
| RESEARCH ARTICLE

Togolese EFL Learners' Attitudes toward Learning English Language

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| ABSTRACT

The current study aims to investigate learners' attitudes regarding studying English. The purpose of this study is to discover the attitudes of Togolese EFL learners about learning English. The current study is being undertaken with students from two public universities in Togo (University of Lomé and University of Kara) as well as some high school pupils. Thus, (50) students were chosen at random from various levels [bachelor's students, master's students, and high school students] to participate in this research. To collect data for this project, questionnaires were distributed to students online. The major findings suggest that students have positive attitudes toward English learning. The findings really show that Togolese students are really motivated to learn the English language, and they give great importance to the English language.

| KEYWORDS

English as foreign language, attitude, learning, language, Learner

| ARTICLE INFORMATION

ACCEPTED: 25 May 2023

PUBLISHED: 02 June 2023

DOI: 10.32996/ijls.2023.3.2.7

1. Introduction

Learners' attitudes are recognized as one of the most important factors influencing language learning and determining language learner success. Many factors can influence learners' attitudes, including the quality of instruction (which includes the teacher, curriculum, and lesson plans), learners' perceptions of the target language, and learners' perceptions of the socio-cultural environment and English language expectations (R. C. J. E. y. Gardner, 2006). According to (Tella, Indoshi, & Othuon, 2010), the most effective and psychological factor that contributes to students' poor English performance is a negative attitude toward English. The English language has widely spread and is used as an international language all over the world. In Togo, English is classified as a foreign language and is being taught as a compulsory subject at schools. English is a required course from middle school to high school in Togo. English is taught to high school students in Togo as a foreign language. English grades are necessary for secondary school students in Togo to get a passing grade point average and pass national exams. Despite being a francophone nation, Togo utilizes the English language frequently. Except for basic schools, it is taught in practically all public and private institutions. The University of Lomé, for instance, offers several ESP (English for Special Purposes) programs. The University of Lomé has a very strong English Department to meet this need. There were established Protestant and Catholic missionary schools that typically taught in English and occasionally in German. Nonetheless, the American International School of Lomé opened in 1967 and provided English instruction to several hundred students through Grade 12. Although French is the nation's official written language, English has not been widely used. (Mirabel, Sewagegn, Diale, & Training, 2022) The Peace Corps is active in Togo, frequently sending educators to support local schools. The Peace Corps is an independent organization and program of the US government that trains and deploys volunteers to provide worldwide development aid. Teachers of English and other foreign languages arrive in large numbers. English has been viewed as a tool for international trade and an equalizing language that is taught to both the affluent upper class and the poorer class through free classes. Togo still offers a lot of English-speaking services despite not being the primary language. In the major cities, there are both English-language signage and French-to-English translations that are readily available. In June 2022, Togo formally joined the Commonwealth. Before it was admitted at the

Commonwealth Heads of Government Meeting, Foreign Minister Robert Dussey stated that it was anticipated that Togolese citizens would have access to new educational and cultural resources as well as opportunities to learn English because of their country's membership in the Commonwealth. He also stated that the country was working to strengthen ties with the anglophone world. One of the most perplexing issues in the field of foreign language pedagogy has been the various attitudes of foreign learners toward learning the target language. There are some factors to consider when learning, one of which is attitude. Motivation, attitude, age, intelligence, aptitude, cognitive style, and personality are all factors that contribute to second language learning success (Khasinah & Humanities, 2014). One of the most important factors determining language learning success is attitude. Students' attitudes toward language learning can influence their language acquisition. According to (Spada & Lightbown, 2008), if students have positive attitudes toward language speakers, they will want more contact with them. It means that if students are interested in the target language, they will be more motivated to learn it. This positive attitude toward the target language will motivate students to enthusiastically learn the target language. Ellis (1985, p.292 cited in Khasinah, 2014) defined attitude as a set of beliefs about factors such as language culture, their own culture, classroom learning, teachers, and learning tasks that they have. The statement explains that the attitude is not only about language culture but also about classroom learning, language teachers, and the types of language learning tasks assigned to students. The attitude toward language learning can be positive or negative. The more positive students' attitudes are, the more concerned they are about learning the language, whereas the more negative students' attitudes are, the more apathetic they are about learning the language. As a result, studies on language learners' attitudes are critical for both language education researchers and language policymakers. Considering the concern, the study investigates Togolese University students' attitudes toward the English language and English, as well as their motivations for learning English. (Padwick, 2010) Students' ability to master a second language is influenced not only by their mental abilities or language skills but also by their attitudes and perceptions of the target language (Abidin et al., 2012). They also argued that the attitude concept could improve language learning by influencing the nature of students' behaviours and beliefs toward the other language, its culture, and community, and thus identifying their proclivity to learn that language. Language teachers, researchers, and students, it is said, should recognize that students' high motivation and positive attitude facilitate second language learning. Because students' attitudes influence language learning, their feelings, beliefs, likes, dislikes, and needs should be considered. This study investigates the concept of attitude as one of the major affective factors for success in foreign language learning. It specifically investigates EFL (English as a Foreign Language) students' attitudes toward learning English at the Universities of Lomé and Kara.

1.1 Statement of the Problem

Through globalization, English has achieved the status of a worldwide lingua franca as one of the most influential languages. (Kachru, 1986)proposed the Concentric Circle Model, which includes the inner, outer, and expanding circles, as a foundation for discussing the spread of English. Similarly, Crystal (1997) discussed how, since the twentieth century, English had been a global language. By reviewing the historical and global development of English, Crystal suggests that non-native speakers will become more influential because they outnumber native speakers. As a result, according to (Widdowson, 1994), English now belongs not only to its Native Speakers (NSs) but also to Non-Native Speakers (NNSs). Because attitude is important in the process of foreign language teaching and learning, the current study examined the attitudes of Togolese university students toward learning English. English has been made a mandatory foreign language in the Togolese educational system to provide students with the necessary communicative skills. Even though English is taught from junior secondary school to university, students have some attitudes toward the language. In fact, at that level of education, students start as beginners, but most of them do not show a strong interest in that new language. Some even regard it as a strange foreign language that should never be taught in schools. As a result, most students skip classes while claiming that they don't need English because French is the official language. Some students do not attend English language classes because they believe English is a difficult subject that they will never master. In Togo, some students do not even try to find out who their English instructor is because of their negative attitude toward English. As a result, when those students reach high school, their background is very low, which affects them during examinations, especially those majoring in literature and who need high marks in English to pass their exams. The most painful aspect of this issue is that to attend the English Department at the Universities of Lomé and Kara, a student must have at least a ten-point average, but they still fail to meet that requirement because they have neglected the English language since junior secondary school. However, we all know that English is a global language that should be taken seriously because of its potential. Togolese students must normally maintain focus and take the English language as seriously as possible because the English language is set as a requirement to pass examinations in their high school and university entrance exams at all levels of their education. The purpose of this study is to give information about Togolese students' attitudes toward learning the English Language.

1.2 Purpose of the study

The objective of this study is to give information about Togolese students' attitudes toward learning the English Language. Questionnaires were utilized to collect data in this study to investigate the attitudes of participating students. Questionnaires were provided online to students at two Togo public universities and some high school students. These two universities were chosen because the researcher has contacts there who can assist him with data collection. This study included students from various majors and levels [bachelor's, master's] at these two universities to gain a general overview of English learners in Togo.

1.3 Research Question

What is the attitude of Togolese EFL learners toward learning the English language?

1.4 Hypotheses

Motivation and attitudes are believed to be significant factors in successful language learning among Togolese EFL learners.

1.5 Significance of the Study

It is important to know the attitudes of Togolese students toward learning the English Language because, without a proper understanding, we cannot help students overcome the challenges they face. Facilitating a more efficient English education is essential for Togolese students to be competitive in the global labour market. This, in turn, would positively impact the economic development of Togo, hence the living standards of its people. First, while the Togolese government strongly encourages its citizens to learn English, students' opinions have not been investigated. This study contributes to a better understanding of English learning in Togo by providing insights into the attitudes of Togolese learners toward the English language.

1.6 Definition of Key Terms

EFL = English as Foreign Language, attitude= a settled way of thinking or feeling about something, Learning = the acquisition of knowledge or skills through study, experience, or being taught, Language = the principal method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture. "a study of the way children learn language." Learner 'someone who tries to know something or study something.'

2. Literature Review

2.1 Definition of attitude according to some scholars

What exactly is an attitude? Because of its ambiguity, attitude is one of those ideas that is difficult to define precisely. Although people in everyday interactions may express a favorable or negative attitude toward something, the concept of attitude is quite nuanced (Bergroth, 2007). Regardless of how difficult it appears to be defined, the notion of attitude is often employed among people to express their feelings about various items or persons. As a result, one of the most basic definitions of attitude is "people's opinion or way of thinking that reflects one's state of mind or behavior." Furthermore, academics dispute the subjectivity of this idea because it almost mirrors people's particular experiences. According to (Eiser & Eiser, 1986), "most researchers agree that attitudes are subjective experiences, involve evaluations of various types of attitude objects, and are related to behavior" (as described in Bergroth, 2007, p. 29). Much of what people believe is influenced by their personal experiences.

From the 1930s until the present, various researchers have developed their own definitions of attitude. According to (Ianos, 2014), "attitude is an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" (p. 96). According to Sarnoff (1970, as referenced in Ianos, 2014), "attitude is a disposition to react favorably or unfavorably to a class of objects" (p. 96). According to Baker (1992, as stated in Ianos, 2014), it is "a hypothetical construct used to explain the direction and persistence of human behavior, which means attitudes have to be inferred from their manifestations" (p. 97). Many studies (for example, (R. C. J. A. r. o. a. I. Gardner, 1988); (Kitayama & Uchida, 2005); (Yu & Watkins, 2011) have defined 'attitude' from a socio-cultural standpoint. According to research, attitudes influence L2 accomplishment, although this relationship is mediated by motivation (Gardner, 2010, cited in Alrabai and Moskovsky, 2015, p.79). Early scholars, such as Allport (1954, p.54), characterized attitudes as a "mental and neural state of readiness organized through experience" that determine how an individual responds to related issues as well as events. Attitudes are defined by (Zimbardo & Leippe, 1991) as acquired dispositions to respond in terms of desired behavior. Although some studies believe that attitudes are biologically derived (Eagly & Chaiken, 1993), others believe that they are learnt and thus malleable (Simmons and Maushak, 2001).

Attitudes toward learning influence learners' levels of goal setting, problem solving abilities, ideas about learning, inner and external motives in the learning process, and all academic accomplishments they perform. The way people express positive or negative attitudes may have an impact on the outcome of language learning. According to the previously stated studies, a learner's views about the target language influence language acquisition and subsequent language competency. Language attitude has several definitions, most of which fall into either the mentalist or behaviorist camps. (Agheyisi & Fishman, 1970). (R. C. Gardner & Lambert, 1972) offered a framework for comprehending the many motivations in second language acquisition. There are two forms of linguistic attitudes, according to this theory: instrumental and integrative. Instrumental attitudes are concerned with the language's achievement and recognition components. In practice, this means that subjects understand the language in terms of status values, such as a particular level of language competency leading to specific professional options. Integrative attitudes, on the other hand, pertain to the language's perceived worth for affiliation to a speech community. As a result, language learners with largely integrative incentives will pursue competency for social rewards.

An attitude is a state of mind, whereas motivation is the reason you behave in a particular way. Your attitude has the power to increase or reduce your motivation. How is one's attitude formed? Is it possible to modify it? And how can we change it if it isn't in our favor? Individual preferences, opinions, values, and attitudes vary enormously. This is true for a variety of reasons. Breer and

Loccke (A. N. J. T. M. L. J. Smith, 1971) tried a pretty exhaustive list: A comprehensive explanation for the wide range of individual attitudes would presumably include references to family socialization, peer group influence, specific events in the individual's past, sources of anxiety, basic strivings, defense mechanisms, education, income, occupation, mass media, class affiliation, residence, religion, and a slew of personal variables such as intelligence, age, gender, interests, and aptitudes. Let's take a closer look at a specific definition of attitude. Let us consider Smith's (1971) viewpoint: An attitude is a reasonably long-lasting arrangement of thoughts about an object or a situation that predisposes one to respond in a particular way. Because an attitude is learnt and can be unlearned, it is relatively long-lasting. It can be taught since it has been learned. No student is born knowing whether they like or dislike a language. If the student enters the class with fairly neutral, or even positive, attitudes toward the language and has a personality structure that allows him to be open and willing to perceive and respond, his attitudes toward language and language learning will be strongly influenced by the situation itself. Attitudes emerge from a frame of reference. Because attitudes are situational, they can be generalized. Language, teacher, class, book, and homework are all part of the learning frame of reference and the educational experience. A pupil who fails Teachers and homework, like learning and school, might stroll into a foreign language classroom and rapidly generalize his dislikes. As a result, positive attitudes and feelings are required to increase students' efficiency in language learning programs. Many researchers have investigated people's attitudes regarding language learning. It is thought that attitude has an impact on the impact of teaching and learning.

