

Investigating the Attitudes of ESL Learners toward the English Language

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Abstract

The study aims to understand the attitude of undergraduate ESL learners toward English in the Mewat region of Haryana. It is also concerned with investigating how differences in demography govern ESL learners' learning patterns and habits. For this purpose, 400 students (which makes 10%) of the total population of 4000 students in various colleges of Mewat region were selected randomly to understand the patterns and their behaviour toward learning English. To carry out the research, a questionnaire was developed to gather data and collect the responses and attitudes of the ESL learners. The quantitative analysis was employed with the help of descriptive statistics, and one-way ANOVA. The analysis demonstrated that most of the participants have a high degree of motivation to learn English. It also suggested that there is no significant difference in their attitudes based on family income, the education level of their parents, and gender. As positive attitudes act as an important means of motivation for ESL learning, these findings will be of immense help to teachers to reinvent their teaching strategies and design their study material accordingly.

Keywords: Attitudes towards English, demographic differences, high degree of motivation, learning patterns, Mewat ESL learners

1. Introduction

India, from the beginning of the colonial days to her emergence as an independent democratic nation, has witnessed unexpected changes in the attitudes and perspectives of people toward English. In the earlier phase of her colonization, people resisted the introduction of the English language and viewed it as means of cultural imperialism (Stephen, 2013). However, English in India, like everywhere else, found ground after a short phase of resistance. India's middle and upper classes, impressed by the allure and the spectacle of the superiority of the English language, took no time in embracing it for their economic empowerment and advancing social mobility. Besides, the British colonizers also promoted it as a means of communication and exchange for effective administration and consolidation of power. Elmer (1953) notes that the Bentinck educational policy "called not only for the study of the English language by Indian students but required that instruction in all courses of study at the college level should be given through the medium of the English language" (p.824). As a result, English got entrenched in India's social life following the publication of Macaulay's treatise which forms the basis of Bentinck's educational policy- an essential educational policy of the British raj. Over time, English evolved and became an integral part of the country's linguistic repertoire (Mukherjee & Bernaisch, 2020).

Realizing the fundamental role of the English language and its wider social acceptability among the masses, India's constituent assembly adopted English as a co-official language for 15 years. Article 343 of the Indian constitution talked of replacing English with Hindi in near future. However, it remained a means of official and business communication (Dua, 1940). Many commissions and other education and advisory bodies such as the University Education Commission 1948-1949; Secondary Education Commission 53; 1965; Central Advisory Board of Education, 1957 all emphasized the role of English as a lingua franca in a country of such a cultural and linguistic diversity. The Official Language Act of 1963 proposed English as one of the languages for official and administrative purposes. Ramanathan (2008) rightly observes that English being an official language acts as a "unifying force in this multilingual country" (p. 111). Against the bewildering linguistic diversity of India with more than 600 spoken languages and dialects being spoken, English proves to be an effective tool for national integration and administering the affairs of this great country. As of today, English with Hindi is considered a co-official language in most states of the country (Hornberger & Vaish, 2009).

With the paradigms of economy and globalization becoming varied and multifaceted, people in India look at English as an economic necessity in today's globalized existence. English today has become an important means of economic survival and social mobility (Krishnaswamy & Krishnaswamy, 2006). The resulting globalization and the increasing business aspects of existence and emergence of multinational companies in third-world countries have tremendously altered the paradigms of thinking and ways of behaviour (Agnihotri, 2014). They became consciously aware of how English can act as a means of economic empowerment for marginalized communities in

emerging economies. Hornberger & Vaish (2009) observes how “disadvantaged communities are increasingly demanding access to English so that their children can join a workforce that mandates knowledge of this language” (p. 305). Today in the entire Indian subcontinent, English carries an unusual sense of power and prestige and continues to be the language of the elite class. Kudchedkar (2002) says that “English in India has acquired the status of the most preferred language, though it began its life as a mere tool in the hands of some traders and their agents” (p.39).

1.1 Statement of the Problem

The role of attitudes in second language acquisition has been studied extensively in different countries. They studied how attitudes toward English and the culture of native people shape and govern the language learning and proficiency of learners. The studies conducted in the last quarter of the twentieth century show how people in developing countries have embraced the English language as an important means of economic prosperity, employment, and cross-cultural engagement. They highlight how people no longer see the English language through colonial and imperial perspectives. However, these studies also point out how, despite such a wide recognition of English as a means of social mobility, people still differ in their attitudes toward the English language based on gender, income level, and educational level. Their learning methods and actions are governed by variations in their attitudes because of their demographic profile. They emphasize how those people who develop positive perspectives feel associated, enjoy learning, and so get skills. Those exhibiting negative attitudes, on the other hand, fail to gain the necessary skills.

