



English Language Attitude among Filipino Prospective Language Teachers: An Analysis through the Mentalist Theoretical Lens

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Abstract

Utilizing the Mentalist Theory, this empirical research purposed to determine the language attitude towards English of one thousand fifty-four Filipino Elementary Pre-service Teachers. Data collection was realized with a survey questionnaire. The analysis of the data revealed that the respondents, on the average, are exhibiting positive attitude towards English. Moreover, the descriptive statistics reveal that the aspect with the highest mean score is the affective dimension followed by the conative dimension and coming in last is the cognitive dimension. Furthermore, it was found that there exist a significant relationship among the dimensions of attitude towards English and the relationship is determined as '*high correlation*'. Detailed discussion of the results and implications are provided herein.

Keywords: English, Language Attitude, Attitude, Mentalist Theory, Pre-service Teachers

1. Introduction

Language attitude (henceforth known as LA), as a topic is fluid because it remains to be relevant despite having been an old subject (Lai, 2005). This is essentially true especially in the case of the Philippines, which as a country, has recently shifted from utilizing English as a medium of

instruction (MoI) to using local languages – in the early years of education specifically from kindergarten to grade 3 (Alieto, 2018).

Investigating attitude towards a language or its variety is considered as an essential aspect to explore relating to language policy and planning (Baker, 1992). In a similar vein, Ingram (1989) maintained that policy development and planning that relates to language-in-education can never be divorced from construct of LA. It means therefore that a sound language-in-education policy must account research work that probes into determining and understanding stakeholders' language attitude. Hence, it is no wonder that research focused on determining attitude towards a language or languages have been realized across different respondents, contexts and times.

Ejeh (2004) explored the LA of one hundred six (106) pre-service teachers from a college of education in a Yoruba-speaking area in Nigeria towards mother tongue use as language of instruction in primary school. The investigation determined that an overwhelming number of respondents (84.21%) are unwilling to teach in the mother tongue. The negative stance towards the use of mother tongue were reported by the respondents to be due to several reasons. The topmost reason is that the respondents believe that mother tongue education negatively affects the learning of children of the English language.

Similarly, the study of Khejeri (2014) which enlisted forty (40) primary school teachers in Hamis District, Western Kenya found that the English language is valued more than the mother tongue. In addition, further analysis of the data revealed that only 2% of the total respondents wanted the use of mother tongue by their learners inside the classroom. This is a very clear indication that the mother tongue is devalued as compared to English, and that there is strong preference for the use of English. Moreover, the respondents even claimed that there are more disadvantages than advantages in using the mother tongue in education.

With the established trend that English is the preferred language to learn because it is perceived to be most beneficial to learn as it is seen to be the only merchandisable language (Tupas, 2015), it becomes essential to explore the attitude of pre-service teachers specifically the would-be language educators towards English in the context of its use in the classroom as MoI.

Against this set background, the current study is conducted with multiple purposes. Primarily, it intended to determine the language attitude of pre-service language teachers. It is noted along this line that the determination of the language attitude of the respondents is realized through the utilization of the Mentalist Theory on language attitude. This is essentially important as most of investigations on LA view the construct through other theories such as that of the Behaviorist. However, it is contended that the viewing and understanding LA

through the theoretical lens of the Mentalist provides a clearer view of the variable. Elaboration of this contention is provided in the succeeding discussion.

2. Review of Related Literature

2.1 Language Attitude

From various angles, the concept 'attitude' has been differently defined. The differences of take about attitude have stirred "semantic disagreement" (McKenzie, 2010, p.19). On one hand, attitude is defined by Bohner and Wanke (2002) as an evaluation made towards either an object or idea which is referred to as the attitudinal object. On the other hand, Eagly and Chaiken (1993) explained that attitude is a hypothetical construct, which is to mean that attitude is an appraisal of an object, individual, abstract ideas, events and others. Moreover, attitude cannot be directly known or determined except through inference of observable responses. Added to this, attitude can simply be identified as either positive or negative (González-Riancho, 2002).

