Original Research Article

Appraising Bachelor First Year Education Students' Affective, Behavioral and Cognitive Attitudes towards Learning English

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Abstract: This article attempts to appraise bachelor first year education students' affective, behavioral and cognitive attitudes towards learning English. Attitude, which retains affective, behavioral and cognitive components, is a specific evaluative mental disposition towards certain ideas, events, objects or people. The affective component indicates the feeling or emotional aspect, the behavioral component refers to the intentional aspect, whereas the cognitive component signifies the aspects of beliefs and knowledge. A cross-sectional survey design was adopted across the three campuses situated in Makawanpur District, Nepal to carry out the research study in the academic year 2018-2019. Five-point Likert scale statement items concerning the attitude towards learning English were administered to the mass of 277 students. Simple random sampling technique was followed to select 270 students as respondents for the study by maintaining the confidence level (95%) and the margin of error (1%). The collected data were statistically analyzed by using IBM SPSS Version 25. The percent and the median score (4) of attitude of the students showed that they had a positive attitude towards learning English, and it indicated that they "Agreed" with the statement items. The Kruskal- Wallis H test showed that the distribution of the median of affective attitude, behavioral attitude and cognitive attitude towards learning English was the same across the categories of campus. It indicates that the students of the three campuses had a similar attitude towards learning it.
Keywords: Affective, attitude, behavioral, cognitive, English, learning.

1. INTRODUCTION

Language, a unique valuable human property, is a means of communicating our emotions, feelings, opinions, experiences and so on. Nepalese use Nepali as a native language and English as a foreign language. English, a worldwide language, is an imperative language for all sorts of professional and personal development activities. It is widely spoken and taught in over 118 nations and is commonly applied around the world as a trade as well as diplomatic language. It is the language of science, philosophy, research, aviation, computers, world literature, diplomacy and tourism. It is the influential language of international communication, conference, media and internet.

Growing use of this language has turned it a number one foreign language remaining a prominent position in Nepal. Shrestha (2011) and Shrestha (2003) assert that English is neither a second language nor an official language in Nepal. Bista (2011) describes English as "a foreign language for the speakers of Nepali" (p. 3). It's the foremost widely taught foreign language at schools, colleges and universities. Nowadays, many Nepalese learners start learning English from their early stage at primary schools or pre-schools. Sharma (2006) asserts that English has been offered as a

compulsory subject from the primary level up to Bachelor level. It has been taught as a compulsory subject and major subject at the Secondary level, higher Secondary level and bachelor level. Moreover, students at the master level within the faculties of humanities and education study English and literature as a major subject of interest. It has also been taught as a compulsory subject in the faculties of science, management, forestry etc. in Nepal.

Despite its wider use in divergent arenas of teaching and non-teaching institutions, the bachelor level students were found to have mixed attitudes towards learning it. Some students perceived it as a tough language, whereas some found it easy during the course of learning in the classroom. Furthermore, most of the students were noticed to take English tough and puzzling in reading, writing and speaking. In spite of their effort to learn it, they are far away from meeting the desired goal of aptitude in receptive and productive skills. Listening and reading are receptive skills, whereas writing and speaking are productive skills. Most of the general students in the faculty of education do remain weak despite being taught the English subject and being exposed to English instruction for a long time. It is a very common trait that the weak students seem to develop a negative attitude towards learning English. It is very interesting to assess the students' attitude towards learning it and discerning the reasons for learning. They are compelled to learn English and take the exams and need to pass, because it is in their curriculum. The research work exposes other additional reasons for learning it.

This article tries to appraise the bachelor first year education students' affective, behavioral and cognitive attitudes towards learning English. The researcher adopted a cross-sectional survey design and constructed five-point Likert type 30 statement items with Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5) to collect data from 270 students out of 277 studying at three campuses in the district of Makawanpur, Nepal. The statement items were based on the affective, behavioral and cognitive components of attitude. This article can be useful to the future researchers for conducting researches in the field of assessing attitudes.