1.2 The Importance of the Problem

However, no such study has been so far carried out to understand why Mewat ESL learners suffer from poor English skills and a lack of proficiency. Even engineering graduates have poor English skills which is clear from Mewat youths’ poor job participation and high unemployment. They have inadequate English skills despite 12 years of studying English in pre-university education. Therefore, this study seeks to understand if Mewat ESL learners have poor skills because of attitudinal problems and if they have different attitudes toward the English language due to variances in their demographic profile.

1.3 Research Questions

1. What are the general attitudes of ESL learners toward the English language in the Mewat region of Haryana, India?
2. Does the variance in the demographic profile of the participants influence the attitudes of Mewat ESL learners towards English?

1.4 Hypotheses

H₀1: There is no significant difference in the attitudes of the participants towards English based on monthly income.

H₀2: There is no significant difference in the attitudes of the participants toward English based on the educational level of the participant's parents.

H₀3: There is no significant difference among the responses of the participants towards English based on gender.

1.5 Literature Review

1.5.1 Understanding the Correlation between Language Proficiency and Positive Attitudes

The word ‘attitude’ refers to a feeling or opinion one has about something and most often is reflected in one’s behaviour towards a construct. It often involves feelings and belief systems and the disposition to behave in a given way. Therefore, our attitude is a reflection and representation of the value and importance we attach to things around us. What is important to understand is that attitude constitutes the essence of language learning and acquiring proficiency. According to Crystal (2012), one’s attitude toward a language is the feeling he has about the language of other people as his own language. As our attitude often is the feeling, the perception, and the belief, it has direct connection to the success and proficiency in language learning (Oroujlou & Vahedi, 2011). When you have a positive attitude toward something, it means you value it (Wright 1987). Though attitude has always influenced the learning patterns of language learners, it, in recent years, has become an area of considerable research and intellectual discussions among ESL learners in third-world countries.

More and more research studies accept today that attitudes towards English and the culture of the language have a deep impact on the proficiency of ESL learners (Gardner & Lysynchuk 1990, Gardner 1985, Gardner 2001 Gass & Selinker 2001, Baker 2001, Dörnyei & Ushioda 2011, Getie 2020). The way you look at a language and culture is reflected in your learning behaviour of the language. While going a step further, Gardner (1968) says that there is a close link between parents’ attitudes and the learners’ orientation towards learning a second language. The research, though it does not deal with English as a second language, points to how the attainment and perfection of the intended language are linked to the attitudinal atmosphere in the home toward the linguistic community. MacIntyre & Charos (1996) talks about how the idea of communication and second language acquisition are closely related to each other. Similarly, Tachibana, Matsukawa, & Zhong (1996) discuss how those Japanese students who showed a high degree of positivity toward English and the culture of the native language were far better than their counterparts in terms of language learning. Brown (2000) throws light on how language learners benefit from positive attitudes. He also shows how negative attitudes and demotivation adversely affect language proficiency and attainment of target skills. Kobayashi (2002) deals with how women’s more positive attitude toward English results in being more proficient than their male counterparts. The study, with the help of research findings and multidisciplinary data, demonstrates how the status of English as a feminized career choice and the position of women in Japan, reflects upon the attitudes of women toward the English language. Dital (2012) talks about how various factors and variables have useful and inhibiting impact on the learning and

teaching of the English language. The study highlights the psychological aspects of attitude and motivation and lays special emphasis on how their role is closely linked to success and failure in language learning. Rahman, Jalaluddin, Kasim & Darmi (2021) talks about the demographic profile of the students and its role in shaping attitudes and highlights various aspects of attitude that make immense contribution toward learning a language. The study shows statistically significant differences in learners’ attitudes based on family income, gender and educational background. They also outline how promoting positive attitudes towards the English language is a fundamental requirement of language teaching.