2-2 Definition of reading attitude

There are several definitions of reading attitude in the literature. It is defined by (M. C. J. L. R. Smith & Instruction, 1990) as "a state of mind accompanied by feelings and emotions that make reading more or less probable." (Parker, 2004) quoted (Alexander & Filler, 1976), defined reading attitude as "a system of feelings" that could lead learners to approach or avoid a reading situation. It can also influence how much voluntary reading students do (Partin, Hendricks, & Arts, 2002). The majority of research on reading attitude regards "attitude" as a lexical concept. This complication can be attributed to a variety of factors. For instance, the formation and evolution of attitude can be influenced by a variety of events, and it can evolve or "dissolve" over time.

Several studies have found that a variety of elements can influence the development of a good reading attitude. According to Partin and Hendricks (2002), secondary school students who see reading as an appealing activity and like it has identified positive role models such as parents, siblings, and friends as being responsible for their love of reading. Other reasons mentioned by Kubis (1996), as described in Partin and Hendricks (2002), include going through a significant event that caused a good strong emotion about reading. Reading to children on a regular basis and having access to public libraries are two examples.

Another important component that can influence attitude formation is the instructional methods used in class. According to McRae and Guthrie (2015), while reading extensively and frequently is helpful, it is insufficient. In-class contextual motivational assistance may play a larger role in fostering a more favorable attitude toward reading. Teachers must consider students' feelings toward reading themes and reading activities while planning and conducting reading instruction in class. Failure to do so will have an impact not only on a student's perception of reading but may also taint future reading experiences (Fountas & Pinnell, 2012).

Another reason for the complexity of attitude is that it has various variants. Researchers studying reading attitudes agree on three components: 1. Personal and evaluative beliefs are included in the cognitive component. It can also refer to thoughts and characteristics associated with reading. 2. The affective component, which includes a person's feelings and emotions about reading material and/or the reading experience. 3. The behavioral component, which includes behaviors as well as behavioral intentions. This can also incorporate previous reading experiences. According to attitude research, these three components, while distinct, are not totally independent of one another (Maio & Haddock, 2009). They may interact, and the degree of presence and strength of each may differ from one individual to the next. Several studies have found that students generally consider themselves to be "good" readers. A study that looked at primary students' reading attitudes and self-concept in different nations found that, on average, children in primary classrooms think of themselves as strong or moderately good readers (Mullis, Martin, Kennedy, & Foy, 2007). Similarly, as part of the current study, a preliminary investigation of students' perceptions of reading in one specific FP situation in Oman was conducted (Al Seyabi, Al Amri, & University, 2016). The findings of this study revealed that nearly two-thirds of the students thought they were proficient at reading and that they frequently used it to improve their English language skills. Overall, kids had a favorable attitude regarding reading. However, some reading attitude models warn that positive reading attitudes might not always result in active reading behavior. According to Mathewson (2004), a learner's attitude may be favorable, but he or she lacks the purpose to read or continue reading. The second construct, one's intention to read/continue reading, is influenced by a variety of circumstances, including motivation and the availability of reading material and resources. There have been very few studies that have looked closely at reading attitudes and how they evolve over time. The majority of these were carried out in L1 situations. Smith (1990), for example, studied individuals over nearly 40 years in a longitudinal study of reading attitude development from childhood to maturity. One of her findings was that attitudes formed in early adulthood, that is, around the time pupils finished high school, can explain one-third of the variance in adults' reading attitudes when compared to childhood. Other research has found that, while youngsters have reasonably positive attitudes toward both recreational and school-based reading, these sentiments tend to deteriorate as students' progress through the grades (Kush & Watkins, 2010). (McKenna, Conradi,

Lawrence, Jang, & Meyer, 2012) find in their analysis of attitudinal research that most studies report that reading attitudes deteriorate over time. One probable reason given by him is that as children grow older, they have more leisure options available to them, which tend to compete with reading.

2-3 Attitude according to mentalists and behaviorist

Language attitude has several definitions, most of which fall into either the mentalist or behaviorist camps. (Agheyisi & Fishman, 1970). According to the behaviorist viewpoint, attitudes are dependent variables that must be observed by observing people's reactions to language during concrete interactions. The mentalist viewpoint, on the other hand, considers attitudes to be internal mental states that are not readily observable and should thus be recovered through interviews, questionnaires, or any other approach that allows the researcher to extract data from the respondents.

2-4 Previous research on attitude

Previous research on attitude in language learning has been conducted. According to Al-Sobhi et al. (2018) in their paper "Arab ESL Secondary School Students' Attitude Toward English Spelling and Writing," learner attitude is a significant motivator and an essential nonlinguistic aspect that promotes second-language acquisition. His research findings revealed that pupils have the most positive attitudes toward the social usage of English. The purpose of this study was to investigate learners' views toward the usage of English in various domains, the variables that may have influenced the effect of English learning for students, and the perspectives of English learning among non-major English learners in Malaysia. The findings of the qualitative study demonstrate that the attitude toward English language acquisition and usage in numerous fields is extremely good. The statistics also revealed that the majority of students experienced negative feelings or were afraid of classroom directions during their learning experience. Students from various fields differed in their attitudes toward English language acquisition in terms of domains of usage and focus of learning skills, demonstrating that a single curriculum or teaching style is insufficient. Strategies that may result in more or less language acquisition. According to Ellis (Ellis, 1997), "we have observed that social elements related to learning setting have an effect on how successful individual L2 learners are." (p. 73). Taking into account the aforementioned considerations, linguistic techniques may result in more or less language acquisition. "We have noticed that social elements associated with learning setting have an effect on how successful individual L2 learners are," writes Ellis (1997). (p. 73) Given the problems, language academics and practitioners have shifted their focus from the narrow goal of increasing learners' linguistic competence to the broad concern of exploring and determining how learners' affective factors are related to their L2 acquisition. (Kormos & Csizér, 2008) evaluated age variations in motivation for L2 learning with three unique groups of people: secondary school pupils, university students, and adult language learners in one of the most current studies. According to this study, attitudes and the ideal L2 self are the most important elements impacting L2 learners' motivation. This situation once again indicates that motivation and attitudes are frequently investigated together. Indeed, L2 language attitudes research has been undertaken extensively within the framework of motivation, of which attitudes are one component. According to Ellis (1997), motivation includes attitudes and emotional states that determine the amount of effort learners make to learn an L2. (p. 75) (Spada & Lightbown, 1999) also explained the motivation concept in terms of two factors: the communicative demands of learners and their views toward the second language community (p. 56). In other words, if learners sense the communicative value of the language and have good opinions toward the language's speakers, they may be more driven to learn it. Because of the complexity of attitude and the breadth of its impact on diverse sectors of language learning, studies on learner attitudes in SLA research have studied a variety of situations. (Mitchell & Myles 2001)observed, "the learner's views about the target language, its speakers, and the learning situation may all play a role in explaining success or failure" (p. 24). According to (Benson & Voller, 2014), students' attitudes are interwoven with their study of a foreign language (FL). Indeed, attitudes influence learners' behavior when it comes to selecting, reading, and strengthening their language skills. According to (Bobkina & de Caleyá Dalmau, 2012), it is often assumed that when students have favorable views regarding a subject, they are more likely to succeed in learning it. Positive and negative attitudes both have an effect on the successful learning of a FL. According to (McAuley, Leskovec, & Jurafsky, 2012), attitude is represented as behavioral beliefs and is determined by learners' ideas about the results of doing a given behavior. When students believe that learning English will yield valuable results, they are seen as having a positive attitude towards learning English. On the other hand, when learners believe that studying English will result in poor outcomes, they are categorized as having negative attitudes toward learning English. (Rahimi & Yadollahi, 2011) defined attitude as having three components: behavioral, affective, and cognitive. The first component is concerned with learners' behavior and reactions in a specific environment, namely learning English. The ability of learners to identify themselves as members of the community of native speakers is critical to the success of language learning. In other words, learners must embrace different behavioral elements of the group of native speakers. The second component is concerned with the impact of learners' feelings and emotions on the target language. The mutual connection of teachers and students results in these emotional dimensions of attitude. Attitude influences whether students enjoy or detest the material being taught. The third component is concerned with learners' beliefs about the received linguistic information and their level of comprehension of that knowledge. Attitude is cognitive in the sense that it relates newly acquired knowledge to previously existing knowledge to develop, test, and apply newly created knowledge in various situations. (Santana, García-Santillán, Ferrer-Nieto, López-Martínez, & research, 2017) examined 96 postgraduate students' views on learning English as a second language. The participants were students at

Mexico's Cristobal Colon University. Data were obtained using a psychometric Likert scale to assess participants' attitudes toward learning English in six categories. These elements are self-confidence, drive, commitment, the importance of the English language, a sense of belonging to the English language community, and the desire to learn English. The Cronbach's alpha coefficient was used to verify the reliability of the attitude scale during validation. Furthermore, the multivariate factor analysis technique was employed to evaluate the data by extracting the key components. The hypotheses were put to the test using Bartlett's test of sphericity and the KMO test (Kaiser-Meyer Olkin). Santana et al. (2017) discovered that Cronbach's alpha of the thirty-three-item scale was .75, indicating the scale's internal consistency. Santana et al. (2017) discovered that motivation was the most significant contributor to participants' attitudes toward learning English; however, participants' self-confidence did not significantly contribute to their English learning development. (Hazaea, Bin-Hady, & Toujani, 2021) investigated the relationship between Yemeni EFL students' opinions about FL flipped pronunciation courses and their FL performance. The participants were 40 Yemeni students majoring in English at Hadhramout University's Department of English, College of Education. The study used a combination of quantitative and qualitative analyses. Three instruments were used to collect data: the FL pronunciation exam, a questionnaire, and a structured interview. The one-sample Test was used to assess the data. Bin-Hady and Hazaea (2021) discovered that using flipped pronunciation classes increased participants' performance in FL pronunciation. Bin-Hady and Hazaea (2021) discovered a strong beneficial relationship between participants' achievement and views with flipped pronunciation courses. The sharing of selected films and audio was well received by the participants because it allowed them to practice FL pronunciation at home numerous times. The participants also learned recorded pronunciation generated by English native speakers and were able to engage confidently in the FL lessons as their pronunciation skills improved. Bin-Hady and Hazaea (2021) advocated for the use of flipped learning to improve FL pronunciation among EFL students. (Getie, 2020) evaluated the factors that influence the attitudes of 103 Ethiopian EFL students in grade 10 about learning English. Three instruments were used to collect data: a five-scale Likert questionnaire, a semi-structured interview, and a group discussion. The questionnaire was given to all 103 students; however, the interview was limited to English language teachers. Meanwhile, only nine students with varying degrees of English language competency took part in the group discussion. The data collection medium in the three instruments was the subjects' native language (Amharic). Getie (2020) used a combined strategy of quantitative and qualitative analysis to obtain data. Whereas the questionnaire was evaluated statistically using frequency and percentage ratings, the interview and group discussion were assessed qualitatively because they contained open-ended questions. Getie (2020) discovered that the 103 high school participants had mostly positive perceptions concerning the English study. Participants' views toward learning were positively influenced by social characteristics such as parental motivation, peer group, and native English speakers). The participants' views about learning English, on the other hand, were negatively influenced by educational setting elements. These characteristics include the learning environment, seat layout, Ethiopian English teachers, and classrooms. As a result, Getie (2020) suggested that the Ethiopian government work with school principals and teachers to improve the physical learning environment. Ahmed, Othman, Gardi, Sabir, Ismael, Hamza, Sorguli, Aziz, Ali, and Anwar (2021) investigated the attitudes of Iraqi Kurdish students toward English study. A questionnaire, separated into two pieces, was used to collect data. Data were gathered from 214 freshman and sophomore students enrolled in the Department of English at a private Kurdish university. The first segment concentrated on demographic data such as age, gender, and years of English education. Meanwhile, the second segment asked participants 26 questions regarding their attitudes toward learning English. The data was analyzed using inferential statistics such as correlation and linear regression. According to (Ahmed et al., 2021), Kurdish Iraqi students had negative attitudes toward studying English because they were not pushed or encouraged to do so. The pupils believed that they were compelled to study English. As a result, many felt hesitant to learn English and improve their language skills. Ahmed et al. (2021) highlighted the impact of gender and duration of English study as statistically significant variables to Kurdish Iraqi students' views about English learning. There found a clear linear association between the three dimensions of attitude: cognitive, behavioral, and emotional. (Md Yasin, Marsh, Ong, & Lai) conducted a study in Malaysia on the attitudes of 1048 grade four students about primary scientific instruction in English. It was discovered that greater English proficiency students received more parental support, had a better experience using English, and had much more positive views than lower English proficiency students. In Malaysia, this finding demonstrated that learners' views toward content-based instruction were related to their English proficiency and parental support. According to Lightbown and Spada (quoted in [17]), "if the speaker's sole motive for learning the second language is external pressure, internal motivation may be weak, and general attitudes toward learning may be unfavorable." [p. 8] Kormos and Csizer discovered that one's future image as a successful user of their L2 was tightly tied to one's attitude toward language learning. It was also discovered that students' perceptions toward the role of English in an internationalized world are particularly essential in L2 acquisition in an Asian setting. This is critical when considering Korea's condition regarding English study, particularly on the large scale that it is studied in Korea. The instructor of a language course also has a big influence on students' attitudes and motivation, both in terms of cultivating good attitudes toward the target language and in general communication. "Students enrolled in French as a second language program who perceived their language teacher's communication to be positive and informative were more intrinsically motivated to learn an L2 than students who perceived their teacher's communication to be controlling," according to Noels et al. (cited in [18]). [p. 312]. "According to Gardner, integrativeness and attitudes contribute to motivation; motivation and aptitude lead to success.". In terms of instructors, research has demonstrated that positive communication from educators has a significant impact on students' attitudes and motivation. These findings back with Park and Lee's [2003] conclusion that negative criticism of language