1.2 Objectives of the research study
The objectives of the research objectives are:
- To examine the bachelor first year education students' affective, behavioral and cognitive attitudes towards learning English.
- To find out the level of agreement regarding their affective, behavioral and cognitive attitudes towards learning English across the categories of campus.

1.3 Null hypotheses
The null hypotheses of the research study are:
- The distribution of the level of agreement of the students regarding their affective attitude towards learning English is the same across categories of campus.
- The distribution of the level of agreement of the students regarding their behavioral attitude towards learning English is the same across categories of campus.
- The distribution of the level of agreement of the students regarding their cognitive attitude towards learning English is the same across categories of campus.

1.4 Delimitations of the study
The research was conducted under the following delimitations:
- The study was limited to the students of three campuses situated in Makawanpur District.
- Only Bachelor first year education students were involved as the sample of population.
- Only 30 statement items regarding the students' attitude towards learning English were constructed to elicit the data for the study.

2. LITERATURE REVIEW
Learning a language is an intricate process. Language is a unique property of human beings. It has been a part and parcel of our life. It is used for expressing ideas, opinions, emotional states, information, past experiences, future plan, imaginations and so on. It is regarded as a dress of our thought. It must be either acquired or learnt. Language acquisition is far more natural than language learning. For the Nepalese, English is learnt as a foreign language. Sapir (1921) takes language as a "primarily human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols" (p. 8). Moreover, Nicholas (1982) associates language with society and opines it to be social and asserts "we are constantly involved in the process of social interaction" (p. 56). It is very essential for humans to learn language because the social interaction is possible due to language.

Learning is regarded as a process of bringing some fairly continuing changes in the behaviour of the learners through understanding, experience and instruction. Pressey, Robinson and Horrocks (1967) take learning as "an episode in which a motivated individual attempts to adapt his behaviour so as to succeed in a situation which he

perceives as requiring action to attain a goal" (p. 232). Similar concept of learning is expressed by Crow and Crow (1973) who assert that "learning represents progressive changes in behaviour and it makes an individual able to satisfy his interests to attain a goal" (p. 225). It is resolute and goal-oriented. It is an incessant process. Learning can be taken as retention of information or skill. Retention implies storage systems, memory and cognitive organization. Learning also depends on the attitude of learners. A positive attitude towards learning language drives a learner to learn it faster in a comfortable way, whereas a negative attitude retards the progress of learning.

Attitude is an expression of a favorable or unfavorable evaluation of a person, place, thing, event or issue. It refers to the belief, feeling, and intention of a person or a group of persons towards objects, ideas, people, and issues. There are several factors that affect attitude. Some of them are family, social factor, direct direction, peers, prejudices, personal experience, media, culture, educational and religious institutions, physical factors, economic status and occupations, conditioning, social adjustment functions, satisfaction, age and education. Allport (1935) takes attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810). According to Eagly and Chaiken (1993) , an attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1). Crano and Prislin (2006) view attitudes as "the evaluative judgments that integrate and summarize cognitive/affective reactions" (p. 347). Petty, Wegener and Fabrigar (1997) assert that "attitudes have been defined in a variety of ways, but at the core is the notion of evaluation" (p. 611). Attitude towards somebody or something plays a vital role in our life. Katz (1960) outlines four 4 functions of attitudes. They are: adjustment function, ego-defensive function, value-expressive function and knowledge function. The adjustment function directs people toward pleasurable or rewarding objects and away from unpleasant, undesirable ones. The ego-defensive function refers to holding attitudes that -protect our self-esteem or that justify actions that make us feel guilty. This function involves psychoanalytic principles where people use defense mechanisms to protect themselves from psychological harm. Some attitudes are imperative to a person because they convey values that are integral to that person's self-concept. Attitudes aid to make the world more understandable, predictable, and knowable. Knowing a person's attitude helps us predict his/ her behavior. Some attitudes are useful because they help to make the world more understandable and transparent.

