



## The Attitude of Students Towards Learning English Language at Secondary Schools in Dire Dawa Ethiopia

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**Abstract:** This paper reflects the students' attitude toward learning English in secondary schools. The current study was conducted following 57 students at Dire Dawa secondary Schools. The findings suggest that students were generally uncomfortable with the language and subject areas offered in secondary school and agreed that learning English is important for them. Respondents to the current study, who had recently received their primary education, reported that the secondary school syllabus helped them to acquire the language needed for work and personal development. The findings of this study also showed a positive attitude towards English learning at Dire Dawa secondary Schools.

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**Keywords:** Attitudes; Learning English; Secondary schools; Dire Dawa.

### 1. Introduction

Globalization has created a great need for working people who can communicate in many languages. Common languages are used in areas such as trade, tourism, international relations, technology, communications, and science. [1]-[3] The methods of learning English vary widely, depending on the level of English proficiency of the student and the way he or she is taught, which may range from the required school subjects to personal study at home, or a combination of both. In some programs, study materials (including spoken talks and written assignments) are provided in a mixture of English, and the student's native language. In some programs, the study material is in English, but vocabulary, grammar, and context may be changed so that it can be easily understood by students with varying levels of comprehension. [4] Understanding familiarity, repetition focused on comprehension, and retelling are some of the techniques used in training.

However, without the immersion of appropriate cultures (social learning grounds) the language practices associated with the identification areas (internal routes) of the host country are not fully transferred through these programs. As another problem, the syntax of the language is based on Latin grammar which is why it suffers from inconsistencies. [5]-[7] The major engines influencing this language are the United States and the United Kingdom and

both have embedded the language in a different way so they differ in speech and usage. This is especially true of pronunciation and word processing. English-speaking varieties are available in both countries.

The English language is very accessible and influential, and English is taught all over the world. In countries where English is not a native language, there are two different types of English teaching: educational programs for students who want to move to English-speaking countries, and other programs for students who do not intend to move but want to understand English Content for educational, entertainment, employment or international business. [8] The differences between the two types of English language education have grown significantly over time, with teachers focusing on each model using different terms, receiving different training, and establishing different professional associations. English is also taught as a second language to newcomers to English-speaking countries, who face different challenges because students of the same class can speak many different indigenous languages. [9]

### Rationale for the Study

The purpose of this study was to investigate any differences between secondary school students in terms of English learning. In particular, the following

research questions are considered:

1. Does secondary school place too much emphasis on studying English for the assessment?
2. Are the students more likely to show that they will stop learning English after graduation?
3. Do secondary school students underestimate the importance of developing communication skills in English because of the structure of university entrance exams rather than their recent studies?
4. Are students enthusiastic about learning English?
5. Is there a difference between English learning in secondary education?
6. Besides the tests, what reasons do students give for learning English?

### Materials and Methods

#### Methodology

This is descriptive and non-experimental research. The data was collected through a

questionnaire given to a sample of 68 students as respondents at Dire Dawa secondary Schools. Respondents are not gendered sensitive (male and female) equally. Instead, respondents were randomly selected from various schools. The questionnaire was compiled in English including ten questions and was handled by the researcher himself. The different purposes and objectives of the questionnaire were explained before distribution. After that, questions were given to the respondents. Upon completion of the data collection, this was analyzed using SPSS. Based on the findings, a whole number is drawn.

### Result and Discussion

Data collected were tabulated, analyzed and interpreted, and presented in Table 1. Percentages were calculated using a mathematical analysis method. The short words used in the Table are described below:

SA	=	Strongly Accepted
A	=	Accepted
N	=	Neutral
U	=	Unaccepted
SU	=	Strongly Unaccepted

**Table 1 Frequency and Percentage of Participants' Opinions toward the English (N = 57)**

No	Questions	SA	A	N	U	SU
1	Do your current textbook of English is apt?	18 31.6%	8 14%	7 12.3%	8 14%	16 28.1%
2	Do you prefer your English book to be changed?	26 45.6%	8 14%	7 12.3%	10 17.5%	6 10.6%
3	Is the native language translation method apt for learning English?	24 42.1%	10 17.5%	4 7%	6 10.6%	13 22.8%
4	Is native language teaching apt for English learning?	20 35.1%	13 22.8%	5 8.8%	7 12.3%	12 21%
5	Is reading English books helpful for learning English?	18 31.5%	12 21%	7 12.3%	10 17.5%	10 17.5%
6	Is speaking English helpful for learning English?	19 33.4%	14 24.6%	3 5.2%	8 14%	13 22.8%
7	Is writing helpful for learning English?	13 22.9%	12 21%	5 8.8%	16 28%	11 19.3%
8	Is listening to music helpful for learning English?	22 38.4%	6 10.6%	8 14%	11 21%	10 17.5%
9	Is reading a newspaper helpful for learning English?	23 43.6%	8 14%	0 0%	15 26.4%	11 21%
10	Is Watching a movie helpful for learning English?	17 29.8%	14 24.6%	7 12.3%	7 12.3%	12 21%

## Findings

A majority of 31.6% of respondents were not at all receptive to the statement that their current English textbook was well used in teaching English at Dire Dawa secondary School which was expressed in agreement with this statement. A majority of 45.6% of respondents strongly agreed with the statement that their textbook should be changed, expressing their strong agreement with the statement. The majority of respondents 42.1% strongly agreed with the statement that the grammar-translation method is essential for learning English expressed in their strong agreement with the statement.

The majority of respondents 35.1% strongly agreed with the statement that the teaching of communicative language helps to learn English expressed in their firm agreement with the statement. A majority of 31.5% of respondents strongly agreed with the statement that reading helps learn English expressed in their statement. A majority of 33.4% of respondents strongly agreed with the statement that speaking helps to learn English expressed in their firm agreement with the statement.

A majority of 28% of respondents did not agree with the statement that writing helps learn English in Secondary education which was expressed by their strong disagreement with this statement. A majority of 38.4% of respondents strongly agreed with the statement that listening helps to learn English in Secondary education outlined in their strong agreement with this statement. The majority of respondents 33.6% strongly agreed with the statement that the English-language newspaper is assisting in learning English expressed in their strong disagreement with this statement. The majority of the respondents 29.8% strongly agreed with the statement that the English movie helps learn English expressed in their strong agreement with the statement.

## Discussions

The result was made by data analysis and research findings. In designing the attitude of secondary school-level students towards English, current research may address questions of focus-based assessment, and therefore formulate relevant questions to obtain information on the desired content. The research questions were well organized and the student's answers and answers to the questions helped to carry out the research successfully. When analyzing the data, it also found a clear picture of the current state of implementation of the current study.

## Conclusion

Ethiopian students learn English from a variety of sources. As they learn English from different sources, their attitudes are not the same as the English language. Most respondents saw the need to learn English in this computer age and reported their strong attitude towards English. They believed that those who spoke English created a better image and gained benefits by looking for better jobs. They felt that their current English textbook was inappropriate and slightly needed to improve their English reading. They also felt that English language teaching methods such as grammar-translation and communication language teaching should be used in college-level education in Ethiopia. In terms of four skills such as reading, writing, speaking, and listening they are very helpful in this regard. Together they want to increase the use of English in education where an English newspaper and English movie play an important role in learning English at this stage.

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