Similalry, Soomro et al. (2018) examined language learning of the students from three aspects: emotional, behavioural and cognitive. They found, among other factors, learners’ attitudes towards language learning as one of the most important factors. With the help of questionnaire comprising thirty close ended items and followed by inferential and descriptive analysis, the study revealed that students had positive attitudes toward English as a second language. Rahman (2020) argues that attitudes toward learning of the language is one of the most important factors. The study aims to gain insight into the thoughts of the learners and examine their preferences for and attitudes about the English language. The study used a structured questionnaire with five sets of items and an adjacent Likert scale. The results are positive, and academicians should use them to improve English instruction in Saudi Arabia. Anokye (2022) examined the English language learning attitudes and motivation among Accra Senior High School students. The study adopted a quantitative descriptive-correlational design to examine how students’ English language motivation and attitude affect their English language achievement. The result showed that most students learn English to communicate with English speakers and get decent employment. The study implies that English learners' motivation affects their language attitude.

Al-Oliemat (2019) investigated Saudi female EFL learners’ motivations and their attitudes toward learning at Dammam University. The study also examined if there was any correlation of significance between attitude/motivation and performance/achievement realized through the GPAs of the learners. The findings showed that female students held positive attitudes and no correlation of any significance between attitude/motivation and achievement/performance was found. Alimyar (2020) examined Afghan ESL learners’ motivation and attitudes toward English language learning in six different universities. The data was collected from 457 students with the help of a questionnaire and an interview. A mixed method approach and quantitative methodology was used. The findings revealed Afghan learners’ positive attitudes and significant differences based on grades, field of study, and learning anxiety Daif-Allah and Aljumah (2020) investigated different orientations of 247 learners for learning English at a university. The researchers adapted questionnaires from the existing literature and used correlational and descriptive approaches. The findings revealed motivation as an important variable that deeply impacts the language learning process. The study offers many implications for further research in similar situations. Saaty (2022) looks at gender and motivation as some of the factors that have a great impact on the language learning process. Using a mixed method approach and self-prepared questionnaire and self-assessment chart, the study found that female learners demonstrated a great deal of motivation and that learners of different genders exhibited differing perspectives on language learning. The study offers further implications and insights for further investigation into the language learning motivation of Saudi learners.

2. Research Method

The study chose to employ the Quantitative approach because it involves examining the relationships among various variables. Since our study involves the random selection of the participants and examining the relationship between dependent variables (attitude) and independent variables (family income, educational level of parents, and gender), the Quantitative approach was selected, and a questionnaire was designed to collect data from the participants.

2.1 Population and Sampling

The setting for the study is the Mewat district of Haryana, India. The undergraduate students studying in various Mewat colleges is the population of the study from which 400 students were randomly selected through a simple random sampling method. The table given below shows the distribution of samples according to three variables.

Table 1. (Demographic Profile)

Sample Distribution

Description	Group	Frequency (n)	Percentage
Parents’ Educational Level	Postgraduate & above	82	20.5
	12th /Pre-university to PG	128	32
	8th/Middle school to 12th	72	18
	Madrasa Education	32	8
	No education	86	21.5
Gender	Male	221	55.5
	Female	175	43.5
	Neutral	4	1
Monthly Income	INR. 75000 & above	76	19
	INR 50000 to 75000	59	14.75
	INR 30000 to 50000	43	10.75
	INR 10000 to 30000	87	21.75
	No regular Income	124	31
	Other	11	2.75

2.2 Data Collection Instrument

To develop a suitable questionnaire, a thorough evaluation of the existing research was carried out. A questionnaire was designed. While some items were designed to address specific issue, some others were adopted from another questionnaire designed by Abidin et al. (2012). The first part mainly consisted of the items which sought to gather data regarding the participants' gender, monthly income, and parent's education level. The second part comprises 24 items, 8 items each to examine behavioural, cognitive, and emotional components of attitude. The participants were advised to show their opinion on a 5-point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree). The validity of the questionnaire and items was confirmed by piloting the study among experts and incorporating their feedback and suggestions. The reliability of the items was examined through the Cronbach Alpha reliability coefficient: the alpha (α) value for the scale of Behavioral attitudes was .91, Cognitive attitudes .84, and Emotional attitudes .81. These values demonstrate that the items were reliable since $\alpha = .70$ and above are considered acceptable levels of reliability for the items (George & Mallery, 2003).

2.3 Data Analysis and Interpretation

When sufficient responses were collected in the questionnaire, it was downloaded from Google Forms into an Excel spreadsheet. Numeric codes (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree), were assigned and the data was transported to SPSS. As the questionnaire contains only closed-ended questions, the collected data was tabulated and analyzed quantitatively. The statistical analysis were conducted using SPSS version 23. To analyze the data's means, frequencies, and standard deviation, descriptive statistics were utilized. As the analysis required testing the differences in the means of more than two groups, ANOVA was used.