Attitudes are formed by three main components: affective, behavioral and cognitive (Hawkins, Best, & Coney, 2004). Affective component is related to the feelings or emotional reactions to an object. Behaviour component is the propensity to respond towards an object or activity in a certain manner, and cognitive component is related to the people's beliefs about objects, events and so on. All the three components of attitude are relevant, but they might vary in the degree of importance according the motivation regarding to an attitude object. Eagly and Chaiken (1993) view an affective factor to be based on emotional experiences or preferences. Both positive and negative affect can arise from experiences with the attributes Derbaix and Pham (1991). Positive affect and negative affect make independent contributions to satisfaction or dissatisfaction judgments about the services (Horley & Little, 1985). A behavioral factor is connected to a person's overt actions in relation to the attitude object (MacKenzie & Lutz, 1989; Eagly & Chaiken, 1993). According to Havitz and Dimanche (1999) and McIntyre (1992), involvement is viewed as a core concept in explaining individuals' participation in activities and their actions with respect to the attitude object. Mackenzie and Lutz (1989) put forward those cognitive responses—such as individuals' thinking and knowledge about objects.

Every person has his/ her own attitude towards language and language learning. Language attitudes are the feelings people have about their own language varieties or language varieties of others. Language attitudes are the attitudes which speakers of "different languages or language varieties have towards each other's languages or to their own language" (Richards & Schmidt, 2002, p. 297). Attitudes are crucial in language development or decay, restoration or destruction. From a practical perspective, our language attitudes are important because they affect our behavior. From a theoretical perspective, language attitudes are important because they show how people join particular aspects of language to social meanings. Many studies on language attitudes have exposed that there is a strong relationship between attitude and attainment (Hough & Piper, 1982; Simpson & Oliver, 1990; Visser, 2008). Attitude is a fundamental part that influences language performance (Fakeye, 2010; Visser, 2008). Learners' attitudes, apart from opinions and beliefs, towards learning strongly affect their learning behaviors and consequently on their performance (Hohenthal, 2003; Kara, 2009). They mean to state that learners' attitudes towards learning strongly have an effect on their learning

behaviors. In the plain words, language attitudes may have an effect on second language or foreign language learning. Expressions of positive or negative feelings towards a language may mirror impressions of linguistic complexity or simplicity. A favorable attitude is taken as having some positive values while a negative attitude is looked upon as having unpleasant and negative implications. A positive attitude reinforces the behaviour and helps in its continuance, whereas a negative attitude conversely makes the response weak and finally leads to avoidance of the behaviour.

3. METHOD AND MATERIALS
3.1 Research design
A cross-sectional survey design was used to carry out the study. The researcher collected data to investigate the bachelor first year education

Students' attitude towards learning English at one specific point in time.

3.2 Population / Universe
The population of the study consisted of 277 bachelor first year education students studying at three campuses Makawanpur Multiple Campus (MMC), Hetauda Campus (HC) and Hatiya Janapriya Multiple Campus (HJMC) in Makawanpur District of Nepal in the Academic Year 2018- 2019.

3.3 Sampling design and sample size
Simple random sampling technique / design, especially the lottery method was used to select 270 students (47 boys and 223 girls) for the study according to the sample size calculator maintaining the margin of error (1 %) and the confidence level (95%) from three campuses.
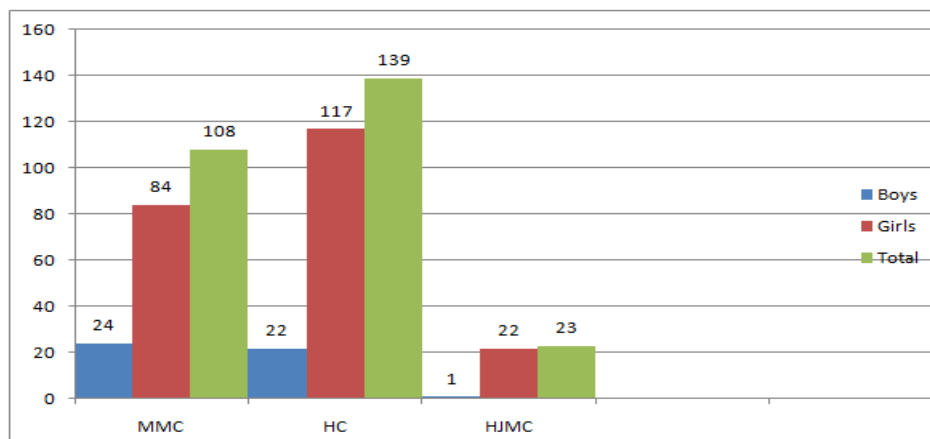