Further, another great concern that arises in the study of attitude in the field of social psychology is the overlapping of meaning of attitude with other related terms such as belief, opinion, ideology and others. The tendency to have the meaning of the terms blurred is rooted to their everyday usage outside the bounds of social psychology (McKenzie, 2010). However, it is possible to provide delineation between and among the given seemingly overlapping terms (Shaw & Wright, 1967) by simply being precise with the meaning of the terminologies (McKenzie, 2010).

Belief is cognitive in state, and is identified as one component of attitude according to the mentalists' perspective. In addition, as belief can trigger affective reaction, and so can affective reaction be triggered by beliefs. Beliefs can either be descriptive or prescriptive. If it is descriptive, it is the kind of belief that relates to the perception about the world; example is the belief that success in educating people is to an extent dependent on the language to be used as instruction. Conversely, the prescriptive belief refers to those that contain imperative remarks like ought and should, example is the belief that young children should be taught in their own language for them to learn well (McKenzie, 2010).

In addition, opinion can be defined as a belief that is expressed or verbalized; hence, opinions can be considered as unconcealed beliefs. The characteristic being overt of opinions is one great distinction they have over beliefs. In addition, belief is different from attitude in the sense that contains beliefs or cognitions have no affective reaction unlike attitude which has (Baker, 1992).

Likewise, ideology is viewed in the field of social psychology as '*global attitude*', (McKenzie, 2010, p. 20) which means that the term often refers to a broader social perspective unlike attitude which is narrower in scope and relates to specific objects (Baker, 1992).

2.2 Language Attitude according to the Mentalist

Two theories have been utilized by researchers as frameworks for the study of language attitudes, the Behaviorist and the Mentalist (McKenzie, 2010). Both theories assert that attitude is a result of socialization done over time. However, studies anchored on the perspectives of behaviorism argues that all human actions are behavioral units and can be determined through the responses an individual makes to social situations. This main argument of the Behaviorist with respect to attitude is that it is a behavioral unit that can be inferred directly from the exhibited responses an individual makes in a particular social context. This means that mere observation of an individual's external behavior would be sufficient to determine attitude, and that introspection of respondents is not a necessity.

Furthermore, it means that external behavior is enough as predictor of attitude. As illustrated, if a person expresses dislike about a person, object or thing such behavior can be taken as negative attitude toward the attitudinal object. In this instance, attitude is seen to directly influence behavior and that behavior reflects attitude (Perloff, 2003). On the contrary, Baker (1992) claims that overt conduct cannot be relied upon as valid predictor of behavior as it may be deliberately or undeliberately done to conceal inner attitudes. In fact, McKenzie (2010) argued that an increasing number of evidences support that attitude exists in the mind of a person and is difficult or nigh impossible to be identified or determined directly.

Thereupon, this study espouses the Mentalist Theory. The theory views attitude as an internal state of readiness which cannot be directly observed but is possible to be gauged through introspection which is the basis for the reliance of researchers on respondents' report of their perception (McKenzie, 2010). The theory discusses a tripartite model of attitude formation – the cognitive, affective, and conative components. The theory assumes that attitude involves a cognitive component, an emotional response, and a behavioral predisposition. Firstly, the affective component of attitude, as the theory relates, accounts for the emotional response toward the attitudinal object, in the case of the study is toward English, which can either be verbal or non-verbal in nature. Verbal affective responses are expressions of emotions ranging from appreciation, disgust to anger. Being expressions of emotion towards the attitudinal object, verbal responses are easier to determine compared to non-verbal responses. This type of responses includes easily detected bodily reactions such as but not limited to a frown, smirk, and a smile. There are also bodily changes that are not easy to identify, and an example is

dilation of the pupil, change in heart rate among others which posts difficulty in determining as to whether the response is an indicator of a favorable or unfavorable attitude (McKenzie, 2010). Moreover, attitude has strong affective component (McKenzie, 2010; Perloff, 2003). For this study, appreciating literary works written in English, and sentimentally associating one's membership to the ethnic group and the language are examples of emotional response towards the language investigated in this study.

Secondly, the conative component of attitude refers to the manner an individual behaves in a particular way. The intended behavior is perceived to be a determinant of attitude. It is posited that a rational individual compute both the cost and benefit of a particular action. As way of illustration, a language teacher's passionate way of teaching a language is a result of the perceived value afforded to the language. The advantages of learning the language influence the teacher's actual behavior.

