evin, 2006, as cited in Arda & Doyle, 2017, p. 179).

Prominent researchers have conducted studies regarding attitude towards a language. One of them is Baker (1992, as cited in Navarro-Villaroel, 2011) who introduced the idea that attitude towards a language is related to different factors such as age, gender, and even type of school (pp. 5-6). Gardner and Lambert (1972, as cited in Navarro-Villaroel, 2011) also conducted a study to measure students' attitudes towards a language (p. 5).

3. Dimensions of Attitudes

Most studies conducted by researchers focused on the three dimensions of attitudes, i.e. behavioral, cognitive, and emotional dimensions. Wenden (1991, as cited in Tanni, 2015) stated that attitudes have behavioral, cognitive, and affective components (p. 139). As mentioned by Abidin, Pour-Mohammadi, and Alzwari (2012), the three dimensions are based on the three theoretical approaches: behaviorism for behavioral, cognitivism for cognitive, and humanism for affective (p. 121).

Abidin, Pour-Mohammadi, and Alzwari (2012) pointed out that the behavioral aspect of attitude, which is the first dimension of attitude, is the way the learner behaves and reacts in particular situations (p. 121). Moreover, cognitive dimension deals with the

beliefs of the language learner about the knowledge that he or she receives in school and his or her understanding of the process of language learning (Abidin, Pour-Mohammadi, & Alzwari, 2012, p. 122). The third dimension of attitude which is affective, as defined by Feng and Chen (2009, as cited in Abidin, Pour-Mohammadi, & Alzwari, 2012), is the emotional factors that affect language learning (p. 122).

Van Els et al. (1984, as cited in Hosseini & Pourmandia, 2013) mentioned that the relationship of the three dimensions is so close that even if only one dimension is measured, sufficient information regarding the learners' attitudes can be obtained (p. 68). They also stated that it does not matter which of the dimensions of the attitudes will be measured (p. 68).

4. Attitudes towards English

Many studies regarding attitudes towards English have been conducted before. These studies explored the different factors that might have an effect on the attitudes of the respondents. A recent study conducted by Coşkun and Taşgın (2018) explored the attitudes of students towards English and factors that might affect students' attitudes such as gender, year level, and school type. Results revealed that freshman students in the university had higher attitude scores towards English compared to higher year levels' scores.

Filipino bilingual students have very high positive attitudes towards English, as revealed by the study of Sicam and Lucas (2016). The general attitudes of the learners towards English showed that they are aware of the personal impact of English in their lives. They concluded that the positive attitudes have not changed over the years.

When it comes to students' attitudes towards English and their English language performance, the study conducted by Nyamubi (2016) revealed that the students' performance in the said language is related positively to their language attitudes.

5. Attitudes and Gender

As introduced by Baker (1985, as cited in Navarro-Villaroel, 2011), one of the factors that are related to language attitude is gender (p. 5). The study conducted by Coşkun and Taşgın (2018) examined the attitudes of students towards English and gender as a contributing factor that might affect the attitudes of the students. Results revealed that the female students' attitude scores towards English were higher than those of the male students.

This is also the same with Nyamubi's study in 2016. The study revealed that female respondents had consistently stronger positive attitudes towards English compared to male respondents. A reason for the differences provided in the study was explained that this might be because of "the socio-cultural behaviors of the two sexes" (Kidenyi & Getui, 2011, as cited in Nyamubi, 2016, p.129) "with girls more inclined to like the arts subjects while boys go for the sciences and mathematics" (Nyamubi, 2016, p. 129).

However, this is not always the case. The study conducted by Alieto, Rillo, and Lucas (in press) and Alieto and Rillo (2018) yielded a different result with the gender. Their

study revealed that gender does not influence the attitudes of the respondents towards the language.