3. Results

Table 2 given below represents the overall attitude of the participants toward learning English. Individual components and overall representation show a high degree of positive attitudes toward learning English. The individual components like behavioural, cognitive, and emotional 3.70, 3.93, and 3.98 respectively are also high among the participants. The overall degree is 3.87 which is considered high according to Alaga (2016). However, what is important to note is the higher degree of emotional component among the ESL learners in the Mewat region of Haryana, India. This high degree of attitude toward English among the participants answers the first research question of the study.

Table 2. Attitudinal representation of the participants toward English

Attitudinal representation of the participants toward English			
Component of Attitude	Mean	CV	Level of Attitude
Behavioural	3.7	0.91	High
Cognitive	3.93	0.84	High
Emotional	3.98	0.81	High
Overall	3.87	2.56	High

Table 3. Representation of the behavioral component of the attitude of the participants toward English

Questions/Items	SA	A	N	D	SD	Mean	Motivation
7. I love to study English and always try to improve my skills.	67.75	29.75	1	1.25	0.25	4.63	High
8. I study English to ensure my economic prosperity.	41.5	46	7.25	5.25	0	4.23	High
9. I spend most of my spare time reading English books.	21.5	47	15.5	14.5	1.5	3.72	High
10. I have neither interest nor ever try to learn English.	6.5	8	8	45.5	32	2.11	Moderate
11. I learn English to improve my career choices.	55.75	39	2.75	1.25	1.25	4.46	High
12. I read newspapers, magazines, and my course material in English.	27.25	46	13	11.5	2.25	3.84	High
13. I study English just to pass the exam.	11	19.25	6	46.75	17	2.6	Moderate
14. I eagerly participate in the discussions held in my English class.	25.75	54	12.25	7	1	3.96	High

Table 3 demonstrates the participants' behavioural component of attitude toward English measured through the 7 to 14 items. The table shows that 97.5% (SA= 67.75 & A= 29.75) of the participants love to study English and always try to improve their skills. While 1.25% disagree and 0.25% strongly disagree, only 1% prefer remaining neutral which is an insignificant number as compared to those who express desire and intense desire (97.5%) toward English. Item no. 8 also shows that 87.5% (SA= 41.5 % & A= 46%) of participants study English to improve their economic condition. While 7.25 % choose to remain neutral, 5.25 % disagree as they do not study English for ensuring economic prosperity. Item 9 again shows that 68.5 % (SA= 21.5 % & A= 47 %) of participants spend most of their spare time studying English. 15.5% remain neutral, 14.5% disagree and 1.5% disagree. This is insignificant as compared to those who agree and strongly agree. In item no. 10, an overwhelming 77.5% (SD= 32% & D= 45.5 % participants choose to disagree that he/she has neither interest nor he/she ever tries to learn English. While 6.5% strongly agree, 8% agree and the same number stay neutral. This shows that the participants have a high degree of behavioural attitude towards English. Item no. 11, 94.75% (SA= 55.75 % & A= 39 %) participants say that they learn English to better their career choices. While 2.75% of participants remain neutral, 1.25% disagree and the same number strongly disagree. As far as item no. 12 is concerned, 73.25 % (SA= 27.25 % & A= 46 %) of participants read newspapers, magazines, and their course materials in English. 13% of participants remain neutral, 11.5 % disagree and 2.25 % strongly disagree. In item no. 13, a significant number of 63.75% (SD= 17 % & D= 46.75%) of participants choose to disagree that they study English just to pass the exam. While 11 % strongly agree, 19.25% agree and 6% stay neutral. Regarding item no. 14, 79.75% (SA= 25.75 % & A= 54 %) are found to be eagerly participating in classroom English discussions. 12.25% of participants remain neutral, 7 % disagree and 1 % strongly disagree.

