



ATTITUDES OF GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOL STUDENTS' TOWARDS READING, WRITING, SPEAKING, AND LISTENING IN ENGLISH AS A FOREIGN LANGUAGE (EFL)

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Abstract

The purpose the study was to find out the nature of attitude of Private and Govt. Higher Secondary School students towards EFL. Also, identify the difference in attitude of students towards EFL in basis of Gender, Location and type of School Management. 510 students were selected as sample for this study from Murshidabad and Birbhum district in West Bengal through Purposive Sampling. After collecting and analyzing the data through mean, standard deviation and 't' test, out of 28 null hypotheses, 8 null hypotheses were accepted and 20 null hypotheses were rejected.

Keywords: *Attitude, English as a foreign language, Higher Secondary school students.*

Introduction

In the age of globalization, English Language is well recognized as way of communication. Not only that, now a days we see in many cases the skill on English language is playing crucial role to get a job. Understanding the importance of this international language, India had given importance on this language and chooses the English language as one of two official languages of the country. As a result, this language got place in syllabus in school of each and every region in the country and West Bengal is not an exception. In this state English language is being taught as a 2nd language in Bengali medium schools. However, it is not sufficient to just keep this language in curriculum, the attitude of the students towards the language is equally important. In psychology, it is said that a positive attitude towards a subject, make the subject always easier, in case of any subject. To learn English Language or any other language, those things that played important role are –attitude towards the language, motivation, attitude towards the teacher of the subject, attitude of parents, academic achievement etc.

Objectives

- To find out the nature of attitude of students towards English as foreign language
- Identify the difference between urban and rural students
- Identify the difference between girls and boys students
- Identify the difference between government schools and private schools

Review

Mehmet Nuri Gomleksiz (2010), he had found in his studies titled “An Evolution of Students’ attitudes towards English Language Learning in terms of Several variables” that significantly different attitude was present towards English in terms of gender of the students. He had also found that a significantly difference was there between the freshman and sophomores’ student attitude towards English in terms of their interest, self-confidence, teacher & usefulness.

Nataporn Manachon and Suwattana Eamorophon (2017), ‘A Comparative Study of Attitudes English as a Foreign Language Learning between Upper Secondary Students in Science Mathematics and Arts Language Programmes at the Demonstration School in Ramkhanhaeng University, Thailand’ was



studied. They had tried to find out the level of attitudes towards English as a Foreign Language through the study and from that study, a positive attitude has been found and there were no such significant differences towards English as a Foreign language.

Sumro, Bango and Mahesan (2018), worked on a study titled ‘An Attitudinal Study of English as a foreign Language in Sukkur Sindh Pakistan’. Through the study, they had tried to investigate their Language Learning attitude from three aspects: Behavioral, Cognitive & Emotional and they found a positive attitude towards learning English as foreign language.

Dr. M.J.Z Abedin, M. P. Mohammadi and Hanan Alzwari (2012), worked on a study titled EFL Students’ Attitude towards Learning English Language: The Case of Libyan Secondary School Students. Through the study, they had tried to investigate Libyan Secondary School Students’ attitudes towards learning English from three different aspects i.e. Behavioral, Cognitive & Emotional and they found a negative attitude towards learning English. They found the presence of statistically significant attitudinal difference in terms of gender and field of the study.

Shahrzad Eshghinejad (2016), worked on his study titled ‘RETRACTED ARTICLE: EFL Students’ attitudes towards learning English Language: The Case Study of Kaslan University Students’ in 2016 to investigate the attitude of Male and Female towards English as a Foreign Language from three different aspects i.e. behavioral, cognitive & emotional. From that study he found that a positive attitude towards English Language was there in three different aspects of behavioral, cognitive & emotional; and significantly attitudinal difference was there between the two groups.

B. Al Sobhi and et.el (2018) worked on a study titled “Arab ESL Secondary School Students’ Attitude towards English spelling & writing” to explore Arab Secondary School Students’ attitudes toward English spelling & writing. From the study, it has been found that Arab Secondary School Students have a high and significantly positive attitude towards English spelling and writing. It has been also found that students’ attitude towards social use of English the highest and creativity in writing is the lowest mean among four purposes. In addition to the above, Al Samadani and Ibnian (2015), Ahmad (2015), Al Noursi, O (2013) and Abu Snouban (2017) has worked with EFL and everyone found positive attitude towards EFL.

Statement of the assumption

It was assumed that there would be difference of attitude towards EFL among the population. It was also assumed that there would be difference of attitude among students in terms of type of school management, gender and location.