6. Attitudes and Type of School

Another factor related to language attitudes is the school type (Baker, 1985, as cited in Navarro-Villaroel, 2011, p. 6). The study of Coşkun and Taşgın (2018) revealed that the attitudes of the students did not differ according to their type of school. This is similar to the research conducted by Çimen (2011, as cited in Coşkun & Taşgın, 2018) where the study revealed that there was no significant difference between the students' attitudes towards the English course according to school type. In addition, the study of Ibnian (2017) revealed that students from both public and private schools had a positive attitude towards learning English as a foreign language (EFL); however, students from the private schools showed more positive attitudes than those from the public schools. The students pointed out that the physical environment and education setting of the school affected their attitudes towards learning EFL.

However, Doğan's (2016) study opposed this, stating that there was a significant difference in the attitudes of the students towards English when grouped by school type. This is also true with the work done by İnal, Evin, and Saracaloğlu (2000).

Statement of the Problem

The study aimed to determine the attitudes of Filipino senior high school students towards English according to their dimensions, and compare them by gender and by type of school, in order to provide valuable insights to the teaching of English.

Specifically, this study sought to answer the following questions:

1. What was the profile of Filipino senior high school students according to:
 - 1.1 gender
 - 1.2 type of school?
2. What were the attitudes of the respondents towards English according to the following dimensions:
 - 2.1 behavioral
 - 2.2 cognitive
 - 2.3 affective?
3. How did the attitudes of the respondents in each dimension compare when grouped according to:
 - 3.1 gender
 - 3.2 type of school?
4. What are the implications of the findings of the study for the teaching of English?

Methods of Research

This study used the descriptive method because it describes the attitudes of the respondents. Likewise, comparative method of research was utilized in the conduct of the study since the attitudes according to gender and type of school were compared.

Setting of the Study

This study was conducted in Marcelo H. Del Pilar National High School (MHPNHS). Originally, its name was Bulacan High School. The name was then changed to Marcelo H. Del Pilar High School until it has achieved its national status, which gave the name Marcelo H. Del Pilar National High School. It is a public school located in the city of Malolos, Bulacan, Philippines.

This study was also conducted in Montessori De Sagrada Familia (MDSF). It is a private, basic education institution located in Tangos, Baliwag, Bulacan, Philippines.

Respondents of the Study

The researcher conducted the study to grade 11 students enrolled in the STEM strand in MHPNHS and MDSF for the School Year 2018-2019. There were 71 respondents in MHPNHS while 62 respondents in MDSF, totaling to 133.

Sampling Technique

There were two sections for the STEM strand in MDSF. The entire population of 62 was chosen as respondents. Meanwhile, there were eight sections for the STEM strand in MHPNHS with 35 to 40 students in each section. Fishbowl technique was used to determine the sample population for MHPNHS which totaled to 71 respondents.

Research Instruments

In order to obtain the information needed, the researcher utilized a survey questionnaire adapted from the study of Abidin, Pour-Mohammadi, and Alzwari (2012) using Likert Scale with four criteria, namely: Strongly Disagree, Disagree, Agree, and Strongly Agree to determine the attitudes of the students. The instrument is composed of 29 statements which were contextualized. This underwent validation and reliability testing.

Validation of the Instruments

The survey questionnaire was shown to and checked by an expert in the field of linguistics. The corrections, suggestions, and recommendations were properly incorporated in the instrument used in this study. Furthermore, the survey questionnaire was administered to grade 11 students from other strands not included as the respondents of the study for reliability testing. The gathered data were then submitted to the CEU center for data processing and computation. Originally, the obtained Cronbach's alpha was 0.683. Consequently, one of the statements in the affective dimension was removed to obtain a Cronbach's alpha of 0.725 which can be interpreted as *Acceptable*.

Research Protocol

The study was guided by the following steps:

1. The researcher prepared the survey questionnaire regarding the attitudes towards English. This was validated by an expert in the field of linguistics.

2. The survey questionnaire was administered to a group of grade 11 students not included in the study for pilot testing.
3. The survey questionnaire was then administered to the respondents.
4. The results of the survey questionnaire were tallied according to gender, type of school, and dimension of attitude.
5. Statistical data were submitted to the CEU center for data processing and computation.
6. Findings were analyzed and interpreted.