Lastly, the cognitive component accounts the held belief of an individual towards a language. The perceived value, importance and need of a language and learning the same relates to the last component of the tripartite model. The theory claims that belief or cognition toward a particular language forms part of the construct attitude. The main advantage of the mentalist theory of attitude is that "*it recognises the complexity of human beings and attempts to explain why an individual may hold ambivalent attitudes*" (McKenzie, 2010, p.24).

3. Research Questions

The present investigation directed towards pre-service teachers who are prospective language teachers purposed to answer the following research problems:

1. What is the overall attitude of the respondents towards English?
2. What is the language attitude of the respondents according to the aspects as determined by the Mentalist theory?
3. Is there a significant relationship among the aspects of language attitude of the respondents?

Hypothesis of the study

H₀: There is no significant relationship among the aspects of attitude towards English of the respondents.

4. Methodology

4.1 Research Design

The present research work utilized a quantitative-descriptive-correlation design. Moreover, the study is cross-sectional and non-experimental. Johnson (2000 cited in Perez & Alieto, 2018) claimed that if an investigation intends to describe a phenomenon, such as in this study which aimed to characterize the LA of the respondents towards the English language, is classified as descriptive. Moreover, Calderon (2006 cited in Rillo & Alieto, 2018) explained that a descriptive study involves the gathering, computing and tabulating data relevant to prevailing condition or trend. In addition, as the study involved no utilization of treatment nor of intervention (Torres & Alieto, 2019), the current research is deemed to be non-experimental. Furthermore, the study is noted as cross-sectional because the gathering of data was completed within a relatively short period of time (Setia, 2016 in Buslon & Alieto, 2019).

4.2 Participants

The present investigation enlisted a total of one thousand fifty-four (1054) elementary education students in their penultimate year with age ranging from 18 to 39. Additionally, the average age is 20.21 with a standard deviation (SD) of 3.124. Descriptive analysis of the respondents' age revealed that those who reported to be aged 20 forms the largest number of respondents with 32.73%. On the other hand, respondents who reported to be 19 years old form the second largest group with 29.14%. However, the least numbered are those aged 30 and above. Furthermore, with regard to respondents' gender, 76% or 802 are females.

Addedly, inclusion and exclusion criteria were set to determine whether a candidate qualifies as a respondent of the study in the final administration of the research tool. On one hand, for a candidate to be considered he/she must (1) at least had one month of practice teaching experience by the time this study was conducted, (2) must had been assigned to teach either in Kinder, Grade one to Grade three, (3) had had at least one month experience of teaching in English, and (4) must have had at least one month of teaching experience using mother tongue as MoI. On the other hand, the following would cause the candidate to be excluded from participating in the study: (1) if the respondent is graduating but had taken his/her practice teaching in the previous year by the time this study was realized, and (2) if the candidate has had less than 20 contact times, by the time the study was conducted.

4.3 The Setting

This study aimed at determining the language attitude of the pre-service teachers towards English in the context of its use in the classroom as MoI was conducted in five (5) locales. All of the institutions are state-run and offer the bachelor of elementary education or the BEEEd

program. The distribution of respondents across the research sites is as follows: Research Site 1 (33.776%), Research Site 2 (31.783%), Research Site 3 (19.165%), Research Site 4 (9.867%), and Research Site 5 (5.408%).

4.4. The Research Tool

An attitude scale is a questionnaire structured and fashioned to an overall attitude result (McKenzie, 2010). This means that the sum of the responses of respondents to the different items represents one overall attitude. Moreover, a self-devised Attitude towards English Questionnaire (AEng) was done through extensive literature review and adaptations from instruments used in the studies of Ejieh (2004), Ndhlovu (2010), Eshghinejad (2016), Sicam and Lucas (2016) and discussion of Khejeri (2014).

Preliminarily, as informed through literature, the main components of language attitude were determined. Item development under each aspect, the conative, cognitive and affective, was done through the authors' review of studies on the topic. The statements were taken from various authors with modification not limited to alteration of terms and appropriation of context to fit the context in which the study is realized. Different activities were taken which resulted to addition, deletion and refinement of items. In total, the questionnaire includes 36 items using a continuous scale (strongly disagree to strongly agree). Twelve (12) items for each aspect of language attitude.

