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English language learning attitudes among senior high school students at Mindanao state university-Sulu

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Abstract

This descriptive-correlational study examines MSU-Sulu senior high school students' English language learning attitudes. With 100 respondents, it used frequency counts, percentage, weighted arithmetic mean and standard deviation, independent t-test samples, One-way ANOVA, and Pearson's r. This research shows: 1) Of 100 student-respondents, most are female, under 17, from low-income families, with primary education, and evenly represented by grade level. 2) Respondents demonstrate favorable dispositions towards learning the English language. Having keen concern in studying and learning languages, motivated drive learning English, assessment of English course, evaluation of the English teacher, attitude about learning English, attitude about people who speak English, integrative orientation, willingness learning English, English teacher assessment, and English course assessment. 3) Gender, age, parent's average monthly income, parents educational, and grade level does not affect how student-respondents assess the English language learning attitudes in terms keen concern in the study of learning languages, motivated drive learning English, assessment of English course, evaluation of the English teacher, attitude about learning English, attitude about people who speak English, integrative orientation, willingness learning English, English teacher assessment, and English course assessment; 4) A moderate positive connection exists among the English language learning attitudes. 5) This analysis supports Cocca's Modified Model of English Language Learning Attitudes. keen concern in the study of learning languages, motivated drive learning English, assessment of English course, evaluation of the English teacher, attitude about learning English, attitude about people who speak English, integrative orientation, willingness learning English, English teacher assessment, and English course assessment comprise this modified model.

Keywords: Attitudes, english language, second Language

Introduction

Since the beginning of this century, educators of second languages have been deeply concerned about the part that attitudinal factors play in the learning of second language skills. In other words, educators and researchers considered attitude among the most significant factors affecting the rate at which a foreign language is learned and the degree of success attained in doing so. According Social psychology holds that learners' social attitudes toward the speech group in question cannot be separated from when they are learning the language of another community. This is one of the central tenets of the field.

Lambert (1963b, referenced in Cocca, M., *et al.*, 2017) ^[56] suggested a 'social psychological model,' emphasizing the importance of affective elements such as and mindset. In learning a language. His theory holds that a person's propensity for ethnocentrism, views toward the other community, and learning preferences all affect how well they are able to pick up a second language.

The significance of enthusiasm and mindset in scientific inquiry and professional activity is well understood. As a result, a second language, acquisition researchers and professors have recently been looking at how these concepts affect learning methods that aim to increase L2 learning and skills. (As cited in Cocca, M., *et al.* 2017) ^[56]. Because there is a strong link between learning a language used by a foreign culture and students' social leanings toward

that culture, most study on motivation in L2 learning has been done in the field of social psychology. According to research in this area, motivation for languages can be defined as a natural internal force that propels individuals to put work, desire, and a positive attitude into the process of learning them.

Consequently, when investigating the effects of learning pedagogy, it is also important to emphasize the acquisition of 21st century skills. For the current generation to meet the requirements of the 21st century, they must acquire the skills to assemble information, critical thinking, applying and analyzing data, comprehend concepts, cooperation, and communicate (as cited in Abaniel, 2021)^[3].

In the Philippine, the Department of Education enacted the Enhanced Basic Education Act of 2013, (2016) expects students to develop essential skills such as critical thinking, problem resolution, communication, and collaboration (Abaniel, A., 2021)^[3]. The 21st century skills consist of cognitive, learning innovation skills, intrapersonal and interpersonal, leading and being responsible inventive and productive thinking, digital age literacy, and learning effective communication skills (as cited in Abaniel, A., 2021)^[3].

Gardner (1985, cited in Pineda, 2011)^[43]. The user argues that the language teacher's instruction on vocabulary, pronunciation, grammar, and other aspects of language are not solely successful communication skills, but also essential elements of a distinct culture. As a result, it has been observed that students' views towards a certain linguistic group have an impact on their proficiency in assimilating elements of that language. When individuals hold favorable views towards the culture they are learning about, they tend to show high levels of enthusiasm in acquiring the language associated with that culture. Conversely, if individuals hold negative attitudes towards the culture, their passion to acquire target language is likely to be diminished. (Pineda, 2011)^[43].