Figure 1: Number of students from three campuses

3.4 Nature and source of data
The researcher employed ordinal scale data. Students' attitude towards learning English was obtained through the use of five-point Likert scale question items with Strongly Disagree (SD= 1) , Disagree (D = 2), Undecided (UD =3), Agree (A = 4) and Strongly Agree (SA= 5). The numbers assigned to them signified only the order of preference. The primary source of data was questionnaire. The secondary sources of data included books, journal articles, web-sites etc.

3.5 Data collection technique
The modified survey questionnaire was adapted from Gardner's (1985) 'Attitude Motivation Test Battery' (AMTB). The underlying principle of selecting Gardner's AMTB is its established validity and reliability. There were thirty statement items based on affective, behavioral and cognitive components of attitude. The students were asked to provide their responses to the statements regarding their attitude towards learning English.

3.6 Validity and reliability of the pilot study
The validity of the instruments was confirmed by following the suggestions and judgements of subject experts and research scholars. Statistically, it was determined by using Pearson Product moment correlations in SPSS, where the score of each item was correlated with the total score. The Pearson Product moment correlation count value was greater than the corresponding Pearson correlation critical value |r|>rc=0.361 of each statement item. It showed the validity. Similarly, the reliability of instruments in the pilot study was found to be .977 according to the Cronbach's alpha, and it was very highly reliable.

3.7 Validity and reliability of the instruments of the research study
The validity of instruments was determined by using Pearson Product moment correlations in SPSS, where the score of each item was associated with the total score. The significant value (2-tailed) was smaller than 0.05 and the Pearson Product moment correlation count value was higher than the corresponding Pearson correlation critical value |r|>

rc= 0.119 of each statement item. It suggested the validity of each statement item for the research study. The Cronbach's alpha value 0.972 signified the reliability of the instruments. It showed that the overall internal consistency was highly reliable in appraising students' attitudes towards learning English.

4. Analysis and Interpretation of Data

The researcher designed a series of Likert type statement items to examine attitudes of students towards learning English. Being the ordinal data, it was appropriate to use median and percent as descriptive statistics to describe the scale. Kruskal-Wallis test was conducted for testing the hypothesis. All the data were analyzed by using SPSS version 25.

4.1 Percent

The researcher used percent statistics to assess the students' attitude towards learning English. If the percents of "Agree" and / or "Strongly Agree" were greater than those of "Strongly Disagree", "Disagree" and "Undecided", they indicated the positive attitude towards something.

Table 1: Percent of MMC Students Concerning their Attitudes towards Learning English

Statistical Median Range	Affective Attitudes					Behavioral Attitudes					Cognitive Attitudes				
	SD (%)	D (%)	U (%)	A (%)	SA (%)	SD (%)	D (%)	U (%)	A (%)	SA (%)	SD (%)	D (%)	U (%)	A (%)	SA (%)
1.0-1.49	10.2					10.2					9.3				
1.5-2.49		9.3					10.2					11.1			
2.5-3.49			2.7					3.8					0.0		
3.5-4.49				33.4					65.6					50.0	
4.5-5.49					44.4					10.2					29.6

Table 1 shows that the first highest percent of students retained a very positive affective attitude, a positive behavioral attitude and a positive cognitive attitude towards learning English.

