

Attitudes of Secondary School Students towards English as Foreign Language: A case study at Lahore, Pakistan

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Abstract

In Pakistan learning of English as Foreign language has always been considered as a matter of vital importance. This research explored English language learning attitudes of the Secondary school student's in District Lahore, Pakistan. The study was concentrated on three major attitudinal features (cognitive, behavioral and emotional) of language learning. Moreover,

investigations were also made about differences in attitude towards learning English as an external language on the basis of Gender and area (Science or arts subjects) of study. The study sample was comprised of 150 high school students. The present study was based on cross sectional survey research design. In this study it was observed that the behavioral aspect of attitude, cognitive aspect of attitude and emotional aspect of attitude were ($M = 2.55$, $SD = 0.61$), ($M = 2.65$, $SD =$

0.62), $M = 2.58$, $SD = 0.63$) respectively whereas overall English language attitude was ($M = 2.60$, $SD = 0.58$). All the said values suggested the negative attitude of the students towards learning English as Foreign English (EFL). It was observed that the girl students revealed significantly higher learning attitudes towards EFL ($M = 2.74$, $SD = 0.54$) compared to the boy students ($M = 2.45$, $SD = 0.59$), $t(148) = 3.21$, $p < .05$ and the students of Science subjects exposed significantly higher learning attitudes towards EFL ($M = 2.72$, $SD = 0.54$) compared to the students of arts subjects ($M = 2.42$, $SD = 0.51$), $t(148) = 3.24$, $p < .05$

Key words :

Attitude; English as a Foreign Language; Secondary School; Gender.

Introduction

Language is considered as the principal means of communication with others and as a byproduct it provides the basis for concept development. Different People share their feelings, tell their needs and ask questions while communicating through language (Benczik, 2003). The language of human society is the main element to deal with others (Tavil, 2009).

This is a world wide accepted reality that learning and understanding a second / external language justify a person's professional needs, brings innovative ideas into into his/her understandings of life, and broadens his minded and enhance level of tolerance. Keeping in mind the importance of external language learning, many of the European countries have started 2nd language classes from primary level since long, however, this practice was started in the United States of America (USA) in the beginning of the 1960s (Caner, Subasi & Kara, 2010).

These days English has been frequently considered as “world language” and plays a significant role in national development. Coleman (2010) enlisted following key roles played by the English language in relation to development:

- “increasing individuals’ employability”
- “enabling international collaboration and co-operation”
- “providing access to research and information”
- “facilitating the international mobility of students, tourists, workers and others”
- “facilitating disaster relief and disaster preparedness”
- “acting as an impartial language in contexts of disharmony”.

Language learning attitude seriously affects the behavior and performance of the students (Oxford & Nyikos, 1989). Literature review on language learning attitude indicates the occurrence of a number of factors which impact on language learning attitudes. Clement, Gardner & Smythe (1977) determined the motivational features of students of Francophones learning English as a 2nd language and came to the conclusion that a person's motivation about learning a foreign language was significantly affected by his/her positive/negative attitudes toward that community of foreign/ 2nd language. To enhance the proficiency of learning English as a foreign language, it is necessary to understand the needs of the language learning students (Wu, 2010). This is a common question in the mind of most teachers that how can I stimulate my pupils to give more attention towards their studies. Many times

students behave much more distinctive than the others indicating the existence of some more factors than the sole motivation of the teachers which stimulates student attitude towards learning. This behavioral distinctiveness of the students towards learning attracts the researchers for deep investigations of the presence of various stimulating factors of learning (Dornyei, 2005).

In accordance to the conventional, “tripartite concept” attitude is comprised of three main aspects, namely cognitive, behavioral and affective (emotional) components (Rosenberg & Hovland, 1960). Student’s attitude affects their levels of stimulation for working hard and can cause major changes in the educational career of the students. For instance, habits of reading and practice to memorize difficult words on a regular basis can better impact the student’s attitude compared to classroom activities and social dealings alone. Regarding learning of Foreign Language, the learners experience different things which they have not interacted before and therefore, they have to behave /interact in a different style to cope with the new items. Teaching and learning techniques of foreign/2nd language is quite different from that of native language teaching and learning. Here students get unique experiences of their lives, they get different grades / levels of success which can be a major stimulant to enhance their attraction to work hard (Sturgeon, 2008).