Tables 1, 2 and 3 are provided for cross-referencing of the items of the questionnaire with the dimensions of language attitude. Moreover, the tables also include remark stating from whose study the statements took inspiration.

Table 1

Statements under the cognitive dimension

Items	Remark	Items on survey
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It is possible to teach all primary school subjects in English	Adapted from Ejieh (2004)	1
Teaching in English makes it easier for learners to grasp the ideas taught in class	Adapted from Khejeri (2014)	4
It is possible to teach my own subjects completely in English	Adapted from Ejieh (2004)	7
Teaching in English will enable teachers to express themselves clearly in class.	Adapted from Ejieh (2004)	10
Teaching in English enables pupils to understand easily.	Adapted from Ejieh (2004)	13
Teaching in English will make lessons interesting to pupils.	Adapted from Ejieh (2004)	16
Education in English will enable parents to participate in the education of their children.	Adapted from Ejieh (2004)	19
All technical terms and expressions in my subject area(s) can be easily translated into English	Adapted from Ejieh (2004)	22
Being good at English helps students study in other subjects	Adapted from Eshghinejad (2016)	25
Giving command in English is more effective than in any other languages	Adapted from Sicam and Lucas (2016)	28
Using English in class enables students to express themselves confidently	Adapted from Khejeri (2014)	31
English is an expressive and descriptive language	Adapted from Sicam and Lucas (2016)	34

As presented in Table 1, it can be gleaned that seven (7) or 58% of the total items for this dimension are inspired from that of Ejieh (2004), two (2) or 17% from Khejeri (2014), one (1) or 8% from Eshghinejad (2016), and two (2) or 17% from Sicam and Lucas (2016). These items are distributed throughout the questionnaire every even number.

Table 2 presents the statements of the AEng forming part of the affective dimension. These statements involve the emotional response of an individual towards the attitudinal object. Four

studies (Ndhlovu, 2010; Eshghinejad, 2016; Khejeri, 2014; Sicam & Lucas 2016) mainly serve as guides in the formulation of statements constituting the affective dimension of the questionnaire.

Table 2

Statements under the affective dimension

Items	Remark	Items on survey
I like to get news in English	Adapted from Ndhlovu (2010)	2
I appreciate listening to songs in English	Adapted from Ndhlovu (2010)	5
I like it when people talk to me in English	Original Formulation	8
I have great interest in learning to speak fluently in English	Adapted from Eshghinejad (2016)	11
I feel proud when I study or learn about English	Adapted from Eshghinejad (2016)	14
I love studying in English than other languages	Adapted from Eshghinejad (2016)	17
Studying English is enjoyable	Adapted from Eshghinejad (2016)	20
I look forward to the time I teach in English in class	Adapted from Eshghinejad (2016)	23
I feel more confident whenever I speak in English	Original Formulation	26
	Adapted from Sicam and Lucas	29
		31

I appreciate people greeting me in English	(2016)	
		Adapted from Khejeri (2014) 32
I want my learners to learn English fluently		
I feel satisfied when my students learn when I teach in English	Original Formulation	35

From Table 2, it can be noted that five (5) or 42% are informed by the study of Eshghinejad (2016), two or 17% by Ndhlovu (2010), and by Khejeri (2014) and Sicam and Lucas (2016) both 0.8%, and 3 or 25% were originally developed. Seventy-five percent (75%) of the total number of items in the affective dimension took inspiration from existing studies on language attitude. On the other hand, 25% of the statements were originally constructed. Table 3 shows the items classified under the conative or behavioral dimension of the AEng. The studies of Ndhlovu (2010), Eshghinejad (2016), and Sicam and Lucas (2016) served as guides for the development and construction of items under this aspect. The statements under this aspect of language attitude are the predisposition of an individual to act or behave in a certain way or manner.