In light of the imperative for scholarly inquiry into the motivational mechanisms that underlie an engagement, willpower, and enjoyment in learning second language acquisition, that is crucial to address which the authors have identified constructs relative to learners' attitudes toward the foreign language learning based on Gardner (2005)^[26], the Attitude Motivation Test Battery (AMTB) vis-à-vis a modified model to measure learner's attitude toward language learning: 1) Foreign language interest, 2) motivational intensity, and 3) evaluation of English instructing. This study adopted modified constructs based on Gardner (2005)^[26] to ascertain the effect of English language to learners' attitudes. This study aimed to provide empirical data that would help close the existing knowledge deficit in the sphere of instruction and education as a foreign language, English in non-native English-speaking environments.

Methods

Methodology

Higson-Smith and Bless (1995)^[2] provided a definition of research design as "a systematic framework that facilitates the collection, analysis, and interpretation of empirical data" (p. 63). Babbie and Mouton (2001, p. 75)^[1] suggest that research design serves as a guiding framework or strategic plan that outlines the intended approach for conducting research and attaining the researcher's aims and objectives.

Therefore, this study employed a descriptive research methodology, aims to provide a detailed account, measure, and make inferences, as well as identify links among variables. Additionally, it seeks to enable the prediction of future occurrences based on current knowledge or phenomena related to employees.

1. This research seeks to examine the demographic profile of senior high school students at MSU-Sulu in relation to various factors, including gender, age, parent's average monthly income, parent's educational attainment, and grade level.
2. This research also seeks to assess the level of the English language, learning attitudes among the participants, focusing on aspects such as keen concern in the study of learning languages, motivated drive learning English, assessment of English course, evaluation of the English teacher, attitude about learning English, attitude about people who speak English, integrative orientation, willingness learning English, English teacher assessment, and English course assessment.
3. Furthermore, this research intends to investigate potential differences in the extent of the English language learning attitudes when the data is categorized based on variables such as gender, age, parent's average monthly income, parent's educational attainment, and grade level.
4. Finally, the study aims to explore the correlation among the categories within extent English language learning attitudes, providing a comprehensive understanding of the relationships between these different aspects.

Research Locale

The investigation was carried out at MSU-Sulu, focusing on the cohort of Students enrolled in grade 11 and 12 of senior high school classes throughout the academic year of 2023-2024. The concept of the English language learning attitudes was delimited to the contexts of keen concern in the study of learning languages, motivated drive learning English, assessment of English course, evaluation of the English teacher, attitude about learning English, attitude about people who speak English, integrative orientation, willingness learning English, English teacher assessment, and English course assessment.

Respondents

The individuals involved in this research were senior high school students at MSU-Sulu who were enrolled during the academic year 2023-2024.

Sampling Design

The study utilized a purposive sampling strategy. A deliberate selection process was employed to choose a sample of one hundred (100) individuals, the study employed purposive sampling as a method for participant selection to guarantee the inclusion of diverse demographic factors such as gender, age, parent's average monthly income, parent's educational level, and grade level.

Data Gathering Procedure

The subsequent procedures were implemented in the process of data collection. The researcher obtained a permit from the Dean of Graduate Studies at Sulu State College and Coordinator of Senior High School at MSU-Sulu in order to

administer the questionnaire. The researcher personally conducted the launching, administration, and retrieval of the questionnaire.