Similarly, the second utmost percent of students had a positive affective attitude, a very positive behavioral attitude and a positive cognitive attitude towards learning English.

Table 2: Percent of HC Students Concerning their Attitudes towards Learning English

Statistical Median Range	Affective Attitudes					Behavioral Attitudes					Cognitive Attitudes				
	SD (%)	D (%)	U (%)	A (%)	SA (%)	SD (%)	D (%)	U (%)	A (%)	SA (%)	SD (%)	D (%)	U (%)	A (%)	SA (%)
1.0-1.49	10.8					10.1					5.0				
1.5-2.49		10.8					5.6					14.4			
2.5-3.49			2.2					11.6					1.5		
3.5-4.49				32.4					62.6					51.0	
4.5-5.49					43.8					10.1					28.1

Table 2 demonstrates that the first uppermost percent of students revealed a very positive affective attitude, a positive behavioral attitude and a positive cognitive attitude towards learning English. In the same way, the second largest percent of students held a positive affective attitude, a neutral behavioral attitude and a very positive cognitive attitude towards learning English.

Table 3: Percent of HJMC Students Concerning their Attitudes towards Learning English

Statistical Median Range	Affective Attitudes					Behavioral Attitudes					Cognitive Attitudes				
	SD (%)	D (%)	U (%)	A (%)	SA (%)	SD (%)	D (%)	U (%)	A (%)	SA (%)	SD (%)	D (%)	U (%)	A (%)	SA (%)
1.0-1.49	8.7					13.0					0.0				
1.5-2.49		8.7					8.7					21.7			
2.5-3.49			4.3					13.1					0.0		
3.5-4.49				39.1					47.8					52.2	
4.5-5.49					39.2					17.4					26.1

Table 3 exhibits that the first uppermost percent of students included a very positive affective attitude, a positive behavioral attitude and a positive cognitive attitude towards learning English. Correspondingly, the second greatest percent of students exposed a positive affective attitude, a very positive behavioral attitude and a very positive cognitive attitude towards learning English.

4.2 Calculation of the median

The median is calculated in a way that assumes the 5-point scale to represent a continuous

random variable rather than five discrete categories. It means when we calculate the median of all items, it does not always take discrete numbers such as, 1, 2, 3, 4, 5 and so on but the median may occur in points such as 1.5, 2.25, 3.75 and so on. The researcher used the following range of level of agreement for analyzing the result of median score:

Table 4: Evaluation basis of median

Statistical Median Range	Descriptive Interpretation	Level of Agreement	Descriptive Rating / Indication
1.0-1.49	Strongly Disagree	Very Low	Very negative attitude
1.5-2.49	Disagree	Low	Negative attitude
2.5-3.49	Undecided	Middle	Unmentioned attitude
3.5-4.49	Agree	High	Positive attitude
4.5-5.49	Strongly Agree	Very High	Very positive attitude

Table 5: Median of Affective, Behavioral and Cognitive Attitudes of Students at MMC

Statistics N= 108				
	Affective Attitude	Behavioral Attitude	Cognitive Attitude	Attitude on the Whole
Median	4.00	4.00	4.00	4.00
Concluding Result Based on the Median	Agree	Agree	Agree	Agree

Table 5 shows that 108 students studying at Makawanpur Multiple Campus had the same level (Median= 4) of affective attitude, behavioral attitude and cognitive attitude towards learning English. They had a positive attitude towards it.

Table 6: Median of Affective, Behavioral and Cognitive Attitudes of Students at HC

Statistics N= 139				
	Affective Attitude	Behavioral Attitude	Cognitive Attitude	Attitude on the Whole
Median	4.00	4.00	4.00	4.00
Concluding Result Based on the Median	Agree	Agree	Agree	Agree

Table 6 shows that 139 students studying at Hetauda Campus held the same level (Median= 4) of affective attitude, behavioral attitude and cognitive attitude towards learning English. They revealed a positive attitude towards it.

