

Attitudes of Students Towards the English Language in High Schools

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ABSTRACT The paper examined the attitudes of high school students towards the English language, the differences in the attitudes regarding their gender, educational status of their parents, monthly revenue of the students' family, and the accommodation unit of the primary education school from which they graduated. A Likert-type scale was used to collect data. The instrument was validated and there liability coefficient was found to be 0.94. Independent t-test, one-way ANOVA, and the Tukey HSD test were used in the analysis of data. Purposive random sampling was used to select 250 students from 7 high schools. The findings revealed that foreign language intensive high schools are better at the English language than other high schools. There is a meaningful difference between the attitude of working group to English language and gender, educational status of parents, and monthly revenue of students' family; however, there is no meaningful difference in the accommodation unit from which they graduated.