Statistical Treatment of Data

The researcher used the following:

1. Mean, to describe the attitudes of the students towards English.
2. Standard Deviation, to identify the homogeneity or heterogeneity in the attitudes of the students.
3. Frequency Distribution, to describe the profile of the respondents.
4. T-test for Independent Samples, to describe the significant difference in the attitudes of the students by gender and type of school.

Presentation, Analysis, and Interpretation of Data

1. Profile of ESL Learners

1.1 Gender

	Frequency	Percent
Female	62	46.6
Male	71	53.4
Total	133	100.0

Table 1: Gender Profile

Majority of the 133 respondents were male with a frequency of 71 or 53.4 percent while female respondents were 62 or 46.6 percent.

1.2 Type of School

	Frequency	Percent
Private School	62	46.6
Public School	71	53.4
Total	133	100.0

Table 2: Type of School Profile

Seventy-one (71) of the respondents came from the public school with 53.4 percent while 62 respondents came from the private school with 46.6 percent.

2. Attitudes of the Respondents towards English

The scores for the negative statements in all of the dimensions of attitude were converted to positive to get the overall mean scores; however, the original scores were retained for the computation of the individual negative statements.

Statements	Mean	Std. Deviation	V.I.
1. Speaking in English anywhere makes me feel worried.	2.29	.669	Disagree
2. Studying English helps me to have good relationships with friends.	2.73	.664	Agree
3. When I hear a student in my class speaking in English well, I like to practice speaking with him/her.	3.00	.628	Agree
4. Studying English helps me improve my personality.	3.07	.642	Agree
5. I put off my English homework as much as possible.	2.29	.724	Disagree
6. I am not relaxed whenever I have to speak in my English class.	2.39	.796	Disagree
7. I feel embarrassed to speak in English in front of other students.	2.29	.796	Disagree
8. I like to practice English the way native speakers do.	3.08	.654	Agree
9. When I miss the class, I never ask my friends or teachers for the homework on what has been taught.	1.74	.623	Disagree
10. I do not feel enthusiastic to come to class when English is being taught.	1.92	.652	Disagree
<i>Overall</i>	2.89	.32	Agree

Table 3: Behavioral Attitude

The statements in Table 3 are behavioral attitudes since they show the behavior of the respondents in certain situations related to language learning. As shown in the table, statements such as: studying English helps the respondents to have good relationships with friends; *when they hear a student in the class speaking in English well, the respondents like to practice speaking with him/her*; *studying English helps the respondents improve their personality*; and *they like to practice English the way native speakers do* are positive behavioral items demonstrating a verbal interpretation of *Agree*. Among these positive behavioral items, the statement that *the respondents like to practice English the way native speakers do* got the highest mean score (3.08). The rest of the statements are negative behavioral items showing a verbal interpretation of *Disagree*. Overall, the statements for behavioral attitude had a mean score of 2.89 (SD = .32) which manifests a verbal interpretation of *Agree*. This implies that the respondents had positive behavioral attitudes towards English.

Coronel-Molina (2009) mentioned that based on the definitions given by different scholars, one's language attitudes theoretically should influence his or her behavior (p. 9). The studies of Saade (2007) and Pierce, Stacey, and Barkatsas (2007, as cited in Kara, 2009) revealed that students who had a positive behavior towards the courses of study absorbed themselves in the courses and strived to learn more. This implies that the behavioral attitude of the learners affects their academic performance, particularly in English. When it comes to teaching English, teachers should emphasize the importance of learning English to develop a positive behavioral attitude among the students.