competence was associated with anxiety during oral communication. In a study done by Kobayashi [24], the function of gender in Japan was investigated to see if it influenced attitudes toward studying English. Female Japanese university students were shown to have higher positive attitudes toward studying English. Kobayashi cites a study conducted by Powell and Batters [24] on the popularity of foreign language learning in the United Kingdom, which found that boys had the greatest fall. According to the survey, female students have more positive attitudes regarding learning foreign languages. Another study conducted in the United States by Sung and Padilla (quoted in [24]) discovered that female students were more motivated to acquire Asian languages than male students. According to Matsui (cited in [24]), "Japanese female university students perceived their life in the United States as an experience of 'cultural exploration' and 'self-emancipation'" [p. 191], and Japanese women's marginalized status within Japanese society provided them with more opportunity and freedom to study a foreign language. Finally, Kobayashi [24] discovered that the differences in attitudes toward studying English between Japanese men and women could be attributed to women's marginalization within Japanese mainstream society, fewer social constraints in terms of leaving the society, and the use of a foreign language as an effective tool to achieve better lives. Because Korean society shares many similarities with Japanese society, particularly in terms of gender roles, albeit to a lesser extent, Kobayashi's research could be highly useful in understanding Korean attitudes toward English learning. According to recent research on the situation in Macao by (Yee Carissa Young, 2007), the relevance of English has grown since its return to China in 1999. The most strongly agreed upon responses from a poll provided to Chinese students studying English in Macao were: Macao citizens should learn English; the use of English is crucial to the success of Macao's growth; I hope I could speak fluent and correct English; and I would learn English even if it were not a required subject in university. According to the Macao study, university students place a high value on learning English, and it will be critical for Macao's future development. While extrinsic motivations for learning English were emphasized, they did not appear to be more essential than intrinsic motivations. Furthermore, whereas integrative motivations for learning English were prioritized, instrumental reasons were not. As demonstrated, sentiments toward English were relatively good in Macao, and integrative motivation outweighed instrumental motivation among university students. As a result, integrative motivation and a good attitude could be thought to be positively connected. Ryu's [27] study of Korean university students found that not only are cognitive talents crucial when learning a second language, but so are affective aspects of studying. The study set out to demonstrate how motivation and attitude might impact language learning success. The study put forth five hypotheses regarding language study and what influences achievement: intrinsic motivation affects achievement; extrinsic motivation affects achievement; a positive attitude toward English speakers affects achievement; a positive attitude toward English teachers affects achievement. Beneficial attitudes will have positive impacts, whereas negative attitudes will have negative ones, according to (Macnamara, 1972). (Rubin, Thompson, & Sun, 1982), who stated that a positive outlook typically keeps you motivated in learning languages, supported this. According to Ellis (quoted in [27]), students' performance will increase if they try to integrate themselves into the target culture. Ryu [27] discovered that while attitudes toward native English speakers were unrelated to achievement, positive attitudes toward English and English teachers were. Additionally, it was discovered that both intrinsic and extrinsic motivation were strongly correlated with accomplishment. Extrinsic motivation did not have this same correlation. Lee [28] conducted research on Koreans' motivation for learning English as well as their views on the English language and Americans. To examine how motivation and attitude varied among different age groups, the researcher made comparisons. English Language Learners (ELLs) firmly acknowledge the value of English and the necessity to acquire it for all age groups (ELL). As ELLs become older, integrative motivation increases in response to having greater freedom to study, according to Lee [28], who showed that instrumental motivation was substantially stronger than integrative drive in all age groups. According to Lee's [28] research, high school and middle school pupils' primary reason for studying English was to pass exams, with a particular emphasis on the university admission exam. The main driving force, however, for adults and college students was to try to advance their jobs. concentrating on the college admission exam. The main driving force, however, for adults and college students was to try to advance their jobs. These results confirm those of Duvernay [29], who discovered that other extrinsic factors, such as parents sending their children to camps and private academies, are what significantly contribute to students learning English. Duvernay also discovered that Korean students have the belief that English is necessary for a successful career, whether it be domestically or internationally, from a young age. Duvernay also discovered that while extrinsic and instrumental motivations were most important for learning English, integrative and intrinsic motivations are becoming more important in Korea as western culture becomes more prevalent. A high sense of dissatisfaction and a general attitude of hostility toward learning English and against Americans were discovered as Lee [28] examined the views of Korean ELLs. The researcher determined that the Korean English education system didn't align with the students' aims, as one major factor in the level of discontent. In a sociocultural setting, it is unsuitable for Korean pupils and western. Although the government supported passive approaches that did not encourage participation, students opted to concentrate on studying communicative strategies because of their participatory nature. Since communicative approaches are perceived as being excessively western and unsuitable for Korean pupils in a sociocultural setting, Flattery[30] noted the challenge of applying them in Korea. All students, according to Lee[28], expressed a strong sense of dissatisfaction with their middle and high school English classes and thought they were too challenging. Lee found that in order to meet school requirements, students had to rely on private academies, which are private schools they typically attend after school hours for additional study. Research by Kim [31], who discovered that among Korean high school students, more students had a negative attitude toward Americans than had a positive attitude and that the negative attitude toward learning English was stronger than the positive, supported this general feeling of hostility toward Americans.

Additionally, Kim [31] discovered a favorable relationship between attitudes toward Americans and English proficiency. The preparation for the university entrance exam was also discovered to be one of the two Korean-specific elements that significantly influence Korean high school students' motivation and attitudes toward learning English. Chang [32] studied the opinions of ELLs at Korean universities concerning the present English "boom" phenomenon and student fear. The study examined the present pressure to perform well on the TOEIC (Test of English for International Communication) and TOEFL (Test of English as a Foreign Language) exams, as well as the stress that comes with taking them. (Chang, Wall, Tare, Golonka, & Vatz, 2014) discovered that the excessive emphasis placed on getting high scores in order to get employment was a significant contributor to the anxiety experienced when taking the TOEIC and TOEFL tests. Anxiety is one of the most potent affective elements, according to (Brown, 1988), and it is connected to fear, frustration, and uneasiness. According to (Scovel, 1978), anxiety can be either facilitating or debilitating. Facilitating anxiety encourages a learner to resist a new learning assignment and emotionally prepares them for approach behavior. In contrast, crippling anxiety encourages the learner to "flee" the new learning activity and emotionally encourages the person to engage in avoidance behavior. [p. 11] It was discovered that stressing exam outcomes was positively associated to anxiety, which was motivating ELLs to avoid studying the English language in an effort to escape the crippling anxiety that comes with it. A buildup of worry, according to Chang[32], also worsens communication skills and intensifies sentiments against English. As students who experience more anxiety in the classroom tend to be less motivated, Liu [34] showed that anxiety in learning a foreign language was a significant predictor of competency in that language. According to Chang[32], students' expectations for their English proficiency were higher than they actually were, which contributed to their anxiety about studying the language. According to Liu[34], who reached the same conclusion, students felt more worry and lacked confidence when speaking English in class because their communication skills did not match the necessary level. Chang[32] observed that teaching methods were incorrect since the output did not match the input and indicated that anxiety might be reduced by adjusting teaching strategies to be more communicative based. Yim and Yu[35] proposed teaching methods that encouraged self-confidence and would lessen anxiety. The conclusions of Chang's study are very similar to those of (Z. J. A. r. o. a. l. Dörnyei, 2001), whose research on motivational techniques found that teachers, resources, and the anxiety that comes with activities, according to Chang[32], is crucial in forming students' attitudes. A number of recent studies have looked at the role of attitude in foreign language learning in different countries with different cultures, English backgrounds, and grades. Shams (2008), for example, conducted a study to investigate students' attitudes, motivation, and anxiety toward English learning. The findings demonstrated that the students had positive attitudes and a strong desire to learn English. This also demonstrated that the majority of them had positive attitudes toward English language and learning, emphasizing the importance of English language proficiency in daily life. (Suleiman, 1993) investigated the motivations of 22 Arab university students for studying English as a second language, their attitudes toward Americans and the United States, and their future expectations for English study. At Arizona State University, all of the students have completed at least five years of ESL coursework. The findings revealed positive feelings as well as gender differences in motivation. Concerning the gender variable, (Fakeye, 2010) investigated the relationship between attitude and English achievement among 400 senior secondary students drawn at random from five secondary schools. The study discovered a significant relationship between attitude and achievement. Furthermore, it was discovered that students' attitudes are not gender related. As a result, there was no statistically significant difference between male and female students' attitudes.

Many researches in Algeria have investigated the issue of attitudes towards languages, such as Bouamrane (1986) and Taleb - Ibrahimi (1995); however, as noted by Benali -Mohamed. (2007), few studies were undertaken on this subject in comparison with other areas sociolinguistics; in addition, the issue of lunging negative language attitudes by deliberate interventions has received very little students in language attitudes indicate that English is ganging more positive. Other studies have been conducted by researchers on views about English in Algerian middle schools, which reveal a favorable attitude toward this foreign language. The work was in the form of a questionnaire, and there were numerous questions, such as 88.88, answering that English is vital.35 wished to study English in order to comprehend films in English. 30.40 were chosen to travel to English-speaking nations, whereas 52.50 were chosen to use the internet. All of the participants (first, second, third-, and fourth-year students) are academically oriented to learn and assimilate English, i.e., they provided diverse motivations for learning English. English as an important language is the top reason for all surveyed learners to acquire English.

In terms of non-native speakers' language attitudes, it has been discovered that respondents have generally good sentiments regarding English. However, doubts have been raised over the damage that the growth of English poses to indigenous languages. Attitudes toward the spread of English in Italy (Pulcini, 1997), attitudes and motivations toward English in Albania (Dushku, 1998), attitudes toward English and its functions in Finland (Hyrkstedt & Kalaja, 1998), attitudes of English teachers in Hong Kong (Tsui & Bunton, 2000), and attitudes toward English among Hungarian students (Z. Dörnyei & Csizér, 2002) are examples of such studies (cf. McKenzie 2010: 58-59).

It is worth noting that only a few research have focused on nonnative speakers' perceptions toward English variations (cf. McKenzie 2010: 59). Dalton-Puffer, Kaltenböck, and Smit (1997) conducted a study to assess the attitudes of Austrian university English students. The respondents were asked to rate two nonnative Austrian English accents and three native English accents (RP, close

RP, and General American). The data suggested that the three native accents, particularly RP, were preferred, whereas the two non-native accents were given a low ranking (cf. McKenzie 2010: 60).

Teachers' and students' attitudes toward language concerns are extensively studied for pedagogical and curricular purposes. When it comes to motivation in second language acquisition, attitudes toward language and language learning are very crucial. In the context of language acquisition, the study of linguistic attitudes can be of tremendous importance. This line of study has discovered a link between positive language attitudes and student accomplishment.

Over the years, a vast number of studies on EFL learners' attitudes with varied dimensions, features, and factors have been undertaken. Some of these research looked at students' attitudes toward learning English in terms of emotional, cognitive, and behavioral characteristics, as well as whether there were any significant differences based on their gender. (Ibegbulam & Eze, 2015) and (Abu-Snoubar, 2017) developed demographic profiles. Others investigated students' motivation and attitudes about studying English as a foreign language (Drbsen, 2015), as well as anxiety and attitudes regarding English language classes (Tasgin & Coskun, 2018).