Statement of the hypothesis

- ⁰H₁: There is no attitudinal difference between boys and girls regarding reading
- ⁰H₂: There is no attitudinal difference between boys and girls regarding writing
- ⁰H₃: There is no attitudinal difference between boys and girls regarding speaking
- ⁰H₄: There is no attitudinal difference between boys and girls regarding listening
- ⁰H₅: There is no attitudinal difference between Government school and Private school students regarding reading
- ⁰H₆: There is no attitudinal difference between Government school and Private school students regarding writing



- ⁰H₇: There is no attitudinal difference between Government school and Private school students regarding speaking
- ⁰H₈: There is no attitudinal difference between Government school and Private school students regarding listening
- ⁰H₉: There is no attitudinal difference of boys between Government school and Private school regarding reading
- ⁰H₁₀ : There is no attitudinal difference of boys between Government school and Private school regarding writing
- ⁰H₁₁: There is no attitudinal difference of boys between Government school and Private school regarding speaking
- ⁰H₁₂: There is no attitudinal difference of boys between Government school and Private school regarding listening
- ⁰H₁₃: There is no attitudinal difference of girls between Government school and Private school regarding reading
- ⁰H₁₄: There is no attitudinal difference of girls between Government school and Private school regarding writing
- ⁰H₁₅: There is no attitudinal difference of girls between Government school and Private school regarding speaking
- ⁰H₁₆: There is no attitudinal difference of girls between Government school and Private school regarding listening
- ⁰H₁₇: There is no attitudinal difference between locations (rural and urban) regarding reading
- ⁰H₁₈: There is no attitudinal difference between locations (rural and urban) regarding writing
- ⁰H₁₉: There is no attitudinal difference between locations (rural and urban) regarding speaking
- ⁰H₂₀: There is no attitudinal difference between locations (rural and urban) regarding listening
- ⁰H₂₁: There is no attitudinal difference between government school students and private school students of rural area regarding reading
- ⁰H₂₂: There is no attitudinal difference between government school students and private school students of rural area regarding writing
- ⁰H₂₃: There is no attitudinal difference between government school students and private school students of rural area regarding speaking
- ⁰H₂₄: There is no attitudinal difference between government school students and private school students of rural area regarding listening
- ⁰H₂₅: There is no attitudinal difference between government school students and private school students of urban area regarding reading
- ⁰H₂₆: There is no attitudinal difference between government school students and private school students of urban area regarding writing
- ⁰H₂₇: There is no attitudinal difference between government school students and private school students of urban area regarding speaking
- ⁰H₂₈: There is no attitudinal difference between government school students and private school students of urban area regarding listening

Method of the Study

In this study, data has been collected using Descriptive Survey through close ended attitude scale and analyzed by inferential statistic.



Variable

Researcher considered three variables of the present study titled ‘Attitudes of Government and Private Higher Secondary School Students’ towards Reading, Writing, Speaking and Listening in English as a Foreign Language (EFL)’. Categories of variables are Gender (boys and girls), type of management (government and private) and location (rural and urban).

Sample

From the total population the researcher selected only five hundred and ten (510) higher secondary school students from Murshidabad and Birbhum district of West Bengal. Out of 510 samples 260 samples are taken from government school and 250 samples are taken from private school through purposive sampling.

Tools

To measure the attitude of students towards EFL the researcher prepared attitudinal scale which consisted of 29 items. Present researcher identified four major dimensions for measuring attitude of students towards EFL. These four dimensions are Reading, Writing, Speaking and Listening. An expert validated the construct of the attitudinal scale.

The response for each item or statement were expressed in terms of five alternative categories such as Strongly Agree , Agree, Undecided, Disagree and Strongly Disagree.

Analysis and Interpretation:

Determination of the significance of difference in the mean score of the students by

t-test –

Table 1: Gender wise

Dimension	Gender	N	Mean	S.D.	df	‘t’ value	Significant level
Reading	Boys	296	19.89	3.85	508	1.16	Insignificant
	Girls	214	20.26	3.28			
Writing	Boys	296	26.42	4.12	508	1.72	Insignificant
	Girls	214	27.11	4.69			
Speaking	Boys	296	19.78	4.10	508	1.09	Insignificant
	Girls	214	20.16	3.77			
Listening	Boys	296	37.95	5.55	508	.76	Insignificant
	Girls	214	38.33	5.79			



Table 2: Type of Management (Government and Private)

