

Exploring Attitude Towards English Language Learning Among Secondary School Students

JULEENA ROSHY A.* AND NIRANJANA K. P.**

Abstract

Language has been identified as the most significant source of communication through which human beings share thoughts and ideas with each other. Being proficient in English, along with one's mother tongue, is an instrumental tool to tackle the progressing globalised world. The purpose of the study is to analyse the influence of gender and medium of instruction on Attitude towards English Language Learning among secondary school students. A descriptive survey method was followed to collect relevant information from a sample of 223 secondary school students. The Secondary Students' Attitude towards Learning English Language Scale was adapted to collect data from the sample. One-sample t-test and test of significance of difference between means for large independent samples were used to analyse the data. The results indicated that secondary school students have an average level of Attitude towards English Language Learning. It was also found that female students and secondary school students studying in English medium schools have a higher Attitude towards English Language Learning than males and those studying in Malayalam medium.

Keywords: Attitude, English Language Learning, Secondary School Students

INTRODUCTION

Language has been identified as the most significant source of communication through which human beings share thoughts and ideas with each other. Among the thousands of languages across the world, be it national languages or local languages, the global stature

of the English language cannot be undermined. The English language is the first language of over 350 million people and a second language to around 430 million people worldwide (Ilyosovna, 2020). Even with the numerous diverse languages, the pervasive influence of the English language cannot be ignored.

* Research Scholar, Farook Training College, University of Calicut, Kerala

** Assistant Professor, Farook Training College, University of Calicut, Kerala

English has been identified as a key to better education and career opportunities (Ahmad, 2016).

According to Shobikah (2017), the world is in the era of globalisation and every individual is supposed to make provisions with reliable resources, particularly in the area of communication. As such, the English language is necessary to master communication technology and for interaction. Along with one's mother tongue, being proficient in English, a second language, is an instrumental device to tackle the progressing globalised world. It is also to be noted that comprehending English should not be connected with the extinction of a native language; it must be associated with a tool to compete with the globalised world.

The English language is a quintessential factor in the higher educational sectors and also for specialised training programmes. Numerous books on different subjects are mostly available in English or being translated to English. English is the language of instruction in most universities and higher education institutions worldwide (Reddy, 2016). The English language is the only language that has been in use for the major sectors like education, science, technology, business, medicine, entertainment, and information and the like (Srinivas, 2019).

English language learning has been identified as an essential component of academic success (Fadhil *et al.*, 2025; Pasupuleti *et al.*,

2024). India's success in IT and other outsourcing industries is largely attributed to the English proficiency of its citizens; India's emphasis on English language learning on all levels of education has equipped its students to thrive and succeed in technological and international business arenas (Rajitha, 2024). Being proficient in the English language has been linked to enhanced career growth and future endeavours (John *et al.*, 2021). Again, it is linked not only to enhancing verbal and written communication skills of learners but also contributes to leadership, teamwork, and confidence; hence, early English language education would be beneficial to learners for reaping long-term benefits (Hayati, 2015).

NEED AND SIGNIFICANCE OF THE STUDY

Various factors affect the English language education of learners (Zhao *et al.*, 2024). Psychological factors like motivation, self-efficacy, cognitive ability, and other familial and societal factors interact and influence English language learning among the learners (Zhao *et al.*, 2024). According to Hanus (2019), a positive student-teacher relationship in culturally inclusive classrooms can enable better language learning environments. Yet again, parental involvement in the form of encouragement, where they set high educational expectations and a home environment facilitating language learning, indeed has

a direct influence on learners (Butler, 2014). In his seminal work *Principles of Language Learning and Teaching*, Brown (2000) emphasises the role of effective factors such as motivation, anxiety, self-confidence, and attitude as essential components to acquire language more effectively. Socio-cultural factors influencing language learning have been discussed by several researchers. Factors such as religion and social customs prevalent in a culture can be of strong influence, either facilitating or hindering second language acquisition, because learners will have to confront the cultural differences in their native language and target language (Budhe, 2020). Attitude has been identified as a very important socio-cultural variable that is influential in acquiring a second language (Tawfiq, 2020). Sailaja (2015) noted that attitude is an important component of language learning, specifying that a positive attitude towards a specific subject can enable students to achieve higher success in that area.