In terms of the emotional, cognitive, and behavioral factors that generally influence students' willingness to study a foreign language, Jafre (2012) evaluated 180 Libyan students' views toward studying English in terms of these three factors. The findings revealed negative attitudes toward learning English in general, as well as the three characteristics in particular. They also discovered statistically significant differences in attitudes toward gender and field of study, but not year of study. Eshghinejad (Eshghinejad, 2016) investigated students' attitudes toward studying English with respect to the three aforementioned characteristics in the Iranian teaching-learning context. The findings revealed a good attitude toward English language acquisition in all three dimensions (Lasagabaster & Sierra, 2010)

Several research on EFL students' attitudes and motivation, as well as attitudes, motivation, and anxiety, have been conducted. Shams found that students had positive attitudes and great excitement for English since it is useful in their daily lives in a study on students' motivation, anxiety, and attitudes about studying English. Borlongan, Lim, & Roxas (2012) investigated the instrumental and integrative motivation of 68 Cambodian EFL students, as well as the potential relationship between motivational orientation and English competency. The findings demonstrated that instrumental motivation was the primary reason for students learning English. They also discovered that English promises its learners pragmatic, utilitarian benefits or incentives. Similar results were achieved by the study (Fadlalla & Literature, 2017) study, which examined the motivation and attitudes of 65 university students toward learning English. These findings suggested that Sudanese undergraduate students were motivated to learn English using instrumental means. They acknowledged learning English because their parents believed it was vital for them to do so. Finally, the data demonstrated that the majority of students had favorable sentiments toward the social significance and educational standing of English.

Some research on EFL students' attitudes toward language learning was thorough in terms of the characteristics or areas they investigated. Chalak & Kassaian (2010), for example, conducted a study on the attitudes of 108 English major students about the target language, its community, and their motivation orientation. The study's dimensions were as follows: a) interest in English, b) parental encouragement, c) motivational intensity, d) attitudes toward learning English, e) attitudes toward English-speaking persons, and F) instrumental and integrative orientations. According to the findings, Iranian non-native English speakers acquire the language for both instrumental and integrative reasons, and their sentiments about the target language community and its members are generally positive. The pupils also stated that their parents attempted to help them learn English and encouraged them to practice and continue studying English. As a result, they possessed an external locus of control, as well as a drive to learn. (Tahaineh, Daana, & humanities, 2013) looked at two of the most important psychological and social variables. Jordanian EFL female undergraduates' motivational orientations (instrumental and integrative) and attitudes about the target language and its community. Interest in a foreign language, parental encouragement, motivational intensity, degree of instrumentality, integrative motivation, attitudes toward learning English, attitudes toward English-speaking individuals, and desire to learn English were the domains employed to reach the study's goal. The data revealed that the individuals preferred instrumental motives for learning English, such as utilitarian and academic ones. They also demonstrated that their sentiments regarding the target language community and its members were typically favorable.

Many variables, such as gender, educational background, achievement, and study year, were studied in this area to see how they affect students' attitudes toward learning English. (Diab, 2006) investigated Lebanese students' attitudes about learning English as a foreign language and compared them to attitudes toward learning French. The findings demonstrated statistically significant disparities in pupils' opinions about females and those from well-educated families. In a study on students' attitudes toward learning English, Jafre (2012) discovered substantial disparities in favor of females but not in the year of study. According to (Al Samadani, Ibnian, & Science, 2015), students with high grade point averages had the most favorable views toward learning English, followed by students with medium grade point averages, and finally, those with low grade point averages. Several research has been undertaken to investigate the association between language attitude and learner background. It has been stated that the

socioeconomic background of the learners influences rural EFL learners. In this regard, Brown (1994) says that attitudes "develop early in childhood and are the result of parental and peer attitudes" (p.180). Ghazali (2008), who studied Malaysian EFL learners' attitudes toward English learning, argued that students whose parents read more and had a wider range of books at home had more positive attitudes toward English literary studies. This suggests that parents who have a favorable attitude toward foreign languages often inspire their children to have the same attitude. Learners whose parents have bad attitudes toward learning foreign languages, on the other hand, may negatively influence their children's attitudes. Such research has revealed a link between a learner's background and their language attitude.

3. Methodology

The research techniques used in this study are discussed in depth in this chapter.

The subjects covered here are research design and quantitative data (questionnaire).

3.1 Research Design

The goal of this study is to analyze students' attitudes regarding English language learning in Togo. Questionnaires were used to obtain quantitative data to examine their perspectives. Data for this study were gathered from an accessible sample of Togolese students at two universities in Lomé and Kara, Togo, as well as some high school students. A questionnaire was distributed to the participants.

3.2 Quantitative data [questionnaire]

This section gives an overview of the questionnaire that was created for this research. The population and sample, instrumentation, data collecting, and data analysis are all covered in detail.

3.3 Population and sampling

It would be impossible to obtain a random sample representative of all students in Togo. As a result, this study used an accessible sampling strategy in which only students from the universities of Lomé and Kara, as well as certain high school students, were chosen for the study because the researcher had easy access to them. The researcher chose this site because he had relationships at these two universities that could assist with data collection. Science, arts, law, business, engineering, philosophy, sociology, agriculture, medicine, German, Spanish, and other fields are available at both universities. This study specifically dealt with 50 students from a variety of majors and levels at Universities and some High school students. The researcher initially intended for participants to be from the English department exclusively, but when he realized he was running out of time, he opened the questionnaire to everyone from those two universities as well as any high school student.

3.4 Instrument

The quantitative data was gathered via a questionnaire. The questionnaire contained 30 Likert-type questions. Participants were asked to rate each statement according to how much they agreed with it: agree, strongly agree, disagree, strongly disagree, and somehow agree. Questions items 1–27 were designed to elicit students' attitudes regarding the English language, and items 28–30 were designed to elicit demographic information, qualifications, and their respective schools. The items, on the other hand, constitute the facet of the study issue. Because the researcher anticipates that participants will be able to read and understand English, all of the questionnaire items were prepared in English. English language instruction begins in middle school in Togo. (In Togo, we mean by middle school or college). These items were derived from a questionnaire of Libyan Secondary School students' attitudes toward English.

3.5 Data collection

The data collecting for this study took around a month. The quantitative data was gathered online. The questionnaire was provided to university students and certain high school students, who were required to complete it and send it to the researcher by e-mail. However, some respondents appeared to be confused about how to fill out the questionnaire; thus, the researcher assisted them by explaining more about completing the task. The questionnaire was delivered to the participants over the internet. Because the researcher was not physically present to gather data from the participants, this form of data collection was chosen. During data collection, some respondents responded quickly, while others took their time, and the researcher had to remind them several times. That issue worried the researcher because the researcher was running out of time.

3.6 Data Analysis

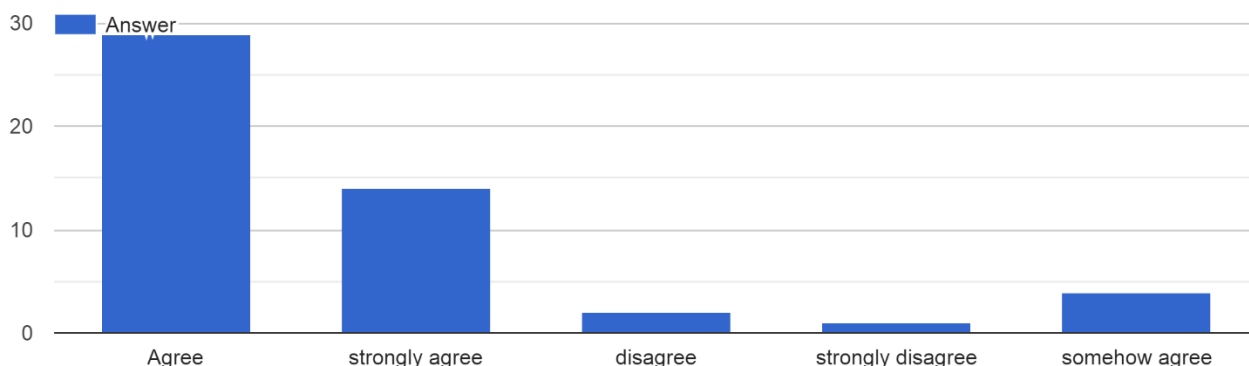
Following data collection, the researcher should analyze the material and shows it in graphs.

Question 1 Studying English is important because it will make me more educated.

The purpose of this question is to discover why learners believe it is critical to learn English. According to the graph, 29 learners [agree], 14 learners [strongly agree], and 4 learners [somehow agree] believe English is vital for them because it would help them

become more educated. Only 2 [disagree] and 1[strongly disagree] that they don't need English to be better educated. It shows the positive attitude the students have toward the English Language.

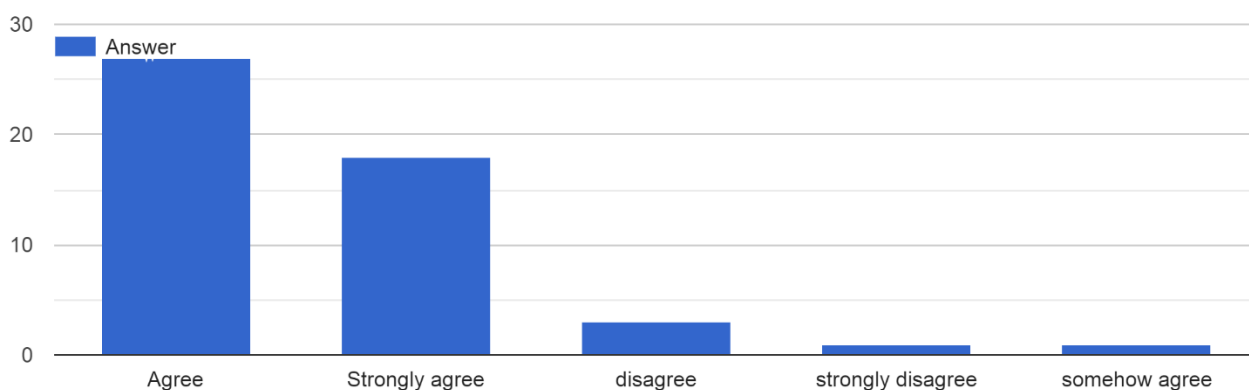
Studying English is important because it will make me more educated



Question 2 Being good at English will help me study other subjects well.

The purpose of the following question is to determine whether learners believe that being strong in English will help them study other topics better. According to the graph, 27 students [agree], 18 [strongly agree], 3 [disagree], 1 [strongly agree], and 1 [somehow agree]. Most Learners in this country believe that becoming strong in English will help them study other topics successfully. The number of learners that disagree with this assertion is [4], indicating a favorable attitude toward English learning.

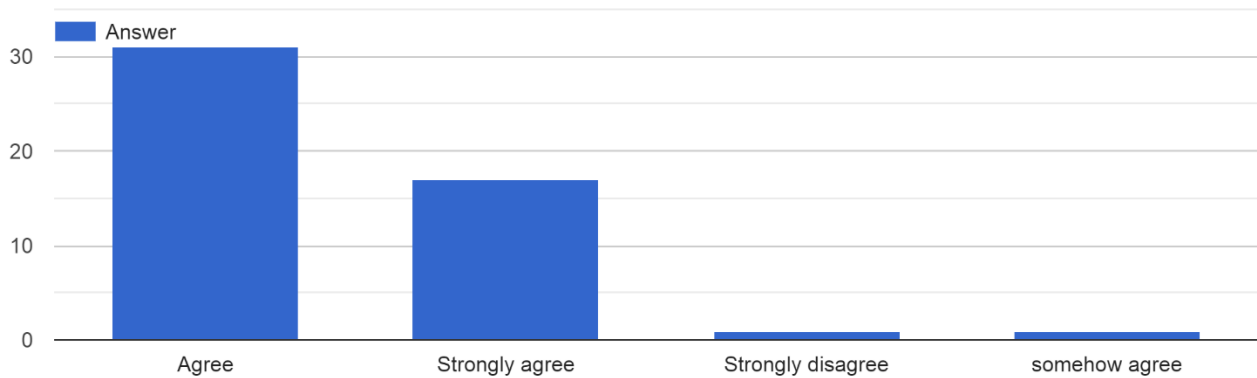
Being good at English will help me study other subjects well



Question 3 I feel proud when studying the English language.

The aim of this question is to know which kind of feeling learners have toward learning the English Language. The graph showed that 31 learners [agree], 17[strongly agree], 1 [strongly disagree] and 1[somehow agree]. So automatically, learners have positive feelings toward learning the English language as only 1 learner [disagrees] with the statement.