Dimension	Type of management	N	Mean	S.D.	df	't' value	Significant level
Reading	Government	260	20.51	3.53	508	3.95**	Significant
	Private	250	19.56	3.66			
Writing	Government	260	25.54	4.09	508	6.43**	Significant
	Private	250	27.92	4.35			
Speaking	Government	260	21.40	3.23	508	9**	Significant
	Private	250	18.43	4.09			
Listening	Government	260	36.20	4.94	508	11.11**	Significant
	Private	250	40.09	5.67			

*Significant at the 0.05 level, **significant at the 0.01 level

Table 3: Boys of government school and private school

Dimension	Strata	N	Mean	S.D.	df	't' value	Significant level
Reading	Boys of Govt. school	136	20.20	3.63	294	1.32	Insignificant
	Boys of private school	160	19.62	4.01			
Writing	Boys of Govt. school	136	25.28	3.85	294	4.77**	Significant
	Boys of private school	160	27.38	4.11			
Speaking	Boys of Govt. school	136	21.05	3.39	294	3.07**	Significant
	Boys of private school	160	18.71	4.34			
Listening	Boys of Govt. school	136	36.04	4.63	294	5.86**	Significant
	Boys of private school	160	39.56	5.77			

**significant at the 0.01 level

Table 4: Girls of government school and private school

Dimension	Strata	N	Mean	S.D.	df	't' value	Significant level
Reading	Girls of Govt. school	124	20.85	3.39	212	3.26**	Significant
	Girls of private school	90	19.45	2.96			
Writing	Girls of Govt. school	124	25.82	4.34	212	3.65**	Significant
	Girls of private school	90	28.08	4.59			



Speaking	Girls of Govt. school	124	21.77	3.01	212	8.33**	Significant
	Girls of private school	90	17.94	3.59			
Listening	Girls of Govt. school	124	36.37	5.28	212	6.28**	Significant
	Girls of private school	90	41.02	5.39			

**significant at the 0.01 level

Table 5: Location wise (rural and urban)

Dimension	Location	N	Mean	S.D.	df	't' value	Significant level
Reading	Rural	282	20.45	3.62	508	2.14*	Significant
	Urban	228	19.55	5.56			
Writing	Rural	282	26.51	4.52	508	1.15	Insignificant
	Urban	228	26.96	4.19			
Speaking	Rural	282	20.46	3.97	508	3.29**	Significant
	Urban	228	19.31	3.86			
Listening	Rural	282	37.74	5.71	508	1.64	Insignificant
	Urban	228	38.56	5.56			

*Significant at the 0.05 level, **significant at the 0.01 level

Table 6: government school and private school in rural area

Dimension	Strata	N	Mean	S.D.	df	't' value	Significant level
Reading	Govt. School students of rural area	148	20.33	3.95	280	.57	Insignificant
	Private school students of rural area	134	20.57	3.22			
Writing	Govt. School students of rural area	148	25.37	4.25	280	4.71**	Significant
	Private school students of rural area	134	27.77	4.49			
Speaking	Govt. School students of rural area	148	21.34	3.61	280	4.07**	Significant
	Private school students of rural area	134	19.47	4.13			
Listening	Govt. School students of rural area	148	35.89	5	280	5.98**	Significant
	Private school students of rural area	134	39.78	5.76			

**significant at the 0.01 level



Table 7: government school and private school in urban area

Dimension	Strata	N	Mean	S.D.	df	't' value	Significant level
Reading	Govt. School students of urban area	112	20.74	2.87	226	5.32**	Significant
	Private school students of urban area	116	18.40	3.81			
Writing	Govt. School students of urban area	112	25.77	3.88	226	4.40**	Significant
	Private school students of urban area	116	28.10	4.17			
Speaking	Govt. School students of urban area	112	21.46	2.65	226	10.10**	Significant
	Private school students of urban area	116	17.22	3.71			
Listening	Govt. School students of urban area	112	36.60	4.86	226	5.57**	Significant
	Private school students of urban area	116	40.44	5.57			

**significant at the 0.01 level

Interpretation of the significance of difference in the mean score (t-values) –

⁰H₁: The corresponding t-value of ⁰H₁ is 1.16 and the value is not significant. Therefore, the corresponding hypothesis is accepted.

⁰H₂: The corresponding t-value of ⁰H₂ is 1.72 and the value is not significant. Therefore, the corresponding hypothesis is accepted.