An attitude may be defined as a disposition to respond favourable to unfavourably towards a group of objects (Sarnoff, 1960, as cited in Greenwald, 1968). Attitudes are deliberate evaluations of particular phenomena that are overtly expressed (Arendt *et al.*, 2019). Attitude was defined as a psychological tendency which is inferred through evaluating a specific entity with a certain degree of either favour or disfavour

(Eagly and Chaiken, 1993, as cited in Haddock and Maio, 2008). Attitude and performance have been claimed to mutually influence, such that achievement affects attitude and attitude affects achievement (Amoo and Rahman, 2004, as cited in Rahman, 2019).

Ahmed (2015) noted that the learners had a positive attitude towards learning English and opined that those students were more likely to be bilingual. It was also pointed out that the reason behind learning was primarily for proper communication with foreigners. Though Getie (2020) observed a positive attitude of learners towards English language learning—certain educational factors, like teachers and learning environments, negatively affected students' attitude towards English language learning. It was also claimed that attitude should be an essential part of second language learning pedagogy since students' attitude is an important part of learning.

Huwari (2021) studied the attitude of Jordanian students towards the English language, and a medium level of attitude was found. The study denoted a higher level of attitude among female students than their male counterparts. According to Li *et al.* (2025), communicative activities are closely related to gender stereotypes, with girls often showing stronger interest and motivation in expressive tasks. Vidic (2021) acknowledged that the female students generally portray higher cognitive, behavioural,

and emotional engagement than male students, which suggests that learning tasks are shaped by gender expectations and classroom experiences.

At the same time, the use of learners' mother tongue in classrooms can provide emotional security and the required scaffolding, which reduces anxiety and fosters confidence in English language learning (Alshayban and Alghammas, 2021). Mageshwari and Selvakumar (2023) were of the opinion that even though high school students' mother tongue usage could have a negative impact on the English language learning, it did not matter for the academic success of the learners. Kumar (2019) highlighted that learners' mother tongue interference can highly hinder English language learning unless it is supported by communicative strategies like reading comprehension, summary writing, and translation, which could bring awareness of the differences between English and the mother tongue, thereby enhancing linguistic development. Thus, it could be said that attitudes toward English language learning are not shaped by a single variable but emerge from the interplay of mother tongue, gender, and wider socio-cultural factors, as revealed through the different research studies.

Learners' positive attitude towards English language learning was indicated by various researchers (Yuliani *et al.*, 2023; Dadi, 2018; Borja, 2016). Contrastingly, Asghar

et al. (2016) noted that students have a negative attitude towards English language learning. Snoubar (2017) pointed out that EFL students had a medium level of attitude towards English language learning, while Alaga (2016) noted a high level of attitude among the learners, which was an essential factor for the learners' use of the English language.

Anuradha and Rengaraj (2017) conducted a study on attitude towards English language learning among a sample of 40 higher education students in Chennai. It was found that boys and girls from an English medium background, aided schools, private schools, and girls from exclusively girls' schools had a higher positive attitude towards English language learning than the regional medium students. Lampa *et al.* (2024) investigated the attitude towards English among the students of senior secondary schools in Arunachal Pradesh. The study asserted that the students have a high level of attitude towards the English language learning, but they observed no significant difference in the attitude of students with regard to gender. While studying the anxiety of higher education students of Andhra Pradesh towards the English language, Gajalakshmi (2013) indicated that the high school students in the Puducherry region showed significant differences in their attitude towards English language learning with respect to gender, in which boys portrayed a higher attitude towards English than their female counterparts. Vidhya

et al. (2021) studied the difference in attitude towards English language learning among the higher education students of Tamil Nadu based on their locale and gender. The study observed significant differences in the students' attitude towards English learning, based on their residential locale rather than their gender.

Various studies on attitudes towards English language learning revealed that attitudes highly influence the achievement of students. Additionally, researchers have portrayed discrepancies in attitude towards English language learning among students. Hence, a study on attitude towards English language learning has various scopes. It is indeed important to identify the attitude of the learners and to tailor it in effective ways to cater to the global communicative goals and to promote culturally and socially integrative societies. In addition to that, new strategies in English language pedagogy can be implemented in the English language classrooms.

OBJECTIVES OF THE STUDY

- To find out the level of Attitude towards English Language Learning among secondary school students.
- To find out whether there exists a significant difference in Attitude towards English Language Learning among secondary school students for the sub-groups based on gender.
- To find out whether there exists a significant difference in Attitude towards English Language Learning

among secondary school students for the sub-groups based on the medium of instruction.