Research Instrument

The primary study instrument utilized in collecting data on the students' self-assessment of the English language learning attitudes was a survey instrument. The questionnaire utilized in this study was derived and modelled based on the work of Cocca, M. *et al.* (2017) ^[56], who made modifications to a standardized questionnaire assessing attitudes towards the English language learning. Cocca, M. and colleagues (2017) ^[56] The questionnaire comprises various sub-categories, including: Interest in foreign languages (Consisting of 4 items), Motivational Intensity to learn English (consisting of 5 items), Teacher evaluation (Consisting of 5 items), Attitude in Learning English (Consisting of 5 items), Attitudes toward English-speaking people (Consisting of 6 items), Integrative orientation (Consisting of 4 items), Desire to learn English (Consisting of 5 items), English course evaluation (Consisting of 5 items), and Instrumental orientation (consisting of 4 items).

The questionnaire consists of: the first part was designed to acquire data about the demographic characteristics of the participants. These variables such as gender, age, an average monthly income of parents, educational attainment of parents, and grade level of the respondents. Part II is designed to gather data regarding the scope of attitudes towards English language acquisition.

Validity and Reliability

The research instrument utilized in this study was derived from Cocca, M. *et al.* (2017) ^[56] and was modified from the English Language Learning Attitudes Scale. This scale is based on Gardner (2005) ^[26] Attitude Motivation Battery Test, which is a widely recognized and standardized questionnaire. In order to ensure its relevance to the current research and its specific context, the questionnaire underwent a review process by a minimum of two experts who are faculty members of the Graduate Studies Department of Sulu State College.

Statistics Handling: This study employed methods of descriptive and inferential statistics to adequately analyze the data that were collected. In order to address research challenge number one, the researchers utilized frequency and percentages in ascertaining the characteristics of participants. In context the second research problem, the mean and standard deviation were used as statistical measures to assess the magnitude of the English language learning attitudes. In order to address research problem number three, a statistical analysis was conducted. To examine the significant variations in the English language learning attitudes when data was categorized by gender, t-test independent samples was utilized. Additionally, one-way Analysis of Variance was employed to investigate the significant differences in the English language learning attitudes when data was categorized by age, parent's average monthly income, parent's educational attainment, and grade level. The Pearson Product Moment association Coefficient (Pearson's *r*) was utilized to assess the presence of a significant association between the sub-categories encompassed within English language learning attitudes.

The intervals of the rating scale were utilized in the analysis of the computed findings, which were produced through the application of descriptive and inferential statistical methods. A.) A 5-point rating scale interval was used to assess respondents' views towards English language acquisition. The Likert scale, developed by Rensis Likert, is a commonly used psychometric tool for measuring attitudes and opinions. The options include strongly agree, agree, neutral, disagree, and strongly disagree.

Results and Discussions

This section consists of presentations, analyses, and interpretations of the results obtained from the data collected for this study. These findings are based on appropriate scoring and statistical techniques and are aligned with each of the research objectives.

Demographic profile of student-respondents in terms of: Gender, 1.2 Age, 1.3 Parent's average monthly income, 1.4 Parent's educational attainment, and 1.5 grade level In terms of Gender

The result of the demographic characteristics of the student participants in relation to their gender indicates that among the 100 respondents, 45 individuals (45.0%) identify as a male, while 55 individuals (55.0%) identify as a female. The findings show the majority are female students in senior high school.

In terms of Age

The data reveals that out of the 100 student participants, 59 (59.0%) are within the age range of 17 years old and below, 37 (37.0%) are aged between 18 and 19 years old, and 4 (4.0%) are over the age of 20. This study demonstrates that a majority of the participants, fall within the age range of 17 years and below.

In terms of a parent's Average Monthly Income

The result of the demographic characteristics of the student respondents, focusing on the average monthly income of their parents is, 71 students (71.0%) have parents whose average monthly income falls within the range of 5,000, and less. Additionally, 13 students (13.0%) have parents whose average monthly income falls within the range of 5,100, to 10,000, while 16 students (16.0%) have parents whose average monthly income falls within the range of 10,100 and above, the findings indicate that around 75% of the student participants in this research are from households where the parents are classified as low-income earners. The findings suggest that a significant proportion of the senior high school students enrolled at MSU-Sulu originate from households characterized by limited financial resources.