Statements	Mean	Std. Deviation	V.I.
1. Being good at English will help me study other subjects well.	3.41	.551	Agree
2. I have more knowledge and more understanding when studying English.	2.89	.654	Agree
3. Frankly, I study English just to pass the exams.	2.02	.712	Disagree
4. In my opinion, people who speak more than one language are very knowledgeable.	3.07	.855	Agree
5. Studying English helps me communicate in English effectively.	3.41	.605	Agree
6. I cannot apply the knowledge from English subject in my real life.	1.68	.715	Disagree
7. Studying English makes me able to create new thoughts.	3.32	.542	Agree
8. I am not satisfied with my performance in the English subject.	2.66	.748	Agree
9. In my opinion, English language is difficult and complicated to learn.	2.22	.772	Disagree
10. English subject has the content that covers many fields of knowledge.	3.22	.541	Agree
<i>Overall</i>	3.07	.35	Agree

Table 4: Cognitive Attitude

The statements in Table 4 are cognitive attitudes since they talk about the beliefs of the learners about their acquired knowledge and understanding of the language. Statements such as: *being good at English will help the respondents study other courses well; they have more knowledge and more understanding when studying English; in their opinion, people who speak more than one language are very knowledgeable; studying English helps them communicate in English effectively; studying English enables them to create new thoughts; and English subject has the content that covers many fields of knowledge* in Table 4 are positive cognitive items showing a verbal interpretation of *Agree*. Among these positive cognitive items, statements regarding *being good at English will help the respondents in other subjects* and *studying English helps them communicate in English effectively* got the highest mean score (3.41). This means that there was an application of what they had learned in English. The rest of the statements are negative cognitive items which reflect a verbal interpretation of *Disagree* except for one statement which is, *the respondents*

are not satisfied with their performance in the English subject, which has a verbal interpretation of *Agree*. Majority of the respondents were not satisfied with how they performed in their English subject. Generally, the statements for cognitive attitude had a mean score of 3.07 (SD = .35). This dimension of attitude also has a verbal interpretation of *Agree* which implies that the respondents had positive cognitive attitudes towards English.

According to Abidin, Pour-Mohammadi, and Alzwari (2012), cognitive attitude consists of four steps: “connecting the background knowledge and the new one; creating new knowledge; checking new knowledge; and applying the new knowledge in many situations” (p. 122). These steps were shown in the statements used in the questionnaire such as *being good at English will help the students study other subjects well* for the first step; *studying English helps them create new thoughts* for the second step; *they are not satisfied with their performance in the English subject* for the third step; and *I cannot apply the knowledge from English subject in their real life* for the fourth step. Shah (2008) pointed out that attitudes derived from the cognitive dimension “may block or hinder the current process of learning” (p. 23). Thus, having positive cognitive attitude may influence the students’ process of learning.

Statements	Mean	Std. Deviation	V.I.
1. I prefer studying in my mother tongue (e.g. Tagalog, Kapampangan) rather than any other language.	2.47	.765	Disagree
2. To be honest, I really have little interest in my English class.	2.35	.828	Disagree
3. Studying English is enjoyable.	3.12	.616	Agree
4. I feel proud when I can express myself in writing and speaking in English.	3.44	.513	Agree
5. Studying English subject makes me feel more confident.	3.31	.605	Agree
6. I am interested in studying English.	3.20	.600	Agree
7. Studying English is important to me because I think it will someday be useful in getting a job.	3.68	.501	Agree
8. I look forward to the time I spend in English class.	3.05	.562	Agree
9. Studying English makes me have good emotions (feelings).	2.95	.716	Agree
<i>Overall</i>	3.10	.35	Agree

Table 5: Affective Attitude

The statements in Table 5 are affective attitudes since they show the feelings and emotions of the students towards English. The affective attitudes include having positive emotions, confidence, and a sense of enjoyment. Positive emotions, as revealed in the study of Quinto (2015) include being happy, excited, comfortable, and proud. Statements such as: *the respondents prefer studying in their mother tongue rather than any other language* and *they really have little interest in their English class* have a verbal interpretation of *Disagree*. The last seven statements, which are

positive affective items, all have a verbal interpretation of *Agree*. Among these positive, affective items, the statement regarding *the importance of studying English in getting a job someday* got the highest mean score (3.68). This means that the respondents knew the importance of English for their future. In addition, studying English gives them positive emotions. The last dimension of attitude has a mean score of 3.10 (SD = .35) which gives it a verbal interpretation of *Agree*. This implies that the respondents had positive affective attitudes towards English.