In bilingual education, attitudes have been observed to affect a student's proficiency in the second language. Positive attitudes normally effect about higher proficiency. Moreover, achievement in learning also involves the learner's attitude towards the language (Stem, 1983). There are two beliefs about the nature of attitudes, one

is the mentalist and other is the behaviorist (Fasold, 1984). The mentalist beliefs about the nature of attitudes, is that it is an internal state of mind provoked by the motivation and can produce varieties of response. The Behaviorists beliefs about the nature of attitudes, is that attitudes are originated in people's reactions. Brown (1981) described that attitude is a product of parental views, peer views and the views with other people the person contact. Baker (1992) advises that language attitudes can be better explained with reference to the general attitude theory. He described attitude as a theoretical concept worked to describe the way and drive of human behavior.

Henderson, Morris and Fitz-Gibbon (1987) described attitude can only be understood by a person's words and actions. Language attitudes means that people preferences on ranking a language or peoples' attitudes towards the speakers of different languages. Romaine (1995) described different facets as language attitudes, i.e. language preference, language evaluation, attractiveness of learning particular languages and self-reports about language practice. Language attitudes can be studied from a psychological, sociological, socio-linguistic and social perspective. There are different approaches to investigate language attitudes, i.e. direct judgment with interviews or questionnaires, analysis of social behavior of language types, and indirect judgment with the speaker evaluation pattern (Ryan, Giles, & Hewstone 1988).

Bourhis (1982) assessed the language policies in Canada, this is an example of how a society considers language selections. Gardner and Lambert (1972) exercised ratings of integrative and instrumental initiation. This is a case of the direct method of evaluation. The match-guise method

(Lambert, 1967) is a case of the indirect method of evaluation.

Motivation involves an affective source that is related to attitudes. Gardner explains that motivation is an important factor regarding to the learning of a second language. He explains learning to motivation as the degree to which a person struggles to learn the language on account of an aspiration to achieve and the pleasure experienced in this pursuit (Gardner, 1985). A further positive attitude can effect in a greater degree of interaction with the second language and can be associated to enhance learning of the language. Gardner and Lambert (1972) described that attitudes and motivation have an important association with second language achievement. The most crucial attitude is the attitude about the members of the focus language group. It involves that the learner's affective tendency toward the focus cultural group which will affect the achievement in language learning and this is an integrative motivation. The learner's motive for learning a second language is realistic in nature i.e. for careers and future studies, it is the instrumental motivation.

Domyei described that motivation to learn a second language is complicated as language itself is multidimensional and competes different functions. Language is a communication procedure that is a vital part of the person's identity and path way of social composition (Domyei, 1998).

This study was specifically designed to discover attitudinal features in respect of behavior, cogitation and emotions towards learning of external language especially English. In additional attitudinal difference on the basis of the demographic profile of students (Gender & field of study) was also determined through this research work.

Background of study

Currently, in developing countries like Pakistan, English as the language for development has led the official and political homily for a reasonable period of time. Moverover, the recent treatise of 'Education for All' and the escalation in the application of English language in the global business have supplemented a universalistic facet to the system of teaching-learning of English subject in Pakistan, therefore it has become a complicated policy matter especially for resource allocation and achieving value in academic learning of English language (Shamim, 2011).

In Pakistan English language is frequently used in government, business, technology and legal communications. English language is taught as an essential subject from primary to degree level classes in both public and private institutes especially in Punjab and Sindh provinces. Almost all higher-level jobs demand proficiency in English that results in the increased demand of learning English at School and college level (Haque & Anjum, 1982).

English is considered as token of success and progress of social kinesis. Therefore, considering English as key to national development, few routine cliches of English are intermixed in the official dialogue for planning and policy meetings; more significantly, such cliches reveal the perception of most people (rich and poor) in conversing chances of future successes of their children (Shamim, 2011).

The student's attitudes towards language learning have a significant influence on the grades had already proved. With optimistic beliefs about language learning, students develop positive attitudes towards language learning (Gardner & MacIntyre, 1993) and show good grades while negative

thinking may cause anxiety, poor academic achievement and destructive attitudes (Baker, 1992). Student's performance is significantly affected by their attitudes toward learning a second language (Oxford & Nyikos, 1989). In Pakistan settings, English language is principally viewed for development at both the National as well as at the individual levels. In reality, the competition for individual opulence and business development at the country level appear to have surpassed issues of identity, class and anxiety of cultural annexation from an erstwhile foreign language (Shamim, 2011). So many researchers of the current time prefer to investigate the learner's attitudes towards learning EFL in addition to many other relevant topics.