HYPOTHESES OF THE STUDY

- There is no significant difference in the mean scores of Attitude towards English Language Learning among secondary school students for the sub-groups based on gender.
- There is no significant difference in the mean scores of Attitude towards English Language Learning among secondary school students for the sub-groups based on medium of instruction.

METHODOLOGY

Method

A descriptive survey method was followed as the study aimed to analyse the Attitude towards English Language Learning of secondary school students. The investigator approached the head of the high schools selected for seeking prior permission to collect the necessary data. While collecting the data from the students, the investigator informed the students of the purpose and procedure of responding.

Sample

The population for the study comprised of those students who are studying in the secondary schools of Kerala state. The sample for the study consisted of 223 students, of whom 100 were male, and 123 were female, studying in Grades 8 and 9 of various

secondary schools in Kozhikode and Malappuram districts of Kerala state.

Instrument

The instrument used to collect the data was adapted from the Secondary Students’ Attitude towards Learning English Language Scale (Manehri, 2022). It was a five-point Likert scale ranging from ‘strongly agree’ to ‘strongly disagree’. Originally comprising of 38 items, the tool was modified to 26 questions and translated into Malayalam in order to better suit the specific context of the present study, while preserving the integrity of the original tool. It was reviewed by subject experts to ensure semantic equivalence and content validity. The concurrent validity of the tool was found to be 0.79, and the reliability of the scale was 0.89.

Statistical Techniques Used

A one-sample t-test was used to find the level of Attitude towards English Language Learning of secondary school students. The test of significance of difference between means of large independent samples (t-test) was used to determine whether there exists any significant difference in the mean scores of levels of Attitude towards English

Language Learning of the secondary school students based on gender and medium of instruction.

RESULTS AND DISCUSSION

Level of Attitude towards English Language Learning of Secondary School Students

The first objective of the study was to find out the level of Attitude towards English Language Learning among secondary school students. The level of Attitude towards English Language Learning of secondary school students was determined by using the mean and standard deviation. Descriptive statistics of the scores of Attitude towards English Language Learning are given in Table 1.

Discussion of Objective 1

Table 1 shows that the mean scores of Attitude towards English Language Learning of secondary school students are 96.79, and the standard deviation is 13.38. The score on Secondary Students attitude towards Learning of English language scale ranges from a minimum of 26 to a maximum of 130. The neutral value of the Secondary Student’s Attitude towards Learning English Language Scale is 78. The mean score obtained for Attitude

Table 1

Descriptive Statistics of the Scores of Attitude towards English Language Learning of Secondary School Students

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Attitude towards English Language Learning	223	96.79	96	96	13.38	-0.246	0.293

towards English Language Learning of secondary school students is 96.785, which is greater than the neutral value of Attitude towards English Language Learning. Thus, it can be concluded that the Attitude towards English Language Learning of secondary school students is at an average level.

A one-sample t-test was carried out to verify the significance of the difference between the obtained value ($M=96.79$) for the scores on Attitude towards English Language Learning of secondary school students and the test value of Attitude towards English Language Learning ($M=78$). The data and results of the one-sample t-test are given in Table 2.

Table 2 depicts that the critical ratio obtained for Attitude towards English Language Learning is 20.95, which indicates that the obtained mean value ($M=96.79$) for the scores on Attitude towards English Language Learning of secondary

school students are higher than the test value, 78. Hence, Attitude towards English Language Learning ($M=96.785$, $SD=13.38$) of secondary school students is average. Thus, it can be concluded that the secondary school students have an average level of Attitude towards English Language Learning.

Mean Difference Analysis of Score of the Attitude towards English Language Learning of Male and Female Students of Secondary Schools

The data and results of the test of significant difference between the mean scores of Attitudes towards English Language Learning of male and female students of secondary schools are presented in Table 3.

Table 3 reveals that the critical ratio obtained for Attitude towards English Language Learning of secondary school students for the

Table 2
Data and Results of One-Sample t-Test

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Attitude towards English Language Learning	223	96.79	96	13.38	20.95	0.01	0.293

Table 3
Data and Results of the Test of Significant Difference between Mean Scores of Male and Female Students of Secondary Schools

Category	Gender	N	Mean	SD	t-Value	Level of Significance
Attitude towards English Language Learning	Male	100	92.35	13.17	4.64	0.01
	Female	123	100.39	12.49		

sub-group based on gender is 4.64, which is greater than the tabled value of t ($t=2.58$) required for significance at the 0.01 level. It also shows that the mean score and standard deviation of Attitude towards English Language Learning for male students are 92.35 and 13.17, respectively. The mean score and standard deviation of Attitude towards English Language Learning for female students are 100.39 and 12.49, respectively. As the t -value is greater than the tabled value of t , it can be concluded that there exists a significant difference in the mean scores of Attitude Towards English Language Learning of secondary school students for the subgroup based on gender.