Table 3

Items	Remark	Items on survey
<i>Statements under the conative dimension</i>		
If given a choice, I prefer to teach in English	Original Formulation	3
I speak in English to friends	Adapted from Ndhlovu (2010)	6
I will study more about English to be able to speak fluently	Original Formulation	9
Whenever making personal notes, I write in English	Original Formulation	12
When a person speaks to me in English, I respond in English	Adapted from Eshghinejad (2016)	15
I communicate in English whenever I send messages thru email and text messages	Original Formulation	18
I think in English	Original Formulation	21

When I console a friend, I prefer to use English	Adapted from Sicam and Lucas (2016)	24
I give commands and requests in English	adapted from Sicam and Lucas (2016)	27
I prefer to write to friends and family in English	Original Formulation	30
I greet people in English	Adapted from Sicam and Lucas (2016)	33
I choose to speak to family members and relatives in English	Adapted from Ndhlovu (2010)	36

As seen in table 3, a majority of the items in this aspect is self developed which accounts for 50% of the total 12 items. Three (3) items were modified from the study of Sicam and Lucas (2016) accounting for 25%. Two (2) items were from Ndhlovu (2010) accounting for 17 %, and the last item is from Eshghinejad (2016).

The total composition of the AEng is as follows: 9 were originally formulated, 7 from both from Ejieh (2004) and Eshghinejad (2016), 6 Sicam and Lucas (2016), 4 from Ndhlovu (2010), and 3 Khejeri (2014). The thirty six (36) items were placed together without marking of aspects. Further, the items were randomly ordered in the questionnaire to minimize response set bias (Heppner & Heppner, 2004).

4.5 Reliability of the Research Instrument

The instrument was finalized for pilot testing. Four (4) major content sections are found in the questionnaire: the cover letter, the demographic profile, the items and the closing instruction. The cover letter includes basic information about the researcher and assurance that the information disclosed for this study shall be handled with great confidentiality. In addition, the instrument was administered for pilot testing to one hundred (100) students who met the inclusion criteria set for this study. Participants for the pilot testing were students from the external campus who shall not form part of the sample in the final administration of the questionnaire for data gathering. The *Cronbach's alpha* of 0.947 was the yielded reliability for the 36 items. George and Maller (2003) stated that as a rule of thumb if the value of Cronbach's alpha is greater than 0.9 it is considered as '*excellent*', if the value of the Cronbach's alpha is greater than 0.8 it is considered '*good*', if it is greater than 0.7 it is regarded as '*acceptable*', if greater than 0.6 it is remarked as '*questionable*', if greater than 0.5 it is noted

as ‘*poor*’, and if less than 0.5 it is claimed to be ‘*unacceptable*’ (p.231). Therefore, the AEng then is noted to be of ‘*excellent*’ reliability. Therefore, all of the 32 items were to be included in the final drafting of the instrument.

4.6 Procedure.

Shortlisting of the schools to be used as sampling sites was first done through inquiry about the number of students that may qualify as respondents of the study. Afterwards, letters were sent to deans and department chairs people seeking permission of the conduct of the study in their respective schools. Upon approval of the request, a schedule was set to meet with focal person assigned in each of the site. Series of meet ups were realized to discuss concerns and matters. When all concerns were address, a schedule was determined for the administration of the research instruments to the identified respondents in each of the school. Data collection in the five different sites was set in different schedules as determined by the focal person assigned to facilitate the investigation. The administration of the tool lasted, on the average, around 45 minutes.

4.7 Method of Analysis

For the possible investigation of the questions raised in this study, the numerical data were coded, entered and checked for error.

Analyses were conducted using the SPSS. Strict statistical procedures were observed to lessen bias and be as objective as possible. The raw data generated from the questionnaire was tabulated. Table 4 gives interpretation for the computed arithmetic mean.

Table 4

Language Attitude Scale

Range	Description	Interpretation
5.15 – 6.0	Strongly Agree	Very Positive
4.32 – 5.14	Agree	Positive
3.49 – 4.31	Agree Slightly	Slightly Positive
2.66 – 3.48	Disagree Slightly	Slightly Negative
1.83 – 2.65	Disagree	Negative
1.0 – 1.82	Strongly Disagree	Very Negative

To determine the overall LA and the dimensions of LA of the respondents, descriptive statistics (mean and standard deviation) were used.

To determine the significant relationships among the dimensions of language attitude of the respondents towards English, Pearson r or Pearson Product Moment Coefficient was used.