Significance of the study

In Pakistan, literature is deficient in data on organized analysis, discussion and discourse regarding the necessity for English language learning. People generally value English language and hearing about English learning of children often stimulates common man's desire about sending his / her child to English medium schools from the early classes (shamim, 2011). However, it is crystal clear that in Pakistan English is considered a symbol of priority which leads to increased demand English learning in the country. This study is especially designed keeping in view emerging need of learning English language in the country. Government of the Pakistan is spending a lot of money in developing educational programs towards English teaching at Primary to higher levels, but due to many gaps / deficiency of research data in the relevant field desired targets are looking much away. This study would be helpful for all stakeholders, especially involved in educational planning and policy development regarding teaching English as a foreign

language. The research would be helpful to Teachers and students at the school level to better understand the learning process of EFL. This investigation could also be used as a baseline for other scholars willing to work on similar topics.

Review of Literature

In social sciences, the attitude has been defined as assessment of an attitudinal entity, which ranges from exceptionally negative to exceptionally positive (van, 2004). The term attitude has been defined by Eagly and Chaiken (1998) as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". Attitude can be discussed under cognitive, behavioral and emotional features for better understanding. In the presence of proper motivation and learning ability, central processing is expected to happen during which the learner will provide solicitous deliberation to the reasoning and information delivered (Nabi, 1999). The attitude of the students towards learning EFL has been considered as one of the principal factor in stimulating student's language learning (Abidin et al., 2012).

The association between attitudes and learning a second language has been proved through number of studies (Gardener, 2002), while dealing with language learning, attitude is considered as one of essential feature to affect the performance, positive attitudes and educational tenets looks to be helpful in the creation of innovations in society and vice versa. In the classroom environment, external language learning students show different abilities of learning: some students learn foreign language quickly without any difficulty compared to other fellows who take much time to learn, and still others learn very less even after big effort to do so (Kohonen, 1992). Wu (2010) states that the English

language learners (children and even adults), who studied English language, without any pressure of getting good grades, did not taunt communicate in English in the presence of other individuals/community due to the anxiety of doing errors.

Because of the dominant clout of World English in business, media, entertainment and academic etc., the subject of learning English as Foreign Language (EFL) has become an essential component of educational curriculum in developing world and EFL has been represented as a basic instrument of professional achievements and success (Guilherme, 2007). It is well known that all the three features (behavioral, cognitive and emotional) of the attitude towards learning something new are highly interconnected. A behavioral feature of the attitude is concerned with the actions and reaction of the learner in a particular situation (Abidin, Pour-Mohammadi, & Alzwari, 2012). Learning is thought to be an emotional process (Akgün, Keskin, Byrne, & Aren, 2007). Actions have emotional impact on attitude when learners infer their behavior by their own understandings of something in some particular circumstances (Gardner, 2002). Varied emotional features which create changes in one's learning is referred to Emotional feature of the attitude (Akgün, Keskin, Byrne, & Aren, 2007). Students attraction to learn 2nd language is usually developed because of some emotional attachment with the particular language community or otherwise it may be due to direct curiosity in the 2nd language (Gardner & MacIntyre, 1993). Student's outlooks and attitudes to language learning are highly influenced by their heart feelings and emotions (Guilherme, 2007). A cognitive feature of attitude consists of the learner's believes of information they obtain and

understanding while passing through the course of language learning (Abidin et al., 2012).

Usually, the findings of foreign language learning research indicated that the students had a greater degree of both instrumental and integrative motivation towards learning the English language. Different studies have proved the existence of optimistic attitudes towards learning EFL (Tahaineh & Daana, 2013). Some researchers proved that there are no significant differences of attitudes while considering the gender of the learners (Haque et al., 1982). Nunan (2000) described that Student's attitudes, abilities and learning methodologies highly impact their failures and successes in the examination. Student's attitude is thought to be a major impacting feature of external language learning (Soleimani & Hanafi, 2013). Language Speaker's Evaluation offers an ancillary degree of language attitudes, particularly in the features of eminence, respect and social priorities (Ricento, 2009). Scholars at Wales concluded that bilingual presenters obtained better results compared to unilingual ones on language speaking evaluations (Garrett, 2010).