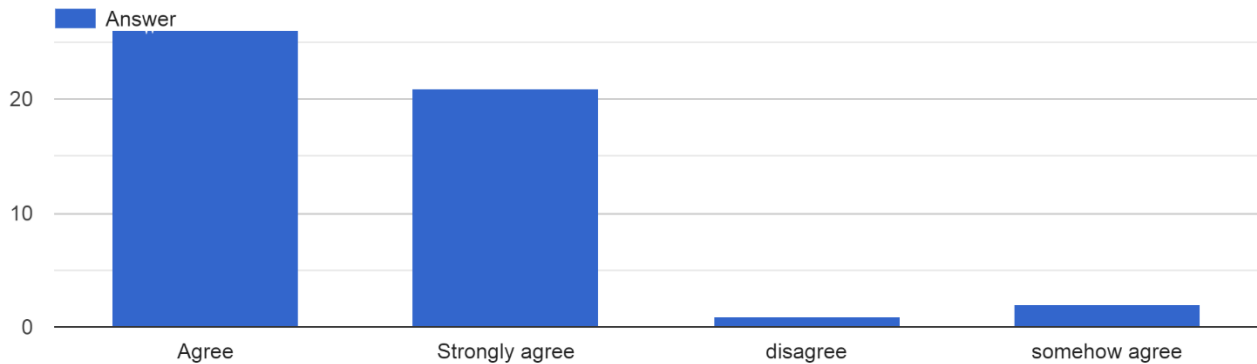
I feel proud when studying English language



Question 4 I feel excited when I communicate in English with others.

The graph showed that 26 learners[agree], 21[strongly agree], 2 [somehow agree] and 1[disagree]. The aim is to know how they feel while communicating with others. Here is the graph showing learners are so excited when they have a discussion with someone. It shows the positive attitude they have toward the English language.

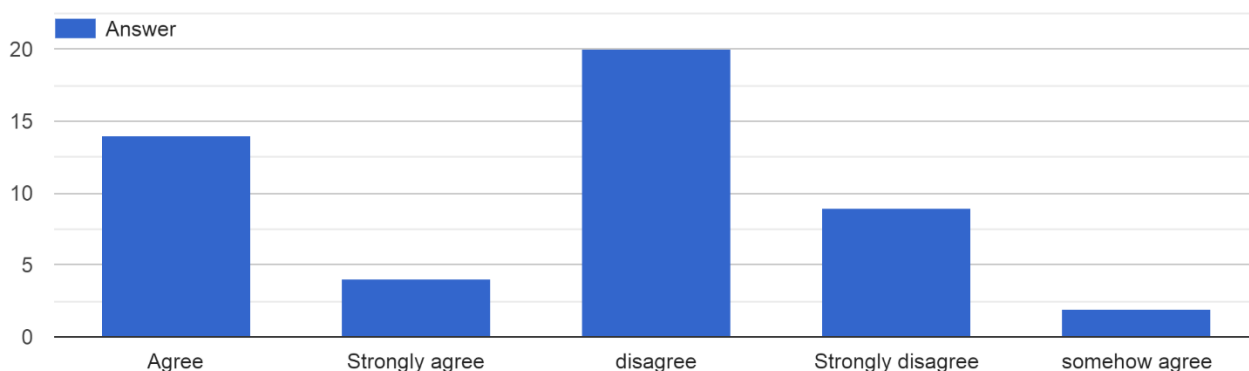
I feel excited when I communicate in English with others



Question 5 Speaking English anywhere makes me feel worried.

The aim of this question is to know their impression whenever they have to speak English in a given place. The graph showed that 20 learners [disagree], 9[strongly disagree], 14 learners[agree], 4 learners [strongly agree] and 3[somehow agree]. The number of learners who disagree with the statement is 29 in total, and those who agree are 21, so learners have a positive attitude toward the English language.

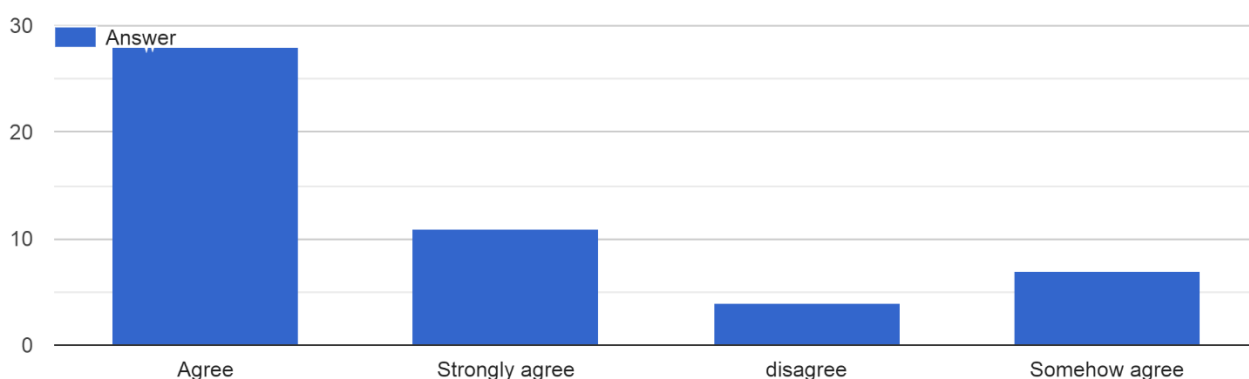
Speaking English anywhere makes me feel worried



Question 6 Studying English helps me to have good relationships with friends.

The graph showed that 28 learners [agree], 11[strongly agree], 7[somehow agree] and 4[disagree]. We can see that learners that agree are 46; meanwhile, those who disagree are only 4. So the majority of learners are motivated to learn the English language because they believe that it will help them have good relationships with friends.

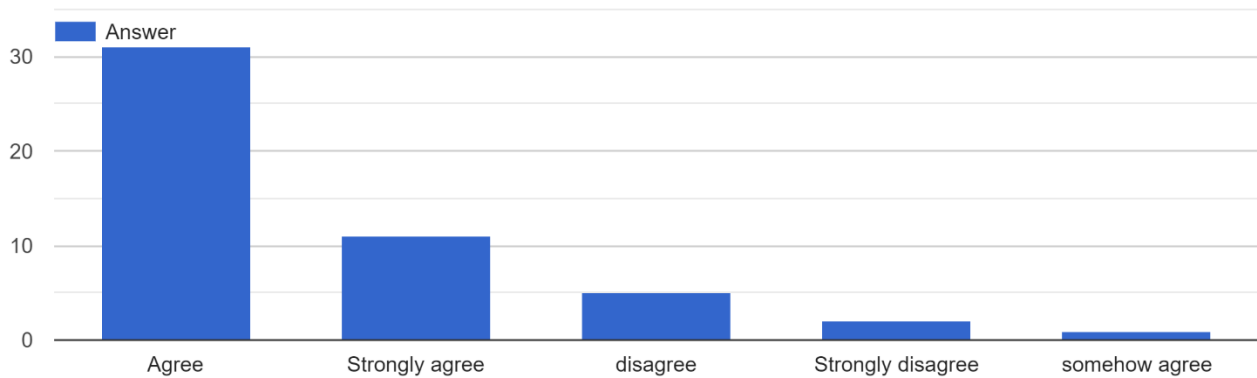
Studying English helps me to have good relationships with friends



Question 7 I like to give opinions during English lessons.

The aim of this statement is to know if, during English class, learners are motivated to participate or not. The graph showed that 31 learners[agree], 11 learners [strongly agree], 5 learners [disagree], 2[strongly disagree], and 1[somehow agree]. The number of learners who agree is 43, so it means that during English lessons, learners like to participate and give their opinions.

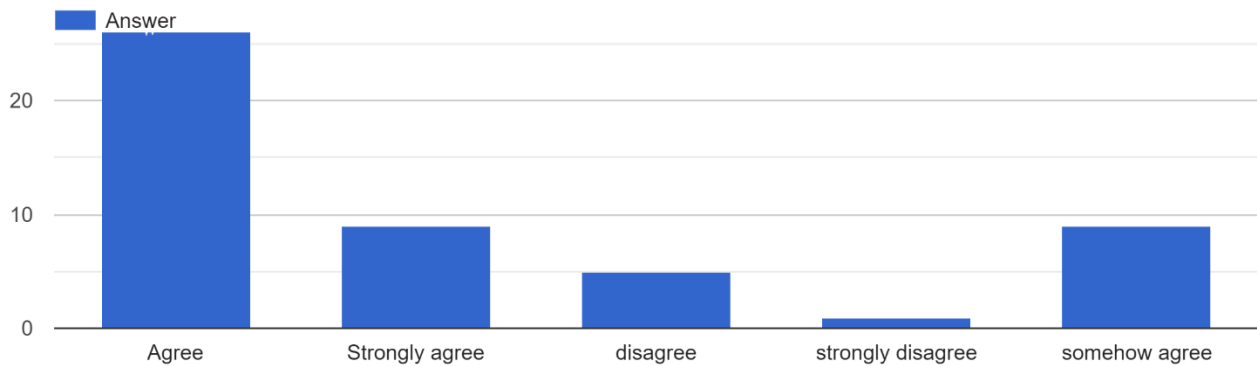
I like to give opinions during English lessons.



Question 8 I have more knowledge and more understanding when studying English

The graph showed 26 learners[agree], 9[strongly agree], 9[somehow agree], 5 learners [disagree] 1[strongly disagree]. The number of learners who think that they have additional knowledge and more understanding when studying English is about 44, and only 6 are against that statement, so it shows that learners have a positive attitude toward the English language.

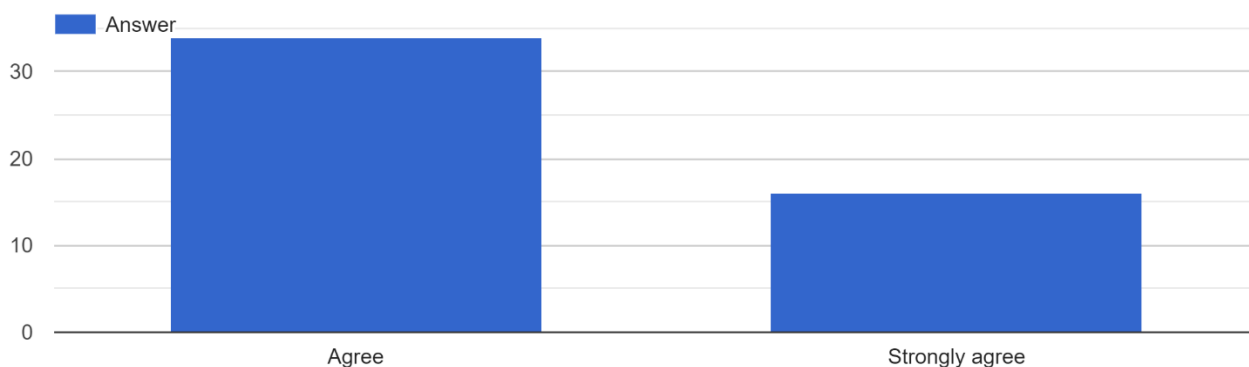
I have more knowledge and more understanding when studying English



Question 9 I look forward to studying more English in the future

The aim here is to know whether learners are just learning English for a given purpose and then stop it after the process or if it is a long-term project from their side. The graph showed that 34 learners[agree] and 16 [strongly agree]. It shows learners that learners consider English as a key even in their future, not just for a short time. It shows the positive attitude they have.

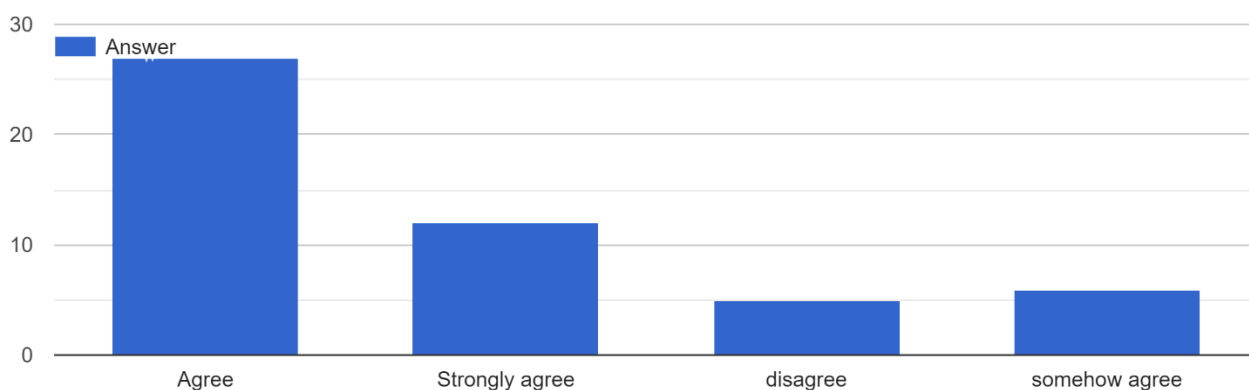
I look forward to studying more English in the future



Question 10 I don't get anxious when I have to answer a question in my English class

The aim of this question is to know if they feel afraid when they have been chosen to answer a question during their English class. The graph showed that 27 learners [agree], 12 learners [strongly agree], 6 learners [somehow agree], 5 learners [disagree]. The number of learners who agree is 45, which shows they have a high degree of motivation and they are not afraid at all to answer a question.