3. Results and Discussion

3.1 Respondents' Overall Attitude towards English

To determine the overall language attitude of the respondents, the arithmetic means for the aspects of attitude for the three languages were first computed. Afterwards, the overall means for the attitudes towards English was also determined. Table 5 presents the mean value and interpretations. Moreover, the standard deviation (SD) is provided to characterize how dispersed the scores are.

Table 5

Overall Attitude towards English

Variables	Overall Mean	Standard Deviation	Interpretation
Attitude towards English	4.504	0.633	Positive

Note : 6.0-5.15 – Strongly Agree (Very Positive), 5.14 – 4.32 Agree (Positive), 4.31 – 3.49 Agree Slightly (Slightly Positive), 3.48-2.66 Disagree Slightly (Slightly Negative), 2.65-1.83 Disagree (Negative), 1.82-1.0 Strongly Disagree (Very Negative)

Table 5 provides the descriptive analysis of the data. It revealed that the mean value of 4.504 with a standard deviation of 0.633 is interpreted as ‘positive’. This means that the respondents favour the use of English language in different social dimensions – school, home and community. Moreover, this positive attitude of the respondents towards English is likely held by most of the respondents as suggested by the low standard deviation. This result confirms the claim of Tupas (2015) that there exists a prevalence of attitude that favours English.

Further analysis of the data revealed the topmost rated items on the AEng questionnaire – presented in Table 5.1

Table 5.1

Top Most rated items on the AEng questionnaire

Statements		Mean	SD	Interpretation
9	I will study more about English to be able to speak fluently	5.20	0.848	Very Positive
5	I appreciate listening to songs in English	5.13	0.919	Positive
11	I have great interest in learning to speak fluently in English	5.12	0.923	Positive
32	I want my learners to learn English fluently	5.09	0.869	Positive
36	I choose to speak to family members and relatives in English	5.04	0.939	Positive
14	I feel proud when I study or learn about English	5.02	0.869	Positive

Note : 6.0-5.15 – Strongly Agree (Very Positive), 5.14 – 4.32 Agree (Positive), 4.31 – 3.49 Agree Slightly (Slightly Positive), 3.48-2.66 Disagree Slightly (Slightly Negative), 2.65-1.83 Disagree (Negative), 1.82-1.0 Strongly Disagree (Very Negative)

Table 5.1 reveals the topmost rated items on the AEng questionnaire by the respondents. From a total of thirty-six (36) items, six (6) items garnered a mean score of five flat above. Addedly, from the 6 items, only one item is rated ‘very positive’. Further analysis of the data shows that the top statements come from two dimensions only – the affective (items 14, 32, and 5) and conative (items 11, 9, and 36). Interesting to note is the fact that none from the most rated statements come from the cognitive dimension of language attitude. It is speculated that the preference for the English language is mainly drawn on conative and affective dimensions rather than the cognitive aspect. This further means that English is appreciated by the respondents as evidenced by their desire that their pupils to learn the said language, the sense of pride felt whenever they learn English, and liking of listening to music in English. In addition, behaviour of the respondents is geared towards learning and gaining greater competencies in the language in question. It can noted that the items 11 ‘*I have great interest in learning to speak fluently in English*’ and 36 ‘*I choose to speak to family members and relatives in English*’ are both related to item 9 ‘*I will study more about English to be able to speak fluently*’. It is contended that the reason for this is that English is seen as a language of economic importance (Burton, 2013).

3.2 Dimensions of the LA of the respondents

Table 6

Dimensions of the Respondents' Attitude towards English

Variables	Cognitive		Affective		Conative	
	M	SD	M	SD	M	SD
Attitude towards English	4.100	0.662	4.692	0.614	4.411	0.646

Note : 6.0-5.15 – Strongly Agree (Very Positive), 5.14 – 4.32 Agree (Positive), 4.31 – 3.49 Agree Slightly (Slightly Positive), 3.48-2.66 Disagree Slightly (Slightly Negative), 2.65-1.83 Disagree (Negative), 1.82-1.0 Strongly Disagree (Very Negative)

Table 6 presents the dimensions of the LA of the respondents. The descriptive statistics reveal that aspect with the highest mean score is the affective dimension followed by the conative dimension and coming in last is the cognitive dimension. Similar to what was previously explained; the English language is indeed preferred and positively accepted because it is a language emotionally favoured by the respondents.