In terms of a parent's Educational Attainment

The result of the demographic characteristics of the student participants, focusing on the educational achievements of their parents indicates that 36 students (36.0%) have parents completed the elementary level of education, 31 students (31.0%) have parents with a high school level of education, 31 students (31.0%) have parents graduated a college level of education, and 2 students (2.0%) have parents with either a masters or PhD the level of education. The findings of this study indicate a significant proportion, specifically over 33%, of the student participants are from families where their parents have completed only primary education. This

finding suggests that a significant proportion of senior high school students at MSU-Sulu lack the academic support that they should have received from their parents, in contrast to kids whose parents had higher levels of education.

In terms of grade Level

The result of the demographic characteristics of participants, in relation to their grade level. The data indicates an equal proportion of 50 students (50.0%) are enrolled in grade 11 and grade 12, respectively. The findings indicate the student participants in this study are evenly distributed throughout different grade levels. This finding suggests that there is an equal proportion of participants from grades 11 and 12 in this study.

Level of English language learning attitudes of senior high school students at MSU-Sulu in each of the following dimensions: 2.1 Interest in foreign languages; 2.2 Motivational Intensity to learn English; 2.3 Teacher evaluation; 2.4 Attitude towards Learning English; 2.5 Attitudes toward English speaking people; 2.6 Integrative orientation; 2.7 Desire to learn English; 2.8 English course evaluation; and 2.9 Instrumental orientation

In the context of interest in foreign languages

The findings indicate the extent to which senior high school students at the MSU-Sulu possess English language learning attitudes, specifically in relation to their interest in foreign languages. The present category achieved a cumulative weighted mean score of 4.2450, accompanied by a standard deviation of 0.50375, indicating a rating of "Agree." The findings of this survey suggest that the student participants showed a significant level of agreement regarding the extent to which senior high school students derive enjoyment from learning a foreign language. It is well observed that students possess an inherent inclination towards language acquisition and hold the belief that the pleasure derived from learning languages surpasses their practical utility.

In the context of motivational Intensity in Learning English

The findings demonstrate learning English language attitudes among senior secondary high school students at MSU-Sulu in relation to their motivating intensity in studying English. The category achieved a cumulative weighted mean of 3.9560, accompanied by SD of 0.52229. This rating falls inside the "Agree" category. The findings of this survey suggest that the student participants exhibited a high level of consensus regarding the ability and dedication of senior high school students in the learning of the second language.

Context of teacher Evaluation

The findings indicate the extent of the English language learning attitudes among senior high school students at MSU-Sulu within the framework of teacher assessment. The present category achieved a cumulative weighted mean score of 4.2720, accompanied by a standard deviation of 0.51914, indicating an "Agree" rating. The outcome of this study suggests the student participants exhibited a high level of agreement on their perception of English classes as engaging and their professors' competence in instructional methods and fostering a conducive learning environment.

In the context of Attitudes toward learning English

The findings demonstrate learning English language attitudes among students at MSU-Sulu within the framework of attitudes towards English language acquisition. The present category achieved a cumulative weighted mean score of 4.3920, accompanied by a standard deviation of 0.49557. This rating falls inside the "Agree" category. The findings of this survey suggest that the student participants exhibited a high level of agreement with the positive attitude and genuine commitment of senior secondary high school in learning English language.

The context of Attitudes toward English-speaking people

The findings indicate the extent to which senior high school students at MSU-Sulu possess views towards English-speaking individuals in relation to their English language study. The present category achieved a cumulative weighted mean score of 4.0450, accompanied by a standard deviation of 0.47013, indicating a rating of "Agree". The outcome shows the student participants had a high level of consensus in expressing their positive perception of individuals from English-speaking nations. They perceive such individuals as offering a more advantageous prospect for commencing their study of English as a foreign language.