Choy and Salah (2006, as cited in Charoensuk & Jaipetch, 2017) explained that the affective attitudes of learners influence their perspectives towards the target language (p. 44). In addition, Popham (2011, as cited in Olatunji, 2013) stated that the affective dimension of attitude is important since it influences the learners' future behavior (p. 100). Therefore, having positive affective attitude helps the learners respond positively to the tasks given to them.

Among the three dimensions, the affective dimension had the highest mean score, followed by the cognitive dimension and behavioral dimension as the last. Although the three dimensions differed in their mean scores, Tables 3 to 5 revealed that the students had a positive attitude towards English. However, it is worth mentioning that although all dimensions of attitude were rated as positive, none of the dimensions was rated as highly positive. Similar to the study conducted by Charoensuk and Jaipetch (2017), there is still room for improvement in all dimensions of attitude.

3. Comparison of the Dimensions of Attitudes According to the Respondents' Profile

3.1. Gender

	Gender	Mean	S.D.	t- value	p-value	Sig
Behavioral	Female	2.93	.33	1.047	P = 0.297 > 0.05	NS
	Male	2.87	.31			
Cognitive	Female	3.13	.37	1.799	P = 0.074 > 0.05	NS
	Male	3.02	.32			
Affective	Female	3.15	.36	1.379	P = 0.170 > 0.05	NS
	Male	3.06	.34			

Table 6: Comparison of Attitudes According to Gender

There was a total of 133 respondents in this study, 62 female and 71 male respondents. As seen in Table 6, there was no significant difference between male and female respondents' attitudes in each dimension. However, looking at the mean scores of male and female respondents in each dimension, the female respondents had slightly higher mean scores than the male respondents. Similar studies were conducted and found that there was no significant difference between male and female attitudes towards English using t-test (Çimen, 2011; Nyamubi, 2016; Alieto, Rillo, & Lucas, in press; and Alieto & Rillo, 2018). However, results of some studies showed that there was a significant difference in the attitudes of male and female students. Female students had a higher positive attitude (Coşkun & Taşgın, 2018; İnal, Evin, & Saracaloğlu, 2009). Kidenyi and Getui (2011, as cited in Nyamubi, 2016) explained that the reason why female students have a higher positive attitude is probably due to "the socio-cultural behaviors of the two sexes" (p. 129).

3.2 Type of School

	School	Mean	S.D.	t-value	p-value	Sig
Behavioral	Private School	2.87	.32	-.844	P = 0.400 > 0.05	NS
	Public School	2.92	.32			
Cognitive	Private School	3.10	.37	.886	P = 0.377 > 0.05	NS
	Public School	3.05	.33			
Affective	Private School	3.06	.37	-1.420	P = 0.158 > 0.05	NS
	Public School	3.14	.33			

Table 7: Comparison of Attitudes According to Type of School

Table 7 shows the difference of the students' attitudes by dimension when grouped according to type of school. For the behavioral and cognitive dimensions, there was no significant difference between the attitudes of students from the private school and the public school; although looking at the mean scores, the public school students had slightly higher positive attitudes towards English in behavioral and affective dimensions. Having no significant difference between the attitudes of students from the private school and the public school could stem out from the respondents as being part of the Generation Z (Gen Z) since the study of Schwieger and Ladwig (2018) revealed that those who fall under Gen Z are known for being self-educated, self-sufficient, self-aware, and pragmatic (pp. 46-47).

A study conducted by Coşkun and Taşgın (2018) also looked into the attitudes of students towards English according to school type. Their study revealed that there was no significant difference between the students' attitudes in general when grouped according to type of school but did not explore the dimensions of attitude. A similar study was conducted by Ibnian (2017) which revealed that the students from public and private schools had a positive attitude towards learning English.

4. Implications of the Findings for the Teaching of English

The findings revealed that the students in grade 11 in general had positive attitudes towards English. However, as mentioned previously, none of the dimensions obtained a verbal interpretation of *Strongly Agree*. This implies the need for teachers of English to aim for highly positive attitudes. They can help the students improve their attitudes towards English from positive to highly positive.