Objectives of the Study

1. The first objective of the study was to explore the attitude of secondary school students towards learning English as a foreign language.
2. The second objective of this study was to compare the attitude of girl and boy secondary school students towards learning English as a foreign language.
3. The third objective of this study was to compare the attitude of science and arts secondary school students towards learning English as a foreign language.

Hypotheses

1. There will be the negative attitude of secondary school students towards learning English as a foreign language.
2. There will be the significant difference in attitudes of the girl and boy students towards learning English as a foreign language.
3. There will be the significant difference in attitudes of the science and arts students towards learning English as a foreign language.

Methodology

Sample

A sample of ($N= 150$) secondary school students was randomly taken from the twenty different public secondary schools (10 boy schools & 10 girl schools) of district Lahore, Pakistan. Out of 150 students, boys ($n=75$) and girls ($n=75$), science students ($n=80$) and arts students ($n=70$) were involved as the part of the sample.

Design

This study was based on cross sectional survey research design.

Instrument

The standardized attitude scale “Students’ Attitudes towards Learning English Language” by (Abidin et al., 2012) was used in this study. The scale consists of 45 items about language attitudes in terms of behavioral, cognitive, and emotional aspects of attitude. The scale consists of with 30 items towards positive attitude and 15 items with negative attitudes towards English. The items were rated on a 5-point Likert scale from strongly disagree to strongly agree. According to Abidin, et al., 2012, the scale possesses good reliability i.e. Cronbach alpha is 0.878 for overall scale, whereas the value of Cornbach’s alpha about the behavioral aspect is 0.731, the cognitive aspect is 0.772 and for the emotional aspect is 0.677.

Procedure for Data Collection

The sample of the study was taken from the twenty different public secondary schools of district Lahore, Pakistan. The data were collected from district Lahore. For the data collection the researchers visited selected secondary schools in person along with two well trained postgraduate students of the Institute of Education and Research, University of the Punjab, Lahore. In every visited school, the researcher and one English teacher took the 10-15 minute orientation session prior to the start of responding to research questionnaire. After the complete surety that every participating student had fully understood every item of the questionnaire, every participant was asked to respond every item of the questionnaire on the five point Likert scale, as per his/her own feelings.

Data Analysis

The data collected through the survey was analyzed by applying the “statistical package of social sciences (SPSS) version 21”. Descriptive statistics was applied to know the values of mean, frequency, variance and standard deviation of the collected data. Independent sample t- test applied to prove or disprove the hypothesis.

Results

The reliability of the data collected for this study was analyzed using statistical package of social sciences (version 21) and it was observed that the overall scale, the cronbach’s Alpha was 0.82 whereas sub-scale Behavioral Feature, Cognitive Feature and Emotional Feature were observed 0.71, 0.75 and 0.67 respectively.

Space for Table 1

As shown in table 1, taking into account different features of students’

attitudes towards the English language, the behavioral aspect of attitude, cognitive aspect of attitude and emotional aspect of attitude was ($M = 2.55, SD = 0.61$), ($M = 2.65, SD = 0.62$), ($M = 2.58, SD = 0.63$) respectively whereas overall English language attitude was ($M = 2.60, SD = 0.58$). All the said values suggested the negative attitude of the high school students towards learning English as Foreign Language (EFL) in Pakistan.

Space for Table 2

As shown in Table 2, it was observed that the girl students depicted significantly higher learning attitudes towards EFL ($M = 2.74, SD = 0.54$) compared to the boy students ($M = 2.45, SD = 0.59$), $t(148) = 3.21, p < .05$

Space for Table 3

As shown in Table 3, it was observed that the students of Science subjects depicted significantly higher learning attitudes towards EFL ($M = 2.72, SD = 0.54$) compared to the students of arts subjects ($M = 2.42, SD = 0.51$), $t(148) = 3.24, p < .05$

Discussions

Pakistan is a state where people speak many languages for communication and there lies multicultural society. In every province there are more than one main language as well as some local languages of minor level. The exemplary status of English, because of its continuous association with the leading and proto-elite communities (Rahman 2002; Shamim 2011), has supported English in making it a high-status language. In Pakistan English has attained the status of powerful language compared with the National language, namely Urdu and number of other local languages of Pakistan (Rassool & Mansoor, 2009). Therefore, every Government declares her policy of English teaching to the public as a mean of getting its

democratic standards of provision of equal opportunity of success to everyone (Shamim, 2011).