In the context of Integrative Orientation

The findings demonstrate learning English language learning attitudes of secondary students at MSU-Sulu within the framework of an integrated approach. The present category achieved a cumulative weighted mean score of 4.3300, accompanied by a standard deviation of 0.54458, indicating a rating of "Agree". The result suggests the student participants exhibited an elevated level of agreement about the notion that senior high school students possess qualities that enable them to engage alongside the English language in order to improve their interpersonal relationships and overall cultural development. Students perceive the acquisition of English language skills as highly advantageous for enhancing their social interactions.

In the context of Desire to Learn English

The findings indicate the extent to which senior high school students at MSU-Sulu possess English language learning attitudes, specifically in relation to their motivation to acquire proficiency in the English language. The category achieved a cumulative weighted mean score of 4.1780, accompanied by a standard deviation of 0.59554, indicating an "Agree" rating. The findings reveal the student participants exhibited an elevated level of agreement with the active engagement and enthusiasm of senior students in learning English, and their consistent aspiration to attain advanced proficiency in the language.

In the context of English Course Evaluation

The findings indicate learning English language learning attitudes of senior secondary students at MSU-Sulu in relation to the evaluation of English course. The present category achieved a cumulative weighted mean of 3.6840, accompanied by SD of 0.60848, indicating a rating of "Agree". The findings of this study suggest that the students who participated in the survey overwhelmingly agreed that senior high school students hold a favorable perception of their classes and value the motivating environment that encourages them to pursue English studies in the future.

In the context of Instrumental Orientation

The findings indicate the extent of instrumental orientation in learning English language attitudes of students at MSU-Sulu. The present category achieved a cumulative weighted mean score of 4.2525, accompanied by a standard deviation of 0.64304. This rating falls inside the "Agree" category. The results point to the fact that the participants, who were students, exhibited a high level of agreement with the presence of extrinsic motivation among senior high school students in relation to learning the English language. Furthermore, they held the belief that acquiring proficiency in English may contribute to practical improvements in their life. Many students perceive English as a means to enhance their job prospects and elevate their social standing.

Significant difference in the level of English language learning attitudes of senior high school students at MSU-Sulu when data are categorized according to: 3.1 Gender; 3.2 Age; 3.3 Parent's average monthly income; 3.4 Parent's educational attainment; and 3.5 Grade level According to Gender

The findings show there is no significantly different between male and female participants in this study regarding their evaluation of the degree to which they hold positive attitudes towards learning the English language. There is no significant difference in the ability of male and female respondents to accurately perceive the amount of the English language learning attitudes. Thus, the variable of gender does not statistically affects on how respondents evaluate attitudes towards English language acquisition.

According to Age

The findings reveals that there is no significantly different between male and female participants in this study regarding their evaluation of the degree to which they hold positive attitudes towards learning the English language. There is no significant difference in the ability of male and female respondents to accurately perceive the amount of the English language learning attitudes. Thus, there is no statistically affect of gender on how respondents evaluate attitudes towards English language acquisition.

According to Parent's Average Monthly Income

The findings demonstrate that despite variations in the average monthly income of the students' parents, there is a widespread consensus among student-respondents regarding their evaluation of the English language learning attitudes. This finding reveals that there may not be significantly different on the perspectives of the English language learning attitudes between respondents whose parents have an average monthly income of 10,100 and above, and those whose parents have an average monthly income of 5,000 and, below, or 5,100-10,000. Therefore, there is no major impact of average monthly income of parents on how respondents evaluate their attitudes towards English language acquisition.

According to Parents Educational Attainment

The findings demonstrate that while there may be variations in the educational background of the students' parents, there is often no variation in the students' evaluation of their attitudes towards the English language learning. This finding suggests there is no significant difference in the

ability of respondents with parents holding advanced degrees (masters or PhD) and those with parents holding lower levels of education (elementary, high school, and college) to accurately identify the English language learning attitudes. Therefore, there is no statistically significant influence of educational degree of parent on the manner in which respondents evaluate attitudes towards the English language learning.