This result is intriguing as most of studies on attitude towards English exposed that the same language is preferred because learning English is beneficial (Tupas, 2015). It means that learning it provides the greatest return of investment as it is the language sought in jobs, needed in career advancement, and valued in both worlds of education and work. This reason relates to the valuation of the language according to benefits it could provide, and is under the cognitive dimension of the construct of attitude.

However, although the study provides a seemingly contrary report as compared to those made by researchers mentioned, it is argued that the result remains to be supportive of previous claims of authors. It is because the ‘liking’ of the English language is influenced by cognitive evaluation of the nature and importance of the language. Therefore, English is not liked and preferred by the respondents simply because it is ‘plainly appreciated’; instead, the appreciation afforded results from the benefits and importance of it.

3.3. Correlation among dimensions of attitude towards English

To draw a possible significant relationship among the aspects of LA towards English, the data collected, coded and analyzed was first subjected to normality test. After finding out that the scores are normally distributed, the same data was subjected to statistical treatment to test relationship for parametric data – the Pearson r. Table 7 provides the analysis and interpretation.

Table 7

Correlation Matrix among the dimensions of language attitude

Variables	p-value	r-value	Interpretation
Conative and Affective	0.000*	0.858	Significant/ High Correlation
Conative and Cognitive	0.000*	0.807	Significant / High Correlation
Cognitive and Affective	0.000*	0.789	Significant / High Correlation

**Significant at alpha = 0.01*

Table 7 provides the significant relationship among the aspects of attitude towards English of the pre-service teachers. For the conative and affective dimensions of the attitude of the respondents' towards English, the analysis of the data revealed that there exists a significant relationship as the p-value of 0.000 is less than 0.001. Moreover, the relationship is characterized as 'high correlation' as determined through the r-value (0.858). This means that the respondents who rated high in the conative aspect of attitude towards English are the very same respondents who have rated high in the affective aspect of attitude. Conversely, those respondents who rated low in the conative aspect of attitude towards English are the very same respondents who rated also low the affective dimension of attitude towards English. This means that the conative aspect impacts the affective aspect of the attitude of the respondents towards English. Moreover, it also implies that those who are possessing positive feeling towards English are the same people who are likely to appreciate speaking the language and listening to it.

For the case of the conative and cognitive dimensions of attitude towards English of the respondents, the data showed that the p-value of 0.000 which less than the alpha value of 0.001 which means that there is a significant relationship between the variables. In addition, as provided by the r-value which equals to 0.807 suggests that there is a 'high correlation' between the variables. This implies that those who hold positive cognition or belief about English are the ones who are most likely to act 'positively'. It means that the respondents who believe that English learning is beneficial are the very same people intending to learning the language, and working towards becoming competent in it.

In the case of the cognitive and affective aspects, the p-value of 0.000 is less than alpha = 0.001 which means that the relationship between the variables is significant. Moreover, there is high correlation between the cognitive and affective dimensions as given by the r-value = 0.789. This means that the cognitive aspect relates to the affective aspect. It further means that those respondents with 'positive' belief towards English are the very same respondents who afford 'positive' emotional attachment towards English. Hence, the null hypothesis that there is no significant relationship among the aspects of attitude towards English is rejected.

4. Conclusions

Given the results yielded in the study and determined through the analysis of the data, the following conclusions are made:

On the account of the respondents' overall attitude towards English, it is concluded that the respondents are exhibiting 'positive' attitude toward the attitudinal object. Moreover, the respondents were found to be 'very positive' towards studying more the language to be fluent in it. In addition, among the three aspects of attitude towards the English language, the English language was most 'favoured' affectively by the respondents. Furthermore, it was found that there is a significant correlation among the aspects and that the relationship is 'high'.

5. Pedagogical Implications

The pre-service teachers are determined to have favoured the English language. It was even found that the language teachers prefer to teach in the English language and that they want their learners to learn English fluently. There are many reasons seen to explain this preference and positive stance towards English. One is that English has been promoted so well in schools that the respondents could clearly see its importance; however, the same does not hold true for local languages. Moreover, this information relating to would-be teachers favouring English be taught inside the classroom must signal and provide essential understanding on the next steps to effectively influence pre-service teachers attitude towards local languages.

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