Discussion on Objective 2

The result of the t -test indicated that there exists a significant difference in the mean scores of Attitude towards English Language Learning of secondary school students for the sub-group based on gender. It can be concluded that the female students of the secondary schools have a higher level of Attitude towards English Language Learning than their male peers. Thus, the first hypothesis is rejected.

Mean Difference Analysis of Scores of Attitude towards English Language Learning of English Medium and Malayalam Medium Students of Secondary Schools

The data and results of the test of significant difference between the mean scores of Attitudes towards English Language Learning of English medium and Malayalam medium students of secondary schools are presented in Table 4.

Table 4 reveals that the critical ratio obtained for Attitude towards English Language Learning of secondary school students for the subgroup based on medium of instruction is 7.94, which is greater than the tabled value of t ($t=2.59$) required for significance at the 0.01 level. It also shows that the mean score and standard deviation of Attitude towards English Language Learning for Malayalam medium students are 88.92 and 11.80, respectively. The mean score and standard deviation of Attitude towards English Language Learning for English medium students are 101.81 and 11.85, respectively. As the t -value is greater than the tabled value of t , it can be concluded that there exists

Table 4
Data and Results of the Test of Significant Difference between Mean Scores of English Medium and Malayalam Medium Students of Secondary Schools

Category	Gender	N	Mean	SD	t-Value	Level of Significance
Attitude towards English Language Learning	Malayalam	87	88.92	11.80	7.94	0.01
	English	136	101.81	11.85		

a significant difference in the mean scores of Attitude Towards English Language Learning of secondary school students for the subgroup based on medium of instruction.

Discussion on Objective 3

The result of the t-test indicated that there exists a significant difference in the mean scores of Attitude towards English Language Learning of secondary school students for the subgroup based on the medium of instruction. It can be concluded that the English medium students of the secondary schools have a higher level of Attitude Towards English Language Learning than the Malayalam medium students. Thus, the second hypothesis is rejected.

CONCLUSION

The present study aimed to find the influence of gender and medium of instruction on Attitude towards English Language Learning of secondary school students in Kerala. The result of the study concluded that the secondary school students have an average level of Attitude towards English Language Learning, which should be enhanced to further their competence in the English language. An average level of Attitude towards English language learning indicates that the learners are neither completely enthusiastic about the language nor resistant towards learning English. Teachers need to cater to the betterment of the English language learners,

identifying the potential challenges in the process of English language learning.

The study also concluded that female students of secondary schools have a higher level of Attitude towards English Language Learning than their male counterparts. This calls for the use of equitable strategies in the form of teaching approaches which provide all the students with equal opportunities to participate, learn, and succeed, while also recognising and addressing the diverse needs and interests of the learners. By incorporating gamified tasks that include sports or adventure, meta-cognitive training, embodied cognition like pantomiming, and employing total physical response in English language classrooms to enhance motivation and participation among the male students. The study also demonstrated that English medium students of the secondary schools have a higher level of Attitude towards English Language Learning than the Malayalam medium students, which suggests that medium of instruction plays a quintessential role in forging the learners' attitude. Even so, learning in the first language can build strong cognitive foundations that lead to academic confidence among learners. Early instruction in the mother tongue can enhance comprehension and critical thinking, which supports more acquisition of the English language. So, integrating mother tongue with English exposure

can provide the most holistic benefit, ensuring strong foundational learning and also a positive attitude towards English, among the learners. Malayalam medium students can further enhance their attitude towards English language learning by providing them with greater exposure using interactive activities such as debates, group discussions and project-based tasks which connect the language with real-life situations. They can also enrich themselves by using digital tools and peer collaboration with the guidance of their teachers, making English learning more enjoyable and meaningful.