According to Grade Level

This finding indicates that, no significant distinction of perceptions of the English language learning attitudes among participants in grade 11 and grade 12 in this research study. There is no significant difference ability of grade 12 students and grade 11 students to accurately perceive English language learning attitudes. Therefore, the grade level does not have a substantial impact on the manner in which participants evaluate attitudes towards English language acquisition.

The following are the finding for identifying the significant correlation among the sub-categories subsumed under the level of the English language learning attitudes of senior high school students at MSU-Sulu.

1. Moderate positive correlation between keen concern in the study of learning languages, motivated drive learning English, assessment of English course, evaluation of the English teacher, attitude about learning English, attitude about people who speak English, integrative orientation, willingness learning English, English teacher assessment, and English course assessment.;
2. Moderate positive correlation between Teacher evaluation and Attitude on Learning English, attitudes about people who speak English, Integrative orientation, willingness learning English, evaluation of English course, and Instrumental orientation;
3. High positive correlation between attitudes about English Language Study and attitudes about people who speak English, willingness learning English, English course assessment, and Instrumental orientation;
4. High positive correlation between attitudes about people who speak English and Integrative orientation, willingness to learn English, evaluation of English course, and Instrumental orientation;
5. Moderate positive correlation between the present discourse centers on three key aspects: integrative orientation and desire to acquire proficiency in the English language, English course evaluation, and instrumental orientation;
6. Moderate positive correlation between willingness in learning English, English course assessment, and Instrumental orientation;
7. Moderate positive correlation between English course evaluation and Instrumental orientation.

The findings suggest that individuals who expressed agreement with the level of keen attention in the study of learning other languages may also be the same individuals who expressed agreement with the level of motivated drive in learning English, teacher assessment, attitude about learning English, attitudes about people who speak English, integrative orientation, willingness learning English, English course assessment, and instrumental orientation.

Table 1: Demographic profile of student-respondents in terms of gender

Gender	Number of Respondents	Percent
Male	45	45.0%
Female	55	55.0%
Total	100	100%

Table 2: Demographic profile of student-respondents in terms of age

Age	Number of Respondents	Percent
17 & below	59	59.0%
18-19 years old	37	37.0%
20 years old & above	4	4.0%
Total	100	100%

Table 3: Demographic profile of student-respondents in terms of parent's average monthly income

Parent's Average Monthly Income	Number of Respondents	Percent
5,000 & below	71	71.0%
5,100-10,000	13	13.0%
10,100 & above	16	16.0%
Total	100	100%

Table 4: Demographic profile of student-respondents in terms of parent's educational attainment

Civil Status	Number of Respondents	Percent
Elementary	36	36.0%
High School	31	31.0%
College	31	31.0%
Master's/Doctorate	2	2.0%
Total	100	100%

Table 5: Demographic profile of student-respondents in terms of grade level

Grade Level	Number of Respondents	Percent
Grade 11	50	50.0%
Grade 12	50	50.0%
Total	100	100%

Table 6: Level of English language learning attitudes of senior high school students at MSU-Sulu in context of interest in foreign languages

Statements	Mean	S.D.	Rating
1. I wish I could speak many foreign languages perfectly.	4.3900	.76403	Agree
2. I wish I could read newspapers and magazines in many foreign languages.	4.1400	.68195	Agree
3. If I planned to stay in another country, I would try to learn their language.	4.4400	.64071	Agree
4. I enjoy meeting people who speak foreign languages.	4.0100	.75872	Agree
Total Weighted Mean	4.2450	.50375	Agree

Legend: (5) 4.50-5.00= Strongly; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= neither Agree nor Disagree; (2) 1.50- 2.49= Disagree; (1) 1.00-1.49= Strongly Disagree

Table 7: Level of English language learning attitudes of senior high school students at MSU-Sulu in the context of motivational intensity in learning English language