The first objective of the study was to explore the attitude of secondary school students towards learning English as a foreign language. In this study it was observed that the behavioral aspect of attitude, cognitive aspect of attitude and emotional aspect of attitude was ($M = 2.55, SD = 0.61$), ($M = 2.65, SD = 0.62$), ($M = 2.58, SD = 0.63$) respectively whereas overall English language attitude was ($M = 2.60, SD = 0.58$). All the said values suggest the negative attitude of the students towards learning English as Foreign Language (EFL).

The results of this study are incompatible with that of Abidin et. al 2012 which also indicates the negative attitude of the Iranian secondary students towards learning English as Foreign Language (EFL). Tahaine and Daana (2013) reported positive attitude of Jordan undergraduate students towards EFL, these observations are in contrast to our findings. Studies of Martinez and Perez (2013) also showed positive attitude of Mexican American students towards learning English as a second language. . This could be due to specific learning environment and educational system of that particular area as well as many other factors.

The second objective of this study was to compare the attitude of girl and boy secondary school students towards learning English as a foreign language. In this study it was observed that the girl students depicted significantly higher learning attitudes towards EFL ($M = 2.74, SD = 0.54$) compared to the boy students ($M = 2.45, SD = 0.59$), $t(148) = 3.21, p < .05$.

Kobayashi (2002) conducted a large scale attitudinal investigation in Japan and

found that Japanese female students showed higher status of positive attitude toward learning English as an external/ second language. Studies of Martinez and Perez (2013) also showed presence of more positive attitude of girl compared to boys in Mexican American students, these results are also in agreement with our findings. Abidin et al. 2012 also reported slightly higher level of attitudes of female student's towards EFL compared to male students in Iranian school students. All these results are also in agreement with our results. This gender based attitudinal difference may be due to use of teaching techniques and classroom events used by teachers of English language in Girl and boys' schools. These results may also be due to less favorite curriculum for males compared to females that causes the negative attitude of male students towards EFL.

The third objective of this study was to compare the attitude of science and arts secondary school students towards learning English as a foreign language. In this study it was observed that the students of Science subjects depicted significantly higher learning attitudes towards EFL ($M = 2.72, SD = 0.54$) compared to the students of arts subjects ($M = 2.42, SD = 0.51$), $t(148) = 3.24, p < .05$

Our study outputs are in agreement with that of Abidin-2012 (Abidin et al., 2012; Rad, 2009) where higher levels of attitudes towards EFL were observed in science students compared to the students of arts subjects. It is possible that significant attitudinal differences between students of science and arts subjects may be due to different curriculum contents and the basics of subjects. The subjects of languages, literature and social works, etc. are generally taught in arts disciplines while Math, chemistry, computer science, Physics and chemistry are taught in the Science

disciplines which are much more different in nature. The study concludes that field of study significantly influences the learner's (student's) attitude towards learning EFL.

Recommendations

To address the negative attitude of students towards English language learning, EFL are required to use modern teaching aids in during their lectures. They have to create a booting classroom environment to promote the student's attitude towards learning EFL. Students may also be encouraged to change their attitudes by involving them in group work, role plays and other similar exercises along with routine lectures in the classes. The importance of learning EFL relevant to future career of the students should be highlighted with different successful examples. Student's interests to learn English as an important subject can be enhanced by effective implementation of different teaching activities and ways in the classroom during lectures. English teachers should also understand the influence of the gender and field of study towards the learning of EFL. They should know about the role of communication approaches to enhance learning attitudes of the students. Special training courses may be launched in collaboration with the relevant expertise for capacity building of English language teachers. It is also recommended that English language curriculum may be revised in consultation with the expertise, keeping in view various studies relevant to student's attitudes towards language learning. It is further recommended the curriculum of teacher training courses may also be revised time to time keeping in view the influence of student's attitudes towards learning on their performance.