Table 4. Representation of the cognitive component of the attitude of the participants toward English

Questions/items	SA	A	N	D	SD	Mean	Motivation
15. Learning English is a pressing need in today's interconnected world.	62.25	33.5	2.5	1.75	0	4.56	High
16. Effective English skills fill a person with a sense of confidence and self-respect.	55.05	37.75	3.5	2.25	1	4.44	High
17. English is the language of employment and opportunity.	44.5	43	7.25	4.25	1	4.25	High
18. English skills may help me overcome unemployment and bring prosperity.	42.25	45.25	8	3	1.5	4.23	High
19. English language is difficult to learn and speak.	7.5	21.5	7.25	44.75	13	2.65	Moderate
20. English competency opens for you the treasures of knowledge.	35	50.25	9	5.75	0	4.14	High
21. I believe English proficiency helps me look more educated.	46.25	43.5	4	5.5	0.75	4.29	High
22. English is not as important/necessary as it is claimed to be.	9.75	24.5	12.75	46.75	6.25	2.84	Moderate

Table 4. shows the participants' cognitive component of attitude toward English. In item no. 15, 95.75% (SA= 62.25 % & A= 33.5 %) of participants agree that learning English is a pressing need in today's interconnected world. While 2.5% remain neutral, 1.75% disagree. No one disagrees strongly. In item no. 16, 93.25% (SA= 55.5 % & A= 37.75 %) participants agree that effective English skills fill a person with a sense of confidence and self-respect. 3.5% of participants remain neutral, 2.25% disagree and 1% choose to disagree strongly. Similarly, in item no. 17, 87.5. % (SA= 44.5 % & A= 43 %) participants agree that English is the language of employment and opportunity. 7.25% of participants remain neutral, 4.25% disagree and 1% strongly disagree with the statement. In item no. 18, 87.5. % (SA= 42.25 % & A= 45.25 %) participants agree that English skills may help them overcome unemployment and bring prosperity. 8% of participants remain neutral, 3% of respondents disagree and 1.5% strongly disagree. Regarding item no. 19, a significant number of 57.75% (SD= 13 % & D= 44.75%) of participants choose to disagree that the English language is difficult to learn and speak. While 7.5 % of participants strongly agree and 21.5% agree that English is a difficult language to learn and speak. 7.5% of participants remain undecided. In item no. 20, 85.25. % (SA= 35 % & A= 50.25%) participants agree English competency opens for them the treasures of knowledge and wisdom. While 9% of participants choose to remain neutral, 5.75 % disagree but no one is there to disagree strongly. As far as item no, 21 is concerned, 89.75. % (SA= 46.25% & A= 43.5%) participants believe that English proficiency helps them look more educated. 4% of participants remain neutral, 5.5% disagree and 0.75% strongly disagree. Similarly, in the last item (22) of the cognitive component, a significant number of 57.75% (SD= 6.25 % & D= 46.75%) participants disagree that English is not as important/necessary as it is claimed to be. While 9.75% strongly agree, 24.5 % agree, and 12.75% prefer remaining neutral about the importance of the English language.

Table 5. Representation of the emotional component of the attitude of the participants toward English

Questions/Items	SA	A	N	D	SD	Mean	Motivation
23. Understanding English cultural life better is one of the goals of my learning English.	28.5	50.5	11	9.75	0.75	3.95	High
24. My parents always advise me to develop my English skills.	39.75	45	7.3	7	1	4.15	High
25. I get nervous and frustrated when I think of the English language.	12	29.75	9.3	38.25	10.75	2.94	Moderate
26. I always feel like speaking as a native English speaker.	44	45	7.5	2.75	0.75	4.28	High
27. I look forward to my English lecture.	34.5	55.5	7.5	2.5	0	4.22	High
28. Learning English is a pleasing and entertaining experience for me.	44.25	52.25	3.3	4	0	4.29	High
29. I consider English a means of Western cultural imperialism.	19	38.25	19	21	3	3.49	High
30. I feel I should have excellent English skills.	56.75	38	3.8	0.75	0.75	4.49	High