Statements	Mean	S.D.	Rating
1. I make a point of trying to understand all the English I see and hear.	4.2100	.65590	Agree
2. I keep up to date with English by working on it almost every day.	3.7500	.84537	Agree
3. When I have a problem understanding something in my English class, I always ask my teacher for help.	3.6800	.81501	Agree
4. I really work hard to learn English.	4.2100	.71485	Agree
5. When I am studying English, I ignore distractions and pay attention to my task.	3.9300	.78180	Agree
Total Weighted Mean	3.9560	.52229	Agree

Legend: (5) 4.50-5.00= Strongly; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= neither Agree nor Disagree; (2) 1.50- 2.49= Disagree; (1) 1.00-1.49= Strongly Disagree

Table 8: Level of English language learning attitudes of senior high school students at MSU-Sulu in the context of teacher evaluation

Statements	Mean	S.D.	Rating
1. I look forward to going to class because my English teacher is good.	4.4000	.65134	Agree
2. My English teacher is better than any of my other teachers.	3.7900	.84441	Agree
3. My English teacher has a dynamic and interesting teaching style.	4.3800	.64792	Agree
4. My English teacher is a great source of inspiration to me.	4.3500	.67232	Agree
5. I really like my English teacher.	4.4400	.60836	Agree
Total Weighted Mean	4.2720	.51914	Agree

Legend: (5) 4.50-5.00= Strongly; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= Neither Agree nor Disagree; (2) 1.50- 2.49= Disagree; (1) 1.00-1.49= Strongly Disagree

Table 9: Level of English language learning attitudes of senior high school students at MSU-Sulu in the context of attitudes towards learning English

	Statements	Mean	S.D.	Rating
1.	Learning English is really great.	4.5300	.61060	Strongly Agree
2.	I really enjoy learning English.	4.2400	.63755	Agree
3.	English is a very important part of the school program.	4.5400	.64228	Strongly Agree
4.	I plan to learn as much English as possible.	4.3500	.60927	Agree
5.	I love learning English.	4.3000	.65905	Agree
Total Weighted Mean		4.3920	.49557	Agree

Legend: (5) 4.50-5.00= Strongly; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= Neither Agree nor Disagree; (2) 1.50- 2.49= Disagree; (1) 1.00-1.49= Strongly Disagree

Table 10: Level of English language learning attitudes of senior high school students at MSU-Sulu in the context of attitudes towards English speaking people

	Statements	Mean	S.D.	Rating
1.	I wish I could have many native English speaking friends.	4.2600	.71943	Agree
2.	Native English people are very sociable and kind.	3.9800	.63532	Agree
3.	Native English speakers have much to be proud about because they have given the world much of value.	4.0100	.62757	Agree
4.	I would like to know more native English speakers.	4.1700	.66750	Agree
5.	The more I get to know native English speakers, the more I like them	4.1700	.65219	Agree
6.	You can always trust English speakers.	3.6800	.93073	Agree
Total Weighted Mean		4.0450	.47013	Agree

Legend: (5) 4.50-5.00= Strongly; (4) 3.50-4.49= Agree; (3) 2.50- 3.49 = Neither Agree nor Disagree; (2) 1.50- 2.49= Disagree; (1) 1.00-1.49= Strongly Disagree

Table 11: Level of English language learning attitudes of senior high school students at MSU-Sulu in the context of integrative orientation

	Statements	Mean	S.D.	Rating
1.	Studying English is important because it will allow me to be more at ease with people who speak English.	4.3600	.59493	Agree
2.	Studying English is important because it will allow me to meet and converse with more and varied people.	4.3200	.64948	Agree
3.	Studying English is important because it will enable me to better understand and appreciate the English way of life.	4.2500	.70173	Agree
4.	Studying English is important because I will be able to interact more easily with speakers of English.	4.3900	.61783	Agree
Total Weighted Mean		4.3300	.54458	Agree