Table 7: Median of Affective, Behavioral and Cognitive Attitudes of Students at HJMC

Statistics N= 23				
	Affective Attitude	Behavioral Attitude	Cognitive Attitude	Attitude on the Whole
Median	4.00	4.00	4.00	4.00
Concluding Result Based on the Median	Agree	Agree	Agree	Agree

Table 7 shows that 23 students studying at Hatiya Janapriya Multiple Campus had the same level (Median= 4) of affective attitude, behavioral attitude and cognitive attitude towards learning English. They exposed a positive attitude towards it.

The median analysis reveals that fact that the students studying at three campuses had the same level (Median= 4) of affective attitude, behavioral attitude and cognitive attitude towards learning English. They retained a positive attitude towards it.

4.3 Hypothesis Test
The Kruskal-Wallis H test was performed to test the hypothesis.

Table 8: Hypothesis Test Summary

Null Hypothesis	Test	Sig.	Decision
The distribution of the level of agreement of the students regarding their affective attitude towards learning English is the same across categories of campus.	Independent Samples Kruskal-Wallis Test	.960	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05.

This Kruskal-Wallis test shows that Sig. was greater than .05. It depicts the acceptance of the null hypothesis.

Table 9: Hypothesis Test Summary

Null Hypothesis	Test	Sig.	Decision
The distribution of the level of agreement of the students regarding their behavioral attitude towards learning English is the same across categories of campus.	Independent Samples Kruskal-Wallis Test	.981	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05

This Kruskal-Wallis test demonstrates that Sig. was higher than .05. It indicates the acceptance of the null hypothesis.

Table 10: Hypothesis Test Summary

Null Hypothesis	Test	Sig.	Decision
The distribution of the level of agreement of the students regarding their cognitive attitude towards learning English is the same across categories of campus.	Independent Samples Kruskal-Wallis Test	.953	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05

This Kruskal-Wallis test demonstrates that Sig. was more than .05. It signifies the acceptance of the null hypothesis. This test shows that the distribution of the level of agreement of the students regarding their affective, behavioral and cognitive attitudes towards learning English is the same across categories of campus.

4.4 RESULTS AND DISCUSSION

The percent analysis of affective attitudes (Agree: 33.4%, Strongly Agree: 44.4%) , behavioral attitudes (Agree: 65.6 %, Strongly Agree: 10.2%) and cognitive attitudes (Agree: 50.0%, Strongly Agree: 29.6%) of 108 students at MMC, affective attitudes (Agree: 32.4%, Strongly Agree: 43.8%) , behavioral attitudes (Agree: 62.6 %, Strongly Agree: 10.1%) and cognitive attitudes (Agree: 51.0%, Strongly Agree: 28.1%) of 139 students at HC, and affective attitudes (Agree: 39.1%, Strongly Agree: 39.2%) , behavioral attitudes (Agree: 47.8 %, Strongly Agree: 17.4%) and cognitive attitudes (Agree: 52.2%, Strongly Agree: 26.1%) of 23 students at HJMC shows the students' positive attitude towards learning English on the whole. Similarly, the median scores of (Affective Attitudes = 4, Behavioral Attitudes=4, and Cognitive Attitudes= 4) of the students of the three campuses indicate that they had a positive attitude. The median score conformed to the percent result. The Kruskal-Wallis test depicts the distribution of the median of affective attitudes (Sig. = .960), behavioral attitudes (Sig. = .981 and cognitive attitudes (Sig. = .953) with the Sig. greater than .05 across the categories of campus. It implies the similarity of each component of attitude across the three campuses.