We also recommend for allocation of scholarships / funding for special research

projects on country level assessment of different attitudinal aspects of learning EFL. New researchers can use this study as a baseline for further proceeding in this field.

Conclusion

On the basis of the results and discussions it can be concluded that the Pakistani secondary school students do not know the significance of English language in their daily lives. They consider English just a compulsory subject and do not pay attention towards its learning compared to other subjects. The high value of different features of attitude and its relation to the demographic profile of the learners is well recognized and must be considered as a priority by the English language teachers while planning their lectures. It is concluded that, positive attitudes towards learning EFL can enhance the student's performance in final tests. That is why topics of language learning attitudes must be taken by researchers on priority basis.

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Table 1 *Descriptive Statistics of Students' Attitudes towards English Language*

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
Behavioral Aspect of Attitude	150	1.31	3.81	2.55	0.61
Cognitive Aspect of Attitude	150	1.05	3.99	2.65	0.62
Emotional aspect of attitude	150	1.30	4.39	2.58	0.63
Overall English Language Attitude	150	1.22	4.07	2.60	0.58

Table 2 *Difference in the Level of Students' Attitudes towards English Language by Gender*

Girl Students (n=75)		Boy Students (n=75)		t	p
M	SD	M	SD		
2.74	0.54	2.45	0.59	3.21	.001

$df = 148, *p < 0.05$

Table 3 *Difference in the Level of Students' Attitudes towards English Language by Area of Study*

Science Students (n=80)		Arts Students (n=70)		t	p
M	SD	M	SD		
2.72	0.54	2.42	0.51	3.24	.000

$df = 148, *p < 0.05$

APPENDIX (Scale)

Attitudes towards English Language

To what extent do you agree with the following items? The following items ask about your attitudes toward learning the English language. Remember, there is no right or wrong answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perceptions towards the English language. Use the scale below to answer the questionnaire items.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree.

Note: Tick (√) only one option for each item in the questionnaire.

N o.	Items	1 SD	2 D	3 N	4 A	5 SA
1	Studying English is important because it will make me more educated					
2	Being good at English will help me study other subjects well					
3	I feel proud when studying English language					
4	I feel excited when I communicate in English with others					
5	Speaking English anywhere makes me feel worried					
6	Studying English helps me to have good relationships with friends					
7	I like to give opinions during English lessons.					
8	I have more knowledge and more understanding when studying English					
9	I look forward to studying more English in the future					
10	I don't get anxious when I have to answer a question in my English class					
11	Studying foreign languages like English is enjoyable					
12	I am able to make myself pay attention during studying English					



13	When I hear a student in my class speaking English well, I like to practice speaking with him/her					
14	To be inquisitive makes me study English well					
15	Studying English makes me have good emotions (feelings)					
16	I prefer studying in my mother tongue rather than any other foreign language					
17	Studying English makes me have more confidence in expressing Myself					
18	Studying English helps me to improve my personality					
19	Studying English helps me to improve my personality					
20	Studying English helps me getting new information in which I can link to my previous knowledge					
21	I cannot to summarize the important points in the English subject content by myself					
22	Frankly, I study English just to pass the examinations					
23	I enjoy doing activities in English					
24	I do not like studying English					
25	I am not relaxed whenever I have to speak in my English class					
26	I feel embarrassed to speak English in front of other students					
27	I wish I could speak English fluently					
28	I am interested in studying English					
29	In my opinion, people who speak more than one language are very knowledgeable.					
30	Studying English helps me communicate in English effectively					
31	I cannot apply the knowledge from English subject in my real life					
32	Studying English subject makes me feel more confident					
33	To be honest, I really have little interest in my English class					
34	Studying English makes me able to create new thoughts					
35	I like to practice English the way native speakers do.					
36	I am able to think and analyze the content in English language					
37	I wish I could have many English speaking friends					
38	When I miss the class, I never ask my friends or teachers for the homework on what has been taught					
39	I am not satisfied with my performance in the English subject					
40	In my opinion, English language is difficult and complicated to learn					
41	English subject has the content that covers many fields of knowledge					
42	I do not feel enthusiastic to come to class when the English is being thought					
43	Knowing English is an important goal in my life					
44	I look forward to the time I spend in English class					
45	I do not pay any attention when my English teacher is explaining the Lesson					