Legend: (5) 4.50-5.00= Strongly; (4) 3.50-4.49= Agree; (3) 2.50- 3.49 = Neither Agree nor Disagree; (2) 1.50- 2.49= Disagree; (1) 1.00-1.49= Strongly Disagree

Table 12: Level of English language learning attitudes of senior high school students at MSU-Sulu in the context of desire to learn English

	Statements	Mean	S.D.	Rating
1.	I have a strong desire to know all aspects of English.	3.9900	.74529	Agree
2.	I want to learn English so well that it will become natural to me.	4.2600	.73333	Agree
3.	I would like to learn as much English as possible.	4.3400	.68490	Agree
4.	I wish I were fluent in English.	4.4000	.75210	Agree
5.	If it were up to me, I would spend all of my time learning English.	3.9000	.82266	Agree
Total Weighted Mean		4.1780	.59554	Agree

Legend: (5) 4.50-5.00= Strongly; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= neither Agree nor Disagree; (2) 1.50- 2.49= Disagree; (1) 1.00-1.49= Strongly Disagree

Table 13: Level of English language learning attitudes of senior high school students at MSU-Sulu in the context of English course evaluation

	Statements	Mean	S.D.	Rating
1.	I would rather spend more time in my English class and less in other classes.	3.2500	.89188	Neither Agree nor Disagree
2.	I enjoy the activities of our English class much more than those of my other classes.	3.4600	.83388	Agree
3.	I like my English class so much, I look forward to studying more English in the future.	3.9700	.68836	Agree
4.	I look forward to the time I spend in English class.	3.8800	.68579	Agree
5.	English is one of my favorite courses.	3.8600	.81674	Agree
Total Weighted Mean		3.6840	.60848	Agree

Legend: (5) 4.50-5.00= Strongly; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= Neither Agree nor Disagree; (2) 1.50- 2.49= Disagree; (1) 1.00-1.49= Strongly Disagree

Table 14: Level of English language learning attitudes of senior high school students at MSU-Sulu in the context of instrumental orientation

	Statements	Mean	S.D.	Rating
1.	Studying English is important because I will need it for my career.	4.4848	.67557	Agree
2.	Studying English is important because it will make me more educated.	4.3200	.73691	Agree
3.	Studying English is important because it will be useful in getting a good job.	4.4300	.74203	Agree
4.	Studying English is important because other people will respect me more if I know English.	3.7900	.96708	Agree
Total Weighted Mean		4.2525	.64304	Agree

Legend: (5) 4.50-5.00= Strongly; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= Neither Agree nor Disagree; (2) 1.50- 2.49= Disagree; (1) 1.00-1.49= Strongly Disagree

Conclusion

1. The sample population are all adequately defined. According to the student, MSU-Sulu senior high school pupils have positive attitudes on learning the English language. These attitudes cover a wide range of topics, such as their interest in learning foreign languages, their motivation level for learning English, their evaluation of English language instructors, their general attitude toward learning the language, their opinions about people who speak English, their propensity to incorporate their English language learning into their personal identities, their goal to become proficient in the language, their evaluation of English language courses, and their instrumental orientation towards the acquisition of the English language.
2. The ways in which student respondents evaluate their opinions on English language acquisition are not significantly impacted by the variables of gender, age, parent's average monthly income, parent's educational background, or grade level. This study provides evidence that aligns with the findings of Cocca, M. *et al.* (2017) ^[56] which is the modified model of the English language learning attitudes.

Recommendations

It is advised that the principal or coordinator put methods in place targeted at helping grade 11 and grade 12 students develop better attitudes toward language acquisition in order to maximize the delivery of classroom education. It is also deemed necessary to develop a more favorable and learner-friendly classroom atmosphere. Lastly, It is advised that similar studies be conducted by student researchers in the field of English language instruction and study, taking into account extra factors including language learning anxiety, learning styles, and language learning tactics in different circumstances.

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