It is significant to address the average level of Attitude towards English language learning and to cater to the benefits of male students and Malayalam medium secondary school students. Incorporating more collaborative activities and group assignments can enhance a supportive language learning environment, where both male and female students are encouraged and motivated towards English language learning. Additionally, including more culturally relevant content in English classrooms can benefit the Malayalam medium secondary school students, thereby elevating their attitude towards English language learning. In this context, discourse-oriented pedagogy provides an innovative pathway, as it integrates mother tongue, gender, and social factors into meaningful communication practices that

cultivate positive attitudes towards English Language learning.

Educational implications

- It would be beneficial to incorporate more interactive and contextually specific content into the English language teaching, in order to elevate students' engagement and interest.
- Implementation of classroom practices like peer collaboration, setting goals and tasks that simulate real-life application to enhance the intrinsic motivation towards learning English among the students.
- Designing English language learning activities that appeal to diverse learning styles and interests, along with ensuring that male students are equally given encouragement and support in English language acquisition.
- Including themes, topics, and genres that resonate with boys' interests, such as technology, sports, adventure, etc., into English resource materials and classroom discussions, to make it more relatable and engaging.
- Providing bridging programmes or scaffolding techniques for Malayalam medium students in order to ease their transition into an English learning environment would be beneficial.
- Teachers may adopt bilingual teaching strategies that would respect students' native language while also gradually building their

English proficiency, fostering inclusivity and confidence among the learners.

- Building self-esteem and confidence through positive feedback from the teachers can help learners to develop a higher Attitude towards English Language Learning. Connecting English learning with global opportunities and career pathways also enhances motivation and relevance among the learners. English language teachers can design lessons that foster enjoyment as well as curiosity, encouraging students to see English not just as a subject, but as a way for future growth as individuals.
- Discourse-oriented pedagogy can be utilised as an innovative classroom strategy that can encourage English language learners to engage in collaborative discussions, critical thinking, and shared meaning-making. Such practices will enable the cultivation of higher attitudes among the learners by promoting active participation and embracing diverse perspectives.

LIMITATIONS OF THE STUDY

The present study, based on a sample of 223 learners, has limitations in several ways. The findings are

restricted to the specific group of English medium and Malayalam medium students as the sample, which may not represent the wider population of learners across diverse areas with various socio-economic backgrounds. The study has used self-reported attitudes of the learners, which can be affected by social desirability and may not include actual classroom behaviours or language performance of the learners.

FUTURE DIRECTIONS OF RESEARCH

- Longitudinal studies can be undertaken to help understand how attitudes towards English Language Learning evolve with regard to age, exposure, and changing educational environments.
- Future research could include learners from diverse regions, socio-economic backgrounds, and different school types to see if the patterns of attitude differ beyond the Malayalam and English medium context.
- Studies could test the effect of innovative methods such as discourse-oriented pedagogy, gamification, or project-based learning on inculcating a positive Attitude towards English Language Learning among the learners.