As for the improvement of each dimension of attitude, Johnston (2014, as cited in Charoensuk & Jaipetch, 2017) noted that "the affective attitude is the most difficult dimension to change" (p. 55). Teachers should provide students with enjoyable experiences in studying English to increase the students' affective attitude. As suggested by Charoensuk and Jaipetch (2017), they should continue putting more effort into helping the students develop more positive affective attitudes. Holding programs like language-related competitions within the school and joining inter-school competitions can help establish closer relationships and promote camaraderie among students.

Other improvements may also be suggested for teachers of English from the public and private schools, like creating a more encouraging atmosphere, highlighting the

importance of learning English, and utilizing up-to-date materials and resources to promote the students' positive attitudes towards English (Abidin, Pour-Mohammadi, & Alzwari, 2012). In addition, curriculum developers may review the current curriculum guide as implemented by the Department of Education "to meet the needs and interests of the students" (Abidin, Pour-Mohammadi, & Alzwari, 2012).

Lastly, parents also have an important role in helping their children develop a positive attitude towards English. They should realize this and take an active role as schools' partners in their children's education. They are also advised to give encouragement, offer help, and show concern to their children in learning English as parental encouragement boosts motivation (Khastgir & Neogi, 2017).

Conclusion

Summary of Findings

The following are summarized based on the results of the study:

1. Profile of the Respondents

1.1. Gender

There were 133 respondents, 71 male and 62 female.

1.2. Type of School

Respondents of the study came from two types of school involved in the study: the private school with 62 respondents and the public school with 71 respondents.

2. Attitudes of the Respondents towards English

This study delved into the three dimensions of attitude, namely: behavioral, cognitive, and affective dimensions. The results revealed that the respondents have positive attitudes in all dimensions, with the affective dimension having the highest mean score, followed by cognitive and behavioral dimensions.

3. Comparison of the Dimensions of Attitudes According to the Respondents' Profile

3.1. According to Gender

There was no significant difference in each dimension of attitude between male and female respondents.

3.2. According to Type of School

When grouped according to type of school, there was no significant difference between the attitudes of students in each dimension of attitude.

4. Implications of the Findings for the Teaching of English

Teachers should aim to help the students develop a highly positive attitude towards English instead of being satisfied with a positive attitude only. To do this, teachers should provide students with meaningful activities. In addition, schools can help by providing language-related programs that would increase the emotional attitude of the students. Curriculum developers may also review and revise the current curriculum guide used nationwide. Moreover, parents may provide a home environment that inspires learning English. They should give their children good reading and viewing materials in English.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Senior high school students have a favorable attitude in each dimension towards English.
2. Male and female senior high school students have the same attitudes towards English.
3. Senior high school students from the private and public schools have the same attitudes towards English in each dimension of attitude.

Recommendations

The following are recommended based on the conclusions:

1. For teachers

1.1 Teachers should understand the beliefs and respond to the needs of their students by providing meaningful activities that would make the English class an enjoyable experience. Since Karahan (2007) reiterated that attitude is a key element for learning a language, teachers of English have a huge role in helping the students develop a positive attitude towards English. Teachers do not just have to understand the language being taught but also take into consideration the students' beliefs, because learners with realistic beliefs are more likely to be productive in the class (Hosseini & Pourmandnia, 2013).

1.2 They should also help the students improve their English performance by providing remedial instructions. Burgos and Perez (2015) stated that teachers should act as agents to motivate their students and that they should stress that personal development could encourage students to improve their English. Furthermore, this is a challenge to teachers of English, to respond to the specific needs of students (Quinto, 2015).

2. For schools

Schools should provide co-curricular English activities and language-related programs that will make the students improve and be interested in English.

3. For curriculum developers

Curriculum developers may review the content of the current curriculum guide in English and revise, if necessary, to meet the current needs of the students.

4. For parents

Parents may provide a home environment that encourages learning English by reading to and with their children, and providing good reading and viewing materials in English as early as pre-school age.

5. For future researchers

Future researchers may conduct further studies regarding students' attitudes towards English and factors that affect their attitudes which may include the teaching strategies used by their teachers.

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