Table 5 represents the participants' emotional component of attitude toward English. In item no. 23, 79% (SA= 28.5% & A= 50.5%) participants agree that understanding English cultural life better is one of the goals of their learning English. While 11% of participants remain neutral, 9.75% disagree, and only a negligible number 0.75% strongly disagree. In item no. 24, 84.75% (SA= 39.75% & A= 45%) participants agree that their parents always advise them to develop their English skills. 7.3% remain neutral, 7% disagree and only 1% strongly disagree. However, item no. 25 presents a different story. A significant number of 49% (SD= 10.75 % & D= 38.25%) of participants choose to disagree that they get nervous and frustrated when they think of the English language. But also, many participants 41.75% (SA= 12% & A= 29.75%) agree that they get nervous and frustrated when they think of the English language. 9.3% are found to be neutral. In item no. 26, 89% (SA= 44% & A= 45%) of participants feel motivated to speak like native speakers of the English language. While 7.5% are found to be neutral, 2.75% disagree and 0.75 disagree strongly. As far as item no. 27 is concerned, 90% (SA= 34.5% & A= 55.5%) of participants agree that they look forward to their English lecture. While 7.5% are found to be neutral, 2.5% disagree and no one disagrees strongly. Regarding item no. 28, 96.5% (SA= 44.25% & A= 52.25%) of participants agree that learning English is a pleasing and entertaining experience for them. 3.3% remain neutral, 4% disagree and there is no one to disagree strongly. In item no. 29, 57.5% (SA= 19% & A= 38.25%) of participants agree that they consider English a means of Western cultural imperialism. While 19% are found to be neutral, 21% disagree and 3% disagree strongly. Similarly, in the last item (30), 94.75% (SA= 56.75% & A= 38%) of participants agree that they should have excellent English skills. 3.8% remain neutral, 0.75 tend to disagree and the same number feel to disagree strongly.

3.4 Language Attitude and Parents' Monthly Income

The analysis shows that there is no difference of any significance in the responses of the participants based on differences in the monthly income of the respondents. The study uses inferential statistics to understand how and to what level variance in demographic profile shapes and influences the attitude of ESL learners toward the construct (English). This answers the second research question of the study. Table 6 given below shows the findings of one-way ANOVA revealing if the Mewat ESL learners' attitudes towards English differ due to the difference in their parents' monthly incomes. As is clear from the result, there is no significant difference in the responses of the participants regarding their attitude toward English based on monthly income as the calculated *F* value (0.406544) is lower than the

critical *F* value (2.866081). Hence, H_01 given below is accepted.

H_01 : There is no significant difference in the attitudes of the participants towards English based on monthly income.

Table 6. Representing one way ANOVA result for Language Attitude and Parents' Monthly Income

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	830	4	207.5	0.406544	0.801722	2.866081
Within Groups	10208	20	510.4			
Total	11038	24				

3.5 Language Attitude and Parents' Educational Level

Table 7 shows the one-way ANOVA result. It suggests that Mewat ESL learners' attitudes towards English students towards English do not differ due to the variance in the education of their parents. The result shows that there is no significant difference in the participants' attitude toward English based on the difference in the educational level of the participants' parents as the calculated *F* value (0.720002) is lower than the critical *F* value (2.866081). Hence, H_02 is accepted.

H_02 : There is no significant difference in the attitudes of the participants toward English based on the educational level of the participant's parents.

Table 7. Representing one way ANOVA result for Language Attitude and Parents' Educational Level

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1086.8	4	271.7	0.720002	0.588309	2.866081
Within Groups	7547.2	20	377.36			
Total	8634	24				

3.6 Language Attitude and Gender

Table 8 given below shows the one-way ANOVA findings. They show if the attitudes of Mewat ESL learners toward English differ due to the variance in their gender. As in the case of the previous two independent variables, there is no significant difference in the participants' attitude towards English based on gender as the calculated *F* value (1.476759) is lower than the critical *F* value (3.885294). Hence, H_03 is accepted.

H_03 : There is no significant difference among the responses of the participants towards English based on gender.

Table 8. Representing one way ANOVA result for Language Attitude and Gender

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	5125.733	2	2562.867	1.476759	0.267071	3.885294
Within Groups	20825.6	12	1735.467			
Total	25951.33	14				

4. Discussion and Analysis

The primary of this research is to investigate Mewat ESL learners' attitudes toward English and to see if the learners had different perspectives based on the differences in their demographic profile. Since attitude forms an essential part of language learning and proficiency, it was decided to examine the general attitudes of ESL learners toward the construct (English) in various colleges of the Mewat region. It was also decided if there is any difference among ESL learners based on family income, parents' educational level, and gender. Since the participants demonstrated a degree of positivity toward English, negative attitudes are unlikely to be the reasons for the lack of proficiency and poor English skills of the participants. The results of this study (highly positive attitudes among the participants towards English) corroborate earlier studies such as Morganna et al. (2020) and Al Mamun et al. (2012). The study also reveals positive attitudes: behavioural, cognitive, and emotional components of attitudes. The result of the research aligns with the result of the studies carried out by Orfan (2020), and Morganna et al. (2020). All these studies find a similar pattern of attitudes. These ESL learners situated in different socio-political contexts share highly positive behavioural, cognitive and emotional attitudes toward English. However, a different study carried out by Abidin et al. (2012) found Libyan ESL learners possessing a certain degree of negativity toward all components of attitudes. There may be many factors responsible for such negative attitudes. And these negative attitudes of these Libyan students account for their poor English skills. The current study and many other studies have found extremely positive attitudes among ESL learners. It shows that ESL learners have a high degree of positivity: behavioral, cognitive, and emotional attitudes toward English. Since 90% of ESL learners are from a former British colony, it also shatters the myth that colonized people have a kind of antagonism towards English. Even ESL learners whose parents have madrasa education are found to have a high degree of positivity toward English. The response shows that 94% (SA= 46. % & A= 48%) strongly agree and agree respectively, 2% remain neutral, 3% disagree and 1% disagree strongly.