REFERENCES

- AHMAD, S.R. 2016. Importance of English Communication Skills. *International Journal of Applied Research*. Vol. 2, No. 3, pp. 478–483. <https://down.documentine.com/dc9ea2d9da00048d0b654bec86adf7e9.pdf>
- AHMED, S. 2015. Attitude towards English Language Learning among EFL Learners of UMSKAL. *Journal of Education and Practice*. Vol. 6, No. 18, pp. 6–16. <https://files.eric.ed.gov/fulltext/EJ1079681.pdf>
- ALAGA, N.A.C. 2016. Motivation and Attitude of Students towards Learning the English Language. Paper presented at the *International Conference on Research in Social Sciences, Humanities and Education*. <https://uruae.org/siteadmin/upload/UH0516002.pdf>
- ALSHAYBAN, A. AND A. ALGHAMMAS. 2020. Allowing or Refusing the Use of a Student's Mother Tongue in an English Learning Classroom: An explorative study. *TESOL International Journal*. Vol. 15, No. 4, pp. 7–36. <https://files.eric.ed.gov/fulltext/EJ1329505.pdf>
- ANURADHA, V. AND M. RENGARAJ. 2017. Students' Attitude towards English Language Learning and Their Academic Achievement among First-year Engineering Graduates: A Case Study. *Indian Journal of Science and Technology*. Vol. 10, No. 29, pp. 1–6. <https://dx.doi.org/10.17485/ijst/2017/v10i29/116503>
- ARENDT, F., T. NORTHUP, AND L. CAMAJ. 2019. Selective Exposure and News Media Brands: Implicit and Explicit Attitudes as Predictors of News Choice. *Media Psychology*. Vol. 22, No. 3, pp. 526–543. <https://doi.org/10.1080/15213269.2017.1338963>
- ASGHAR, A., I. JAMIL, A. IQBAL, AND M. YASMIN. 2018. Learner Attitude towards EFL Learning: A Response from Art and Design. *Open Journal of Social Sciences*. Vol. 6, No. 5, pp. 81–88. <http://www.scirp.org/journal/PaperInformation.aspx?PaperID=84521>
- BORJA, C. 2016. Attitude in English and Competence of Students at Integrated Refinery Petro-Chemical Complex (IRPCT) Technological College. Master's dissertation, Ifugao State University. <https://files.eric.ed.gov/fulltext/ED577112.pdf>
- BROWN, H.D. 2000. Principles of language learning and teaching (4th edition)
- BUDHE, I.A. 2020. Socio-cultural Factors in Language Learning. *LangLit: An International Peer-Reviewed Open Access Journal*. Special Issue. Vol. 99, pp. 99–105. <https://ssgcgondia.org/wp-content/uploads/2023/07/SOCIO-CULTURAL-FACTORS-IN-LANGUAGE-LEARNING.pdf>
- BUTLER, Y.G. 2014. Parental Factors in Children's Motivation for Learning English: A Case in China. *Research Papers in Education*. Vol. 30, No. 2, pp. 164–191. <https://doi.org/10.1080/02671522.2014.891643>
- DADI, M. 2018. Students' Attitude and Motivation towards English Language Learning: English Major Students at Dire Dawa University in Focus. *Research on Humanities and Social Sciences*. Vol. 8, No. 11, pp. 37–42. <https://core.ac.uk/download/pdf/234676337.pdf>
- FADHIL, M.F., E. SEPTIANA, O. SAWITRI, R. ABDILLAH, W. SYAHFUTRA, AND N. NURAFREZAH. 2025. The Role of English Proficiency in Supporting Academic Achievement and Career Opportunities of University Students. *Widya Accarya: Jurnal Kajian Pendidikan FKIP Universitas Dwijendra*. Vol. 16, No. 1, pp. 36–41. <http://dx.doi.org/10.46650/wa.16.1.1645.36-41>

- GAJALAKSHMI. 2013. High School Students' Attitudes towards Learning the English Language. *International Journal of Scientific and Research Publications*. Vol. 3, No. 9, pp. 1–6. <https://www.ijsrp.org/research-paper-0913/ijsrp-p2152.pdf>
- GETIE, A.S. 2020. Factors Affecting the Attitudes of Students towards Learning English as a Foreign language. *Cogent Education*. Vol. 7, No. 1. <https://doi.org/10.1080/2331186X.2020.1738184>
- GREENWALD, A.G. 1968. On Defining Attitude and Attitude Theory. In *Psychological Foundations of Attitudes*. pp. 361–388.
- HADDOCK, G. AND G.R. MAIO. 2008. Attitudes: Content, Structure and Functions. In *Introduction to Social Psychology: A European Perspective*. pp. 112–133. <https://www.blackwellpublishing.co.uk/content/hewstonesocialpsychology/chapters/chapter6.pdf>
- HANUS, K. 2016. Factors That Influence Learning by English Language Learners (ELLs). *BU Journal of Graduate Studies in Education*. Vol. 8, No. 2, pp. 19–22. <https://files.eric.ed.gov/fulltext/EJ1230510.pdf>
- HAYATI, N. 2015. A Study of English Language Learning Beliefs, Strategies, and English Academic Achievement of ESP Students of STIENAS Samarinda. *Dinamika Ilmu*. Vol. 15, No. 2, pp. 297–323. <https://files.eric.ed.gov/fulltext/EJ1121913.pdf>
- HUWARI, I.F. 2021. Language Attitudes of Jordanian Students towards English Language. *Academic Journal of Interdisciplinary Studies*. Vol. 10, No. 4, pp. 237–247.
- ILYOSIVNA, N.A. 2020. The Importance of English Language. *International Journal on Orange Technologies*. Vol. 2, No. 1, pp. 22–24.
- JOHN, S., S. GURIRO, AND J.A. HALEPOTA. 2021. The Role of English Language Skills in Career Growth. *Global Social Sciences Review*. Vol. 6, No. 1, pp. 346–355. [http://dx.doi.org/10.31703/gssr.2021\(VI-I\).35](http://dx.doi.org/10.31703/gssr.2021(VI-I).35)
- KUMAR, T.V. 2019. Mother Tongue Influence on English Language Learners of India—A Study. *International Journal of Research and Analytical Reviews*. Vol. 6, No. 2, pp. 234–239.
- LAMPA, W., B.R. TOK, AND G. BOLI. 2024. Students' Achievement and Attitude towards English with Reference to Gender, Residence, and Streams of Study. *Paripex – Indian Journal of Research*. Vol. 13, No. 12, pp. 1–4.
- LI, J., C. WANG, AND Z. SHEN. 2025. Gender Stereotypes as Related to Language Learning Engagement. *Asia-Pacific Education Researcher*. Vol. 34, pp. 909–920. <https://doi.org/10.1007/s40299-024-00907-5>
- MAGESHWARI, D.U. AND Y.S. SELVAKUMAR. 2023. A Study on Influence of Mother Tongue in Learning English language among high school students. *Journal of Advanced Research in English and Education*, Vol. 8, No. 2, pp. 4–8.
- MANEHRI, D. 2022. A Study on Attitudes and Problems Among the Mao Naga towards Teaching and Learning of English Language in Secondary Schools of Manipur. *Doctoral dissertation*. Nagaland University.
- PASUPULETI, V.R., R.H. KUMAR, P. LAKSHMILAVANYA, K.K. SUNALINI, P. PATHAK, R. MALLICK, AND C. PRIYA. 2024. The Impact of English Language Learning Strategies on Student Success in Higher Education. *Educational Administration: Theory and Practice*. Vol. 30, No. 5, pp. 8557–8563. <https://doi.org/10.53555/kuey.v30i5.4416>