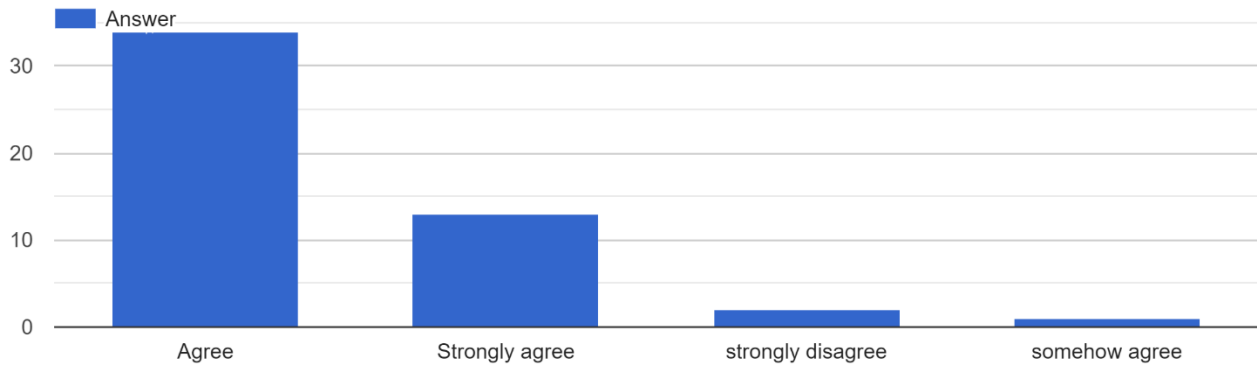
I don't get anxious when I have to answer a question in my English class



Question 11 Studying foreign languages like English is enjoyable

The graph showed that 34 learners [agree], 13 [strongly agree], 1 [somehow agree], and 2 [strongly disagree]. The positive attitude learners have here even let them give a comparison between English and some other foreign languages. The number of learners showed that they enjoy studying English; thus, they have a positive attitude.

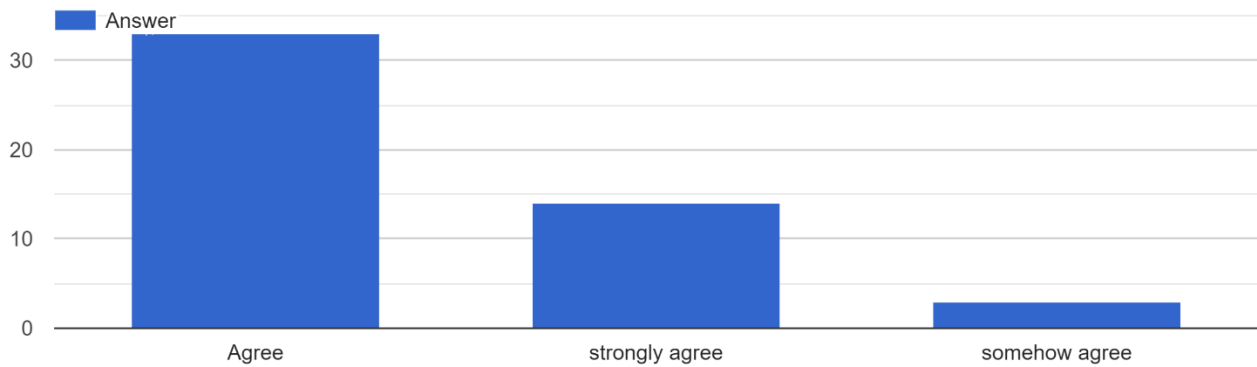
Studying foreign languages like English is enjoyable



Question 12 I am able to make myself pay attention while studying English.

The graph showed that 33 learners [agree], 14 learners [strongly angry], and 3 learners [somehow agree]. We can see that; learners are motivated enough reason why they like to pay attention enough during English study.

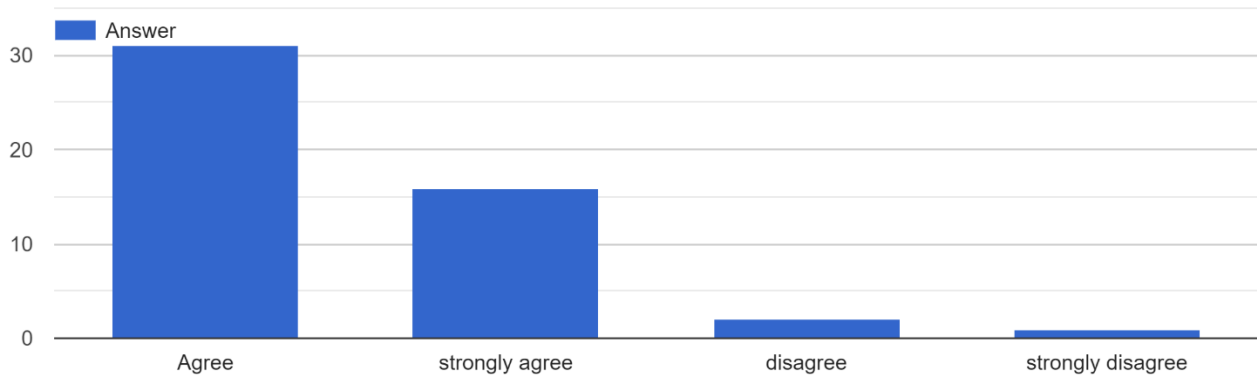
I am able to make myself pay attention during studying English



Question 13 When I hear a student in my class speaking well, I like to practice speaking with him/her

The graph showed that 31 learners [agree], 16[strongly agree], 2 [disagree] 1[strongly disagree]. This statement shows that learners are motivated by the environment around them, and it lets them get interested enough.

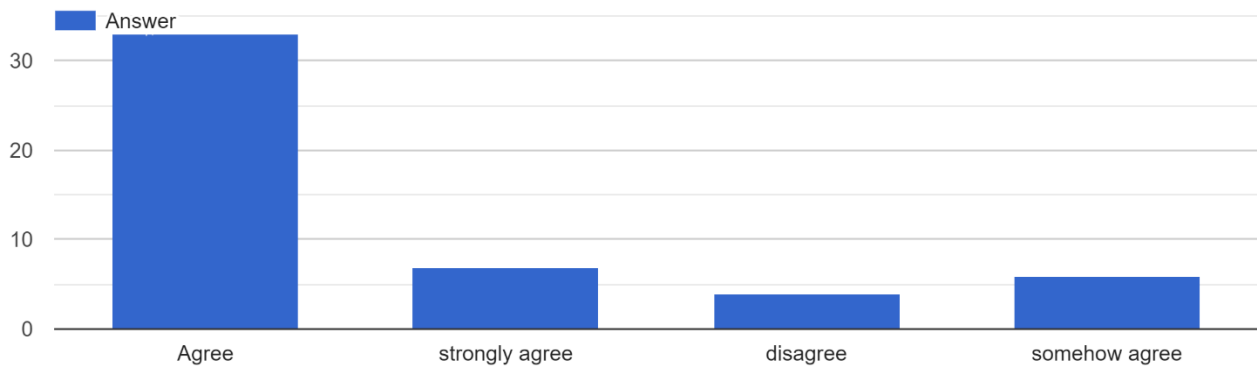
When I hear a student in my class speaking English well, I like to practice speaking with him/her



Question 14 To be inquisitive makes me study English well

The graph showed that 33 learners [agree], 7 learners [strongly agree], 6 learners [somehow agree], and 4[disagree]. Here we can see that the learner’s curiosity is an easy way for them to study English well.

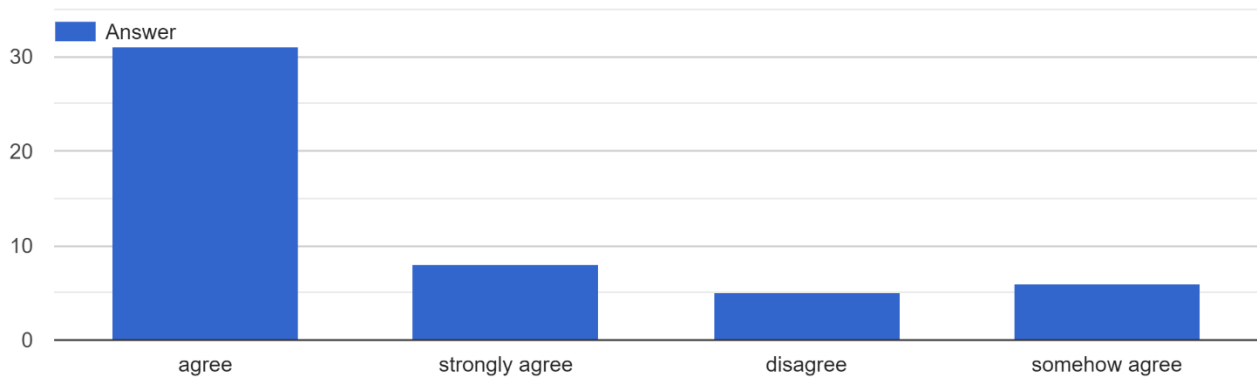
To be inquisitive makes me study English well



Question 15 Studying English makes me have good emotions

The graph showed that 31 learners[agree], 8 learners [strongly agree], 5 learners[disagree], 6 learners [somehow agree]. The graph showed that 45 learners agree that studying English makes them have good emotions, and only 5 are against that statement.

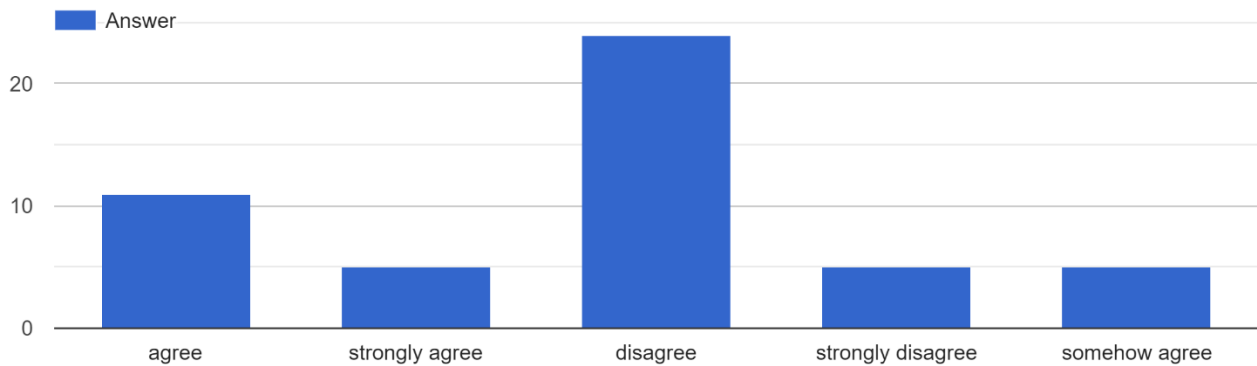
Studying English makes me have good emotions (feelings)



Question 16 I prefer studying in my mother tongue rather than any other foreign language

The graph showed that 24 learners [disagree], 11 learners [agree], 5 learners [strongly agree], 5 learners [strongly disagree], and 5 learners [somehow agree]. Through the graph, we can say that the majority of learners are not interested in studying in their mother tongue than a foreign language.