As ESL learners in Mewat have positive attitudes, they are likely to possess a certain degree of motivation to learn English as there is a close relationship between attitudes and motivation (Dörnyei and Ushioda 2011, Csizér & Dörnyei 2005, while Ellis 1997, & Gardner 1985). These studies show that attitudes constitute an essential element of motivation for language learning. Having positive attitudes deeply influences learning patterns and implies that you attach importance to it and value it (Wright, 1987). Similarly, MacIntyre & Charos (1996)

argues that many affective variables such as competency, attitude, and motivation help in proficiency and the acquisition of second language learning. What becomes clear is the fact that participants' poor skills and lack of proficiency in English are not due to the attitudes they have toward English. As they have a high degree of positivity toward English, they are likely to get more motivated to make more efforts to improve their English.

To address the second research question, three independent variables have been selected to understand if they influence the attitudes of ESL learners. Many studies show that attitudes are affected by the change in the demographic profile of the participants. For example, Sicam and Lucas (2016) concluded that learners from higher-income families demonstrate a higher degree of positivity toward English. However, this current study contradicts these studies finding significant differences in the attitudes of learners based on the differences in family incomes. It finds no significant difference as the calculated F value (0.406544) is lower than the critical F value (2.866081). As a result, H_01 given below is accepted.

The second independent variable under study is the educational level of the participant's parents. Education plays a definite role in shaping one's attitudes and worldview. The existing research studies support the belief that highly educated parents better realize the importance of effective English skills in today's international world order (Kesgin and Arslan 2015). The research conducted in Turkey's context suggests that the learners have a high degree of positivity toward English if their parents happen to be highly educated. The parents' desire and wish for good English skills and proficiency shape their children's worldview toward English. However, the results of this study show that the learners have positive attitudes toward English. The difference in the educational level of their parents does not seem to influence their attitudes. Therefore, we can say that there is no significant difference in the participants' attitude toward English based on the difference in the educational level of the participants' parents as the calculated F value (0.720002) is lower than the critical F value (2.866081). Hence, H_02 is accepted.

While the learners have a high level of positive attitudes toward English, no difference of any significance was found in their attitudes toward English based on gender. In a conservative society where women lack access/exposure to education, employment, and equal opportunity in the market and business world, it is a matter of surprise that women possess the same level of positivity toward English as their male counterparts. The result of the study shows that there is no difference of any significance in the participants' attitudes toward English based on gender as the calculated F value (1.476759) is lower than the critical F value (3.885294). Hence, H_03 is accepted. This inference supports the findings of some previous studies (Akay & Toraman 2015 and Asghar et al. 2018). They concluded that gender does not cause to develop any significant variation in ESL learners' attitudes toward English. But certain other studies have recorded a certain degree of difference towards English based on gender. They have found female learners to be more positive in their attitudes toward English than their male counterparts (Kobayashi 2002 and Abidin et al. 2012).

5. Conclusion

This research study was conducted to investigate the attitudes of Mewat ESL learners toward English and to see if the learners had different perspectives toward English language based on differences in their demographic profile. It found that Mewat ESL learners had a high degree of behavioural, cognitive, and emotional positivity toward the construct (English language). It also showed that there is no difference of any significance in the means of the responses of the participants based on the monthly income of the respondents' parents, their educational level, and gender of the participants. As the participants do not suffer from any attitudinal problems, it implies that their attitudes towards English might not be held responsible for the poor skills and English deficiency of Mewat learners. The findings of the study have many other practical implications as it will help the teachers to look up for other factors such as ESL teachers, course material, social surroundings, conducive ESL learning environment adversely affecting the skills of language learners.

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