- RAHMAN, M. 2019. Secondary School Students' Attitude towards Junior School Certificate Examination in Bangladesh. *International Journal of Education*. Vol. 11, No. 2, pp. 158–168.
- RAJITHA, R. 2024. The Importance of English Language Teaching in a Globalized World. *International Journal of Creative Research Thoughts*. Vol. 12, No. 9, pp. 151–157.
- REDDY, M.S. 2016. The Importance of English Language in Today's World. *International Journal of Academic Research*. Vol. 3, No. 4, pp. 179–184.
- SAILAJA, C.S. 2015. A Study of Anxiety of Engineering Students towards English Language. *European Journal of English Language Teaching*. Vol. 1, No. 1, pp. 1–6.
- SHOBIKAH, N. 2017. The Importance of English Language in Facing ASEAN Economic Community. *At-Turats*. Vol. 11, No. 1, pp. 85–93.
- SNOUBAR, A.T. 2017. An Evaluation of EFL Students' Attitudes toward English Language Learning. *International Journal of English Language Teaching*. Vol. 5, No. 6, pp. 18–34.
- SRINIVAS, R.P. 2019. The Importance of English in the Modern Era. *Asian Journal of Multidimensional Research*. Vol. 8, No. 1, pp. 7–19.
- TAWFIQ, H.H. 2020. Investigating the Socio-cultural Factors that Affect Learning a Second Language. *International Journal of Linguistics*. Vol. 12, No. 4, pp. 81–94.
- VIDIĆ, T. 2021. Student Self-efficacy, Cognitive, Behavioral, and Emotional Engagement: Age and Gender Differences. Paper presented at the 3rd World Conference on Future of Education, Milan, Italy, 7–9 May 2021.
- VIDHYA, L., K. ANBAZHAGAN, A.P. VIJAYALAKSHMI, M. SURESH, AND L. SHARIF. 2021. A Study on Students' Attitudes towards Learning of English. *Bioscience Biotechnology Research Communications*. Vol. 14, No. 8, pp. 20–23.
- YULIANI, N.D., L. NAJMIH, B. HAMDANI, AND B.W. PRATOLO. 2023. EFL Students' Attitude toward English Language Learning. *Journey: Journal of English Language and Pedagogy*. Vol. 6, No. 1, pp. 82–91.
- ZHAO, P., A. HASSAN, AND N.A.N. BURHANUDDIN. 2024. A Systematic Review of Factors Influencing English Language Competency for Ethnic Minority Students. *Cogent Education*. Vol. 11, No. 1, pp. 1–18. <https://doi.org/10.1080/2331186X.2024.2415730>