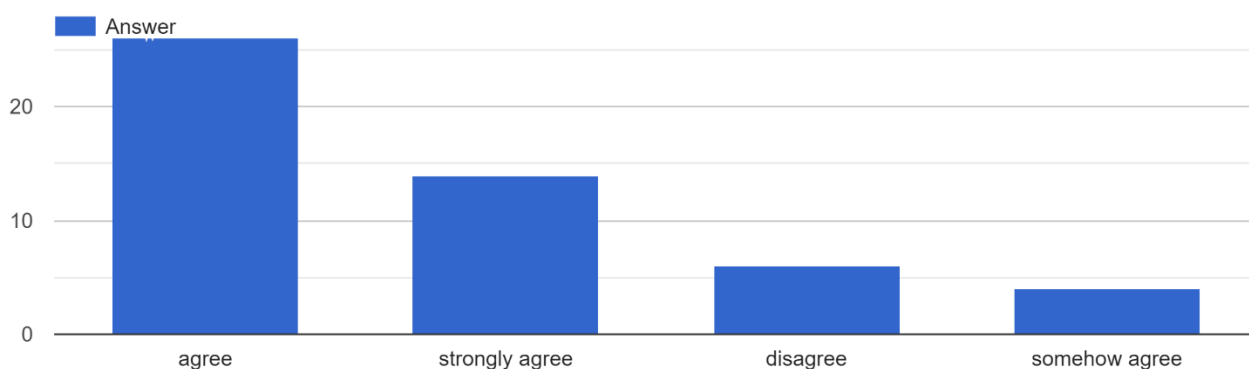
I prefer studying in my mother tongue rather than any other foreign language



Question 17 Studying English gives me more confidence in expressing myself.

The graph showed that 26 learners [agree], 14 learners [strongly agree], 6 learners [disagree], and 4 learners [somehow agree]. The majority of learners believe that English study makes them confident in expressing themselves.

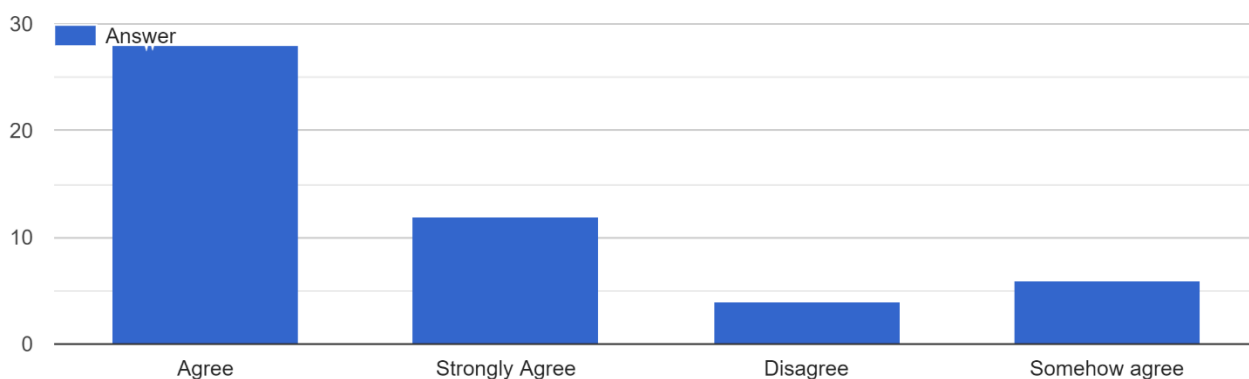
Studying English makes me have more confidence in expressing myself



Question 18 Studying English helps me to improve my personality

The graph showed that 28 learners [agree], 12 [strongly agree], 6 learners [somehow agree], and 4 learners [disagree]. The majority of learners believe that English studies help them to improve their personality.

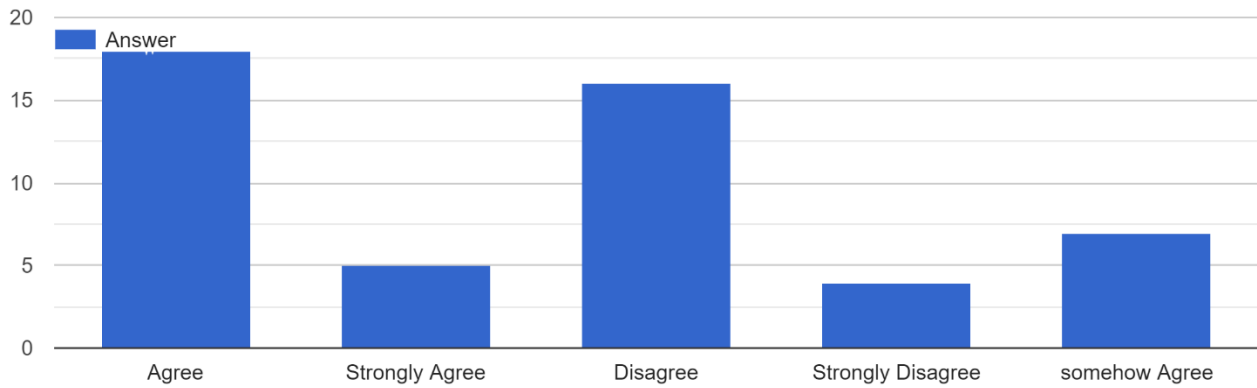
Studying English helps me to improve my personality



Question 19 I put off my English homework as much as possible

The graph showed that 18 learners [agree], 5 learners [strongly agree], 7 learners [somehow agree], 16 learners [disagree] and 4 learners [strongly disagree]. Here as the graph shows, the majority of learners delay or don't do their homework. Only 20 of the learners take care of their assignments. So here we can say that the majority have a negative attitude toward doing their English homework.

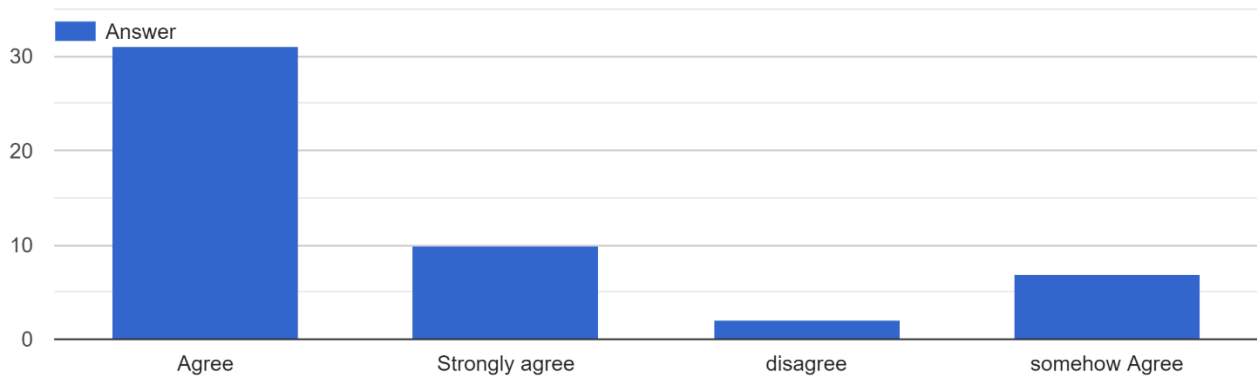
I put off my English homework as much as possible



Question 20 Studying English helps me get new information which I can link to my previous knowledge

The graph showed that 31 learners [agree], 10 learners [strongly agree], 7 learners [somehow agree], and only 2 learners disagree. It shows that the majority of learners think that English learning helps them get new information; thus, they have a positive attitude toward English learning.

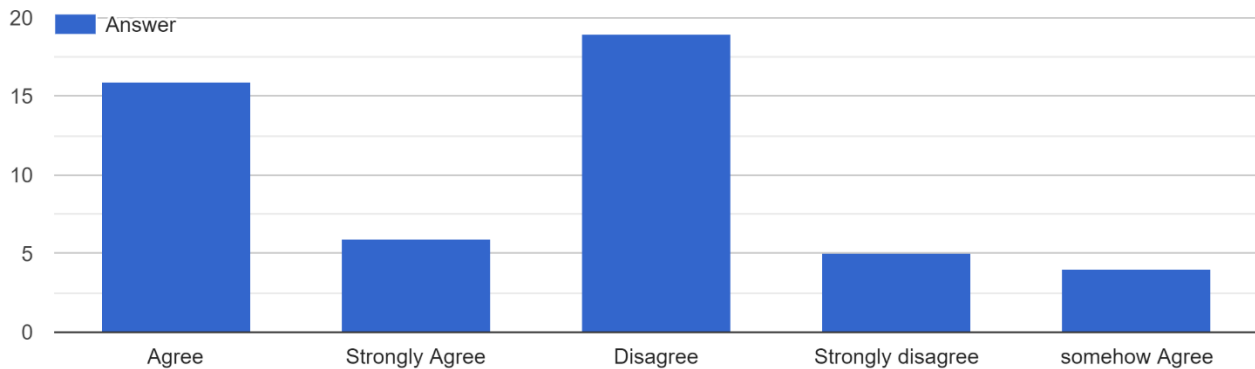
Studying English helps me getting new information in which I can link to my previous knowledge



Question 21 I cannot summarize the important points in the English subject content by myself

The graph showed that 16 learners [agree], 6 learners [strongly agree], 4 learners [somehow agree], 19 learners [disagree], and 5 learners [disagree]; as we can see, the majority of learners said that they have difficulties when it comes to doing summary. Only [24] learners believe that they can summary without any problem.

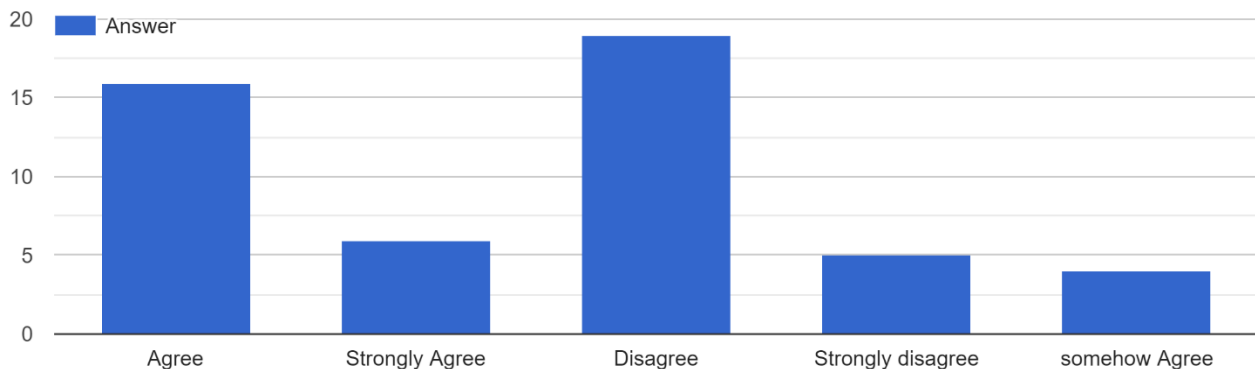
I cannot summarize the important points in the English subject content by myself



Question 22 Frankly, I study English just to pass the exams.

The graph showed that 26 learners [disagree], 15 learners [strongly disagree], 3 learners [strongly agree], 1 learner [somehow agree] and only 5 learners [agree]. It shows that learners really want to learn the English language; they have an interest in that, not for the school exam.

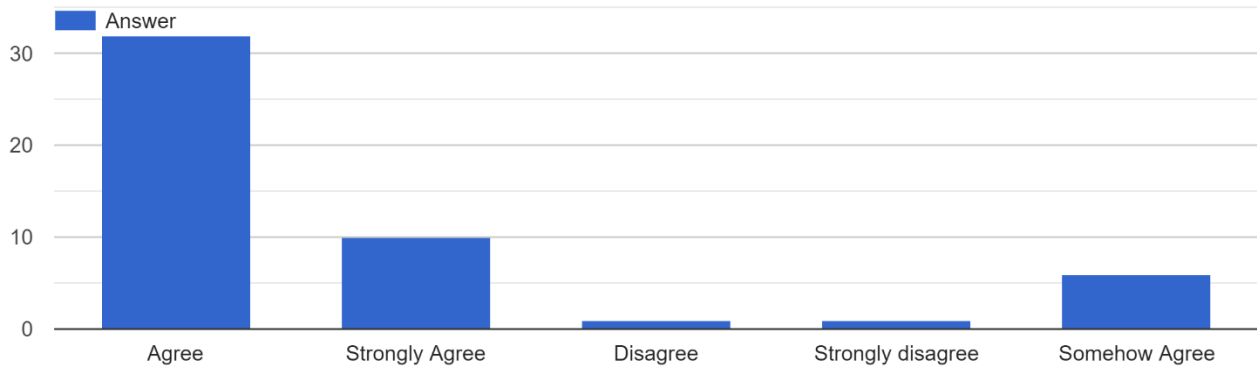
I cannot summarize the important points in the English subject content by myself



Question 23 I enjoy doing activities in English

The graph showed that 32 learners [agree], 10 learners [strongly agree], 6 [somehow agree], 1 learner [disagree], and 1 learner [strongly disagree]. It shows that learners like activities related to the English language; thus, we can assume that they have a positive attitude toward learning the English language.

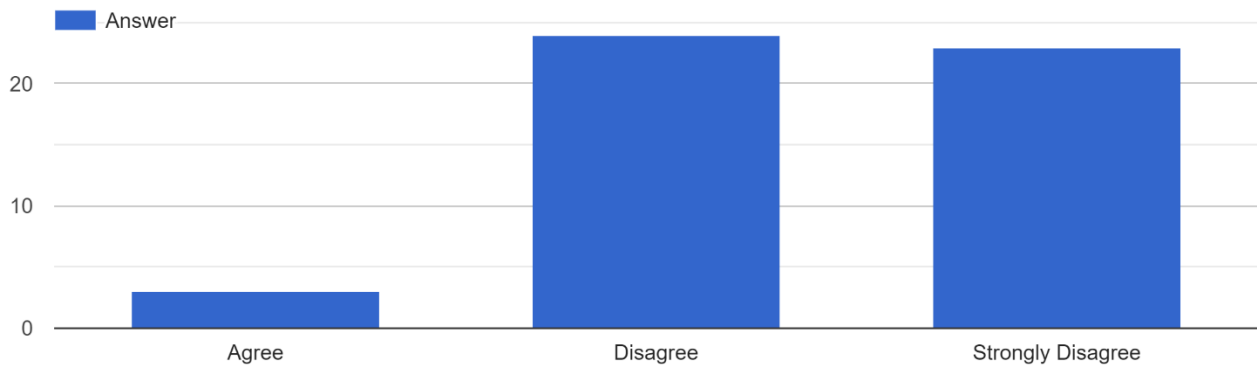
I enjoy doing activities in English



Question 24 I do not like studying English

The graph showed that 24 learners [disagree], 23 learners [strongly disagree] and 3 learners only [agree]. It shows that learners have a positive attitude toward the English language.

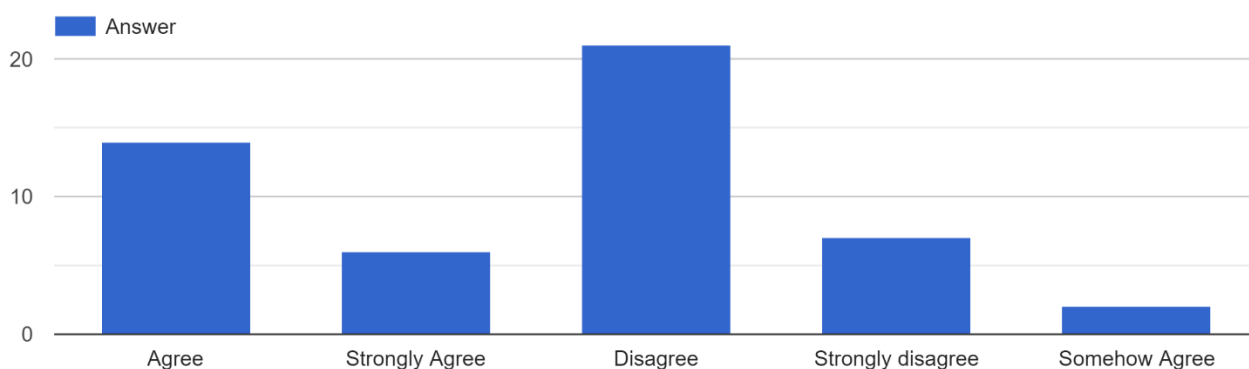
I do not like studying English



Question 25 I am not relaxed whenever I have to speak in my English class

The graph showed that 21 learners [disagree], 7 learners [strongly disagree], 14 learners [agree], 6 learners [strongly agree] and 2 learners [somehow agree]. The majority of learners disagree with the statement. It shows their positive attitude toward the English language.

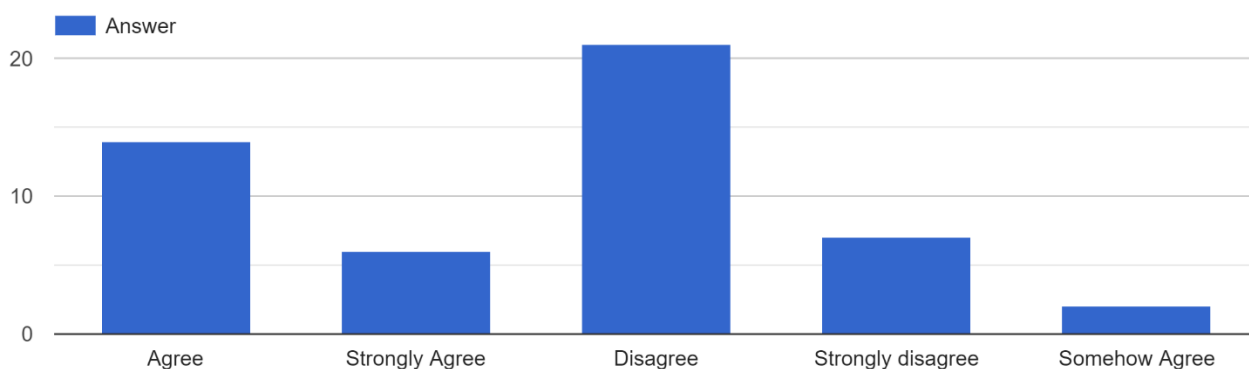
I am not relaxed whenever I have to speak in my English class



Question 26 I feel embarrassed to speak English in front of other students

The graph showed 16 students [agree], 2 students [strongly agree], 2 students [somehow agree], 18 learners[disagree], and 12[strongly disagree]. Students who disagree with the statement are more than the ones who agree, so based on that; we can say that they have a positive attitude toward the English language.

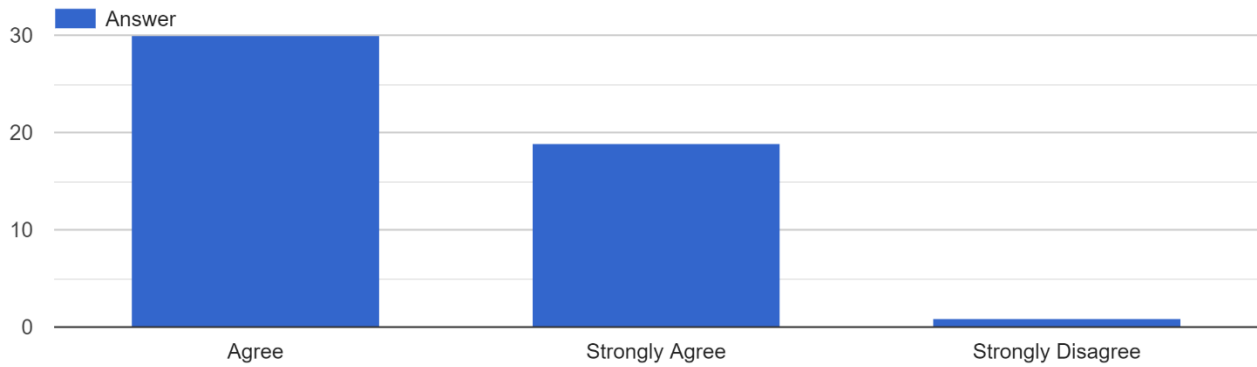
I am not relaxed whenever I have to speak in my English class



Question 27 I wish I could speak English fluently

The graph showed that 30 learners [agree], 19 learners [strongly agree], and 1 learner [strongly disagree]. From this, we can say that learners are really interested in speaking the English language.

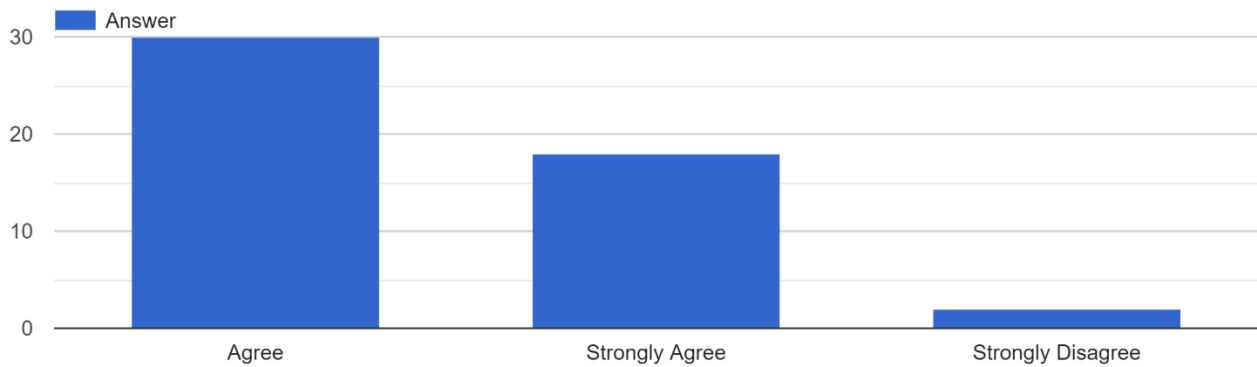
I wish I could speak English fluently



Question 28 I am interested in studying English

The graph showed that 30 learners [agree], 18 learners [strongly agree], and 2 learners [strongly disagree]. Following the statement, we can say that students are interested to learn the English language.

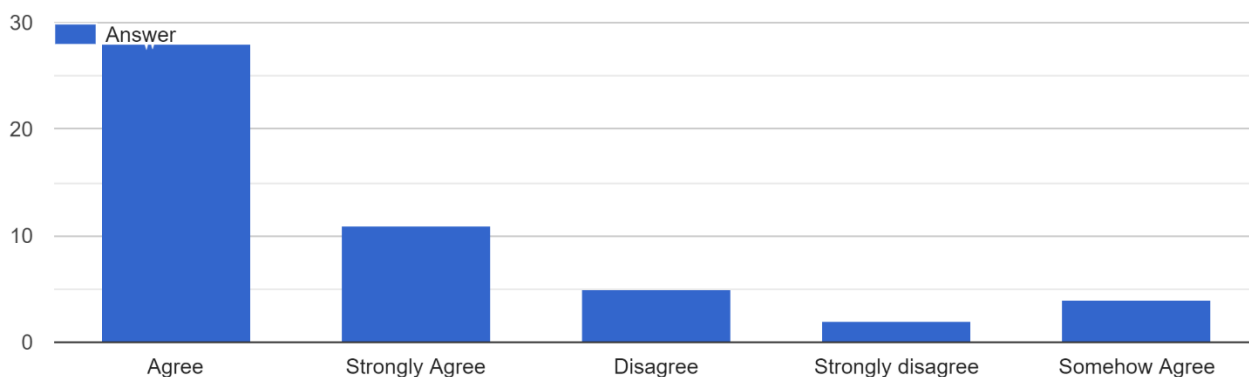
I am interested in studying English.



Question 29 In my opinion, people who speak more than one language are very knowledgeable

The graph showed that 28 learners [agree], 11 learners [strongly agree], 5 learners [disagree], 2 learners [disagree], and 4 learners [somehow agree]. From the graph, we can see that most learners believe that speaking many languages defines you as a knowledgeable person.

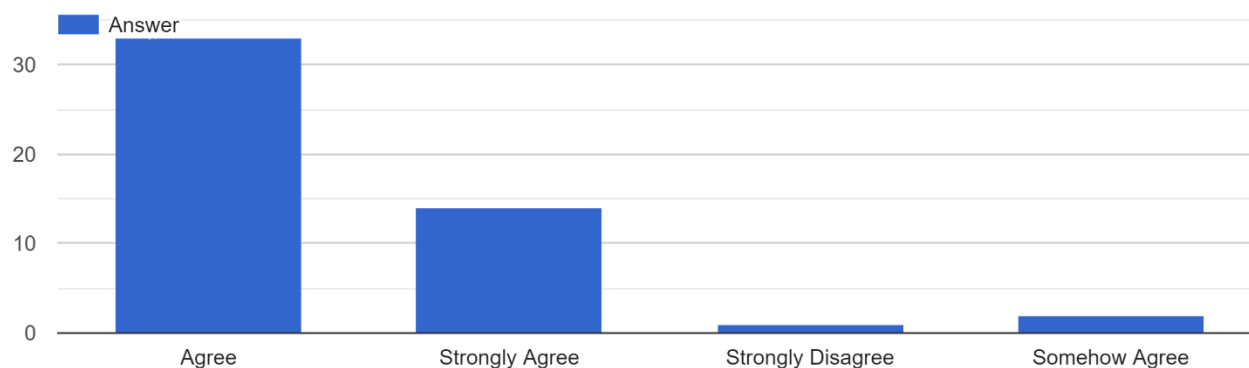
In my opinion, people who speak more than one language are very knowledgeable.



Question 30 Studying English helps me communicate in English effectively.

The graph showed that 33 learners [agree], 14 learners [strongly disagree], 1 learner [strongly disagree], and 2 learners [somehow agree]. We see then that learners believe that studying English is key for them to be able to communicate.

Studying English helps me communicate in English effectively



4- Results

This section shows us the quantitative results of the analysis of the questionnaire collected online from the participants