⁰H₃: The corresponding t-value of ⁰H₃ is 1.09 and the value is not significant. Therefore, the corresponding hypothesis is accepted.

⁰H₄: The corresponding t-value of ⁰H₄ is .76 and the value is not significant. Therefore, the corresponding hypothesis is accepted.

⁰H₅: The corresponding t-value of ⁰H₅ is 3.95 and the value is significant. Therefore, the corresponding hypothesis is rejected.

⁰H₆: The corresponding t-value of ⁰H₆ is 6.43 and the value is significant. Therefore, the corresponding hypothesis is rejected.

⁰H₇: The corresponding t-value of ⁰H₇ is 9 and the value is significant. Therefore, the corresponding hypothesis is rejected.

⁰H₈: The corresponding t-value of ⁰H₈ is 11.11 and the value is significant. Therefore, the corresponding hypothesis is rejected.

⁰H₉: The corresponding t-value of ⁰H₉ is 1.32 and the value is not significant. Therefore, the corresponding hypothesis is accepted.

⁰H₁₀: The corresponding t-value of ⁰H₁₀ is 4.77 and the value is significant. Therefore, the corresponding hypothesis is rejected.

⁰H₁₁: The corresponding t-value of ⁰H₁₁ is 3.07 and the value is significant. Therefore, the corresponding hypothesis is rejected.

⁰H₁₂: The corresponding t-value of ⁰H₁₂ is 5.86 and the value is significant. Therefore, the corresponding hypothesis is rejected.



H_{13} : The corresponding t-value of H_{13} is 3.26 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{14} : The corresponding t-value of H_{14} is 3.65 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{15} : The corresponding t-value of H_{15} is 8.33 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{16} : The corresponding t-value of H_{16} is 6.28 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{17} : The corresponding t-value of H_{17} is 2.14 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{18} : The corresponding t-value of H_{18} is 1.15 and the value is not significant. Therefore, the corresponding hypothesis is accepted.

H_{19} : The corresponding t-value of H_{19} is 3.29 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{20} : The corresponding t-value of H_{20} is 1.64 and the value is not significant. Therefore, the corresponding hypothesis is accepted.

H_{21} : The corresponding t-value of H_{21} is .57 and the value is not significant. Therefore, the corresponding hypothesis is accepted.

H_{22} : The corresponding t-value of H_{22} is 4.71 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{23} : The corresponding t-value of H_{23} is 4.07 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{24} : The corresponding t-value of H_{24} is 5.98 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{25} : The corresponding t-value of H_{25} is 5.32 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{26} : The corresponding t-value of H_{26} is 4.40 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{27} : The corresponding t-value of H_{27} is 10.10 and the value is significant. Therefore, the corresponding hypothesis is rejected.

H_{28} : The corresponding t-value of H_{28} is 5.57 and the value is significant. Therefore, the corresponding hypothesis is rejected.

Findings

After the analysis and interpretation of score researcher have the insignificant attitudinal difference between boys and girls regarding reading, writing, speaking and listening. There is also insignificant difference of boys between Government school and Private school regarding reading. Beside that there is insignificant difference between locations (rural and urban) regarding writing and listening and between the government school students and private school students of rural area regarding reading. On the other hand, on which researcher has found significant differences are as follows:

- I. Between the Government school and Private school students regarding reading, writing, speaking and listening.
- II. Between the boys of Government school and Private school regarding writing, speaking and listening.
- III. Between the girls of Government school and Private school regarding reading, writing, speaking and listening.
- IV. Between locations (rural and urban) regarding reading and speaking.



- V. Between government school students and private school students of rural area regarding writing, speaking and listening.
- VI. Between the Government school students and Private school students of urban area regarding reading, writing, speaking and listening.

Conclusion

In the end of the study, it can be said that, according to the Gender, here attitudinal difference has not been found but a significant difference in attitude has been found in respect the type of management that is between the students of Private and Govt. Schools. Beside that according to the type of management, attitude of boys and girls have been differentiated. In respect to Reading, no difference has been found only among the boy students of Private and Govt. Schools. Besides that, a significant difference has also been found in the basis of Reading, in respect to Location (in Rural Area) and according to Writing, Speaking and Listening, significant difference has also been found. In other hand in Urban Area, even in students of Govt. and Private Schools, attitudinal difference has been found in respect to Reading, Writing, Listening and Speaking. Although attitudinal difference has found in respect to Reading and Writing but no significant attitudinal difference has found in respect to Writing and Listening only between the students of Rural and Urban Area.

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