Several research studies regarding the attitude assessment revealed students' positive attitudes towards learning English. The research studies carried out by (Mohd Sallehhudin, 1994) with 137 University Kebangsaan Malaysia English non-major undergraduates, (Kaharan, 2007) with 190 eighth grade students of a private primary school in Adana, Turkey, (Chalak & Kassaian, 2010) with 108 English translation major students at Islamic Azad University, Iran, (Yang, 2012) with 20 University Malaya Master students, (Mamun, Rahman, Rahman, & Hossain, 2012) with 79 randomly selected non-major English undergraduate students from Khulna University, Bangladesh, (Bobinka & Dalmau, 2012) with 72 EFL engineering students at the Technical University in Madrid, (Chew, 2013) with 111 students at the University of Malaya, China and (Tahaineh & Daana, 2013) with 184 Jordanian EFL female undergraduates depicted the students' positive attitudes towards learning English. This present research study result conformed to those previous research results.

5. CONCLUSION

Attitudes are appraisals people construct about ideas, events, objects, or other people. Attitudes are not inborn but acquired, learned and conditioned. Attitudes are composed of affective, behavioral and cognitive components. The affective component suggests the emotional aspect of the attitude which is very often a deep rooted component and resists most to change. It indicates the direction and intensity of an individual's evaluation. The behavioural component indicates the tendency to react towards the object of attitude in certain specific ways. It is a predisposition to act in a certain manner towards the attitude object. It is known by observing the behaviour of the individual's saying, doing reacting and behaving. The cognitive component consists of a person's system of beliefs, perceptions and stereotypes about the attitudinal object. It refers to his ideas about the object. An attitude towards an object, an event, an issue or a person can be either positive or negative. The analyses of percent and median statistics indicated the students' positive attitude towards learning English on the whole. The Kruskal-Wallis H test signifies that the distribution of median of affective, behavioral and cognitive attitudes was the same across the three campuses. This researcher advises future researchers to conduct more researches on appraising students' attitude towards learning English language and other related subjects to enrich the research corpus in education.

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Appendix-I
Please tick the most appropriate option in the box.

S. N	Statements for measuring affective attitudes Attitud	SD	D	U	A	SA
1.	You enjoy studying English.					
2.	You feel proud while speaking English language.					
3.	Studying English subjects makes you feel more confident.					
4.	You find learning English really interesting.					
5.	You don't get nervous when you have to answer the questions in your English class.					
6.	You feel happy when you study or learn something new in English.					
7.	You feel relaxed whenever you have to speak in English in the English class.					
8.	You feel happy and excited to speak in English when you meet people who speak English.					
9.	You find English speaking people really impressive.					
10.	You are satisfied with your performance in the English subjects.					

Appendix-II
Please tick the most appropriate option in the box.

S. N	Statements for measuring behavioral attitudes	SD	D	U	A	SA
1.	You would like to speak in English.					
2.	You would like to read English books, English magazines, English newspapers etc.					
3.	You would like to listen to English news, English songs, English speeches etc.					
4.	You would like to watch English movies and English programmes.					
5.	You would like to write essays, stories, poems etc. in English.					
6.	When you miss the English class, you would ask your friends or teachers to understand the subject matter you missed.					
7.	You always do your class work or homework.					

8.	You would like to speak in English with English teachers and English speaking people.					
9.	You encourage and help your friends, your younger brothers and sisters to learn English well.					
10.	You study and practise well to become similar to the people who speak English.					

Appendix-III
Please tick the most appropriate option in the box.

S. N	Statements for measuring cognitive attitudes	SD	D	U	A	SA
1.	When someone speaks English, You think he / she is educated.					
2.	When someone speaks English, it creates a good impression for him / her.					
3.	English is important because it is an international language of communication and diplomatic affairs.					
4.	You think that learning English well will open more job opportunities for You.					
5.	Studying English can be important for you because you will need it for your future career advancement.					
6.	English is important to you because it helps you understand the cultures, values, norms and traditions of foreign countries.					
7.	Studying English enables you to transfer your knowledge to other people for giving directions, expressing ideas, sharing new information etc.					
8.	English is important because most of the books of philosophy, literature, science and technology or technical subjects are written in English.					
9.	Knowledge of English language develops confidence in you to understand other subjects as well.					
10.	Speaking and writing English correctly and effectively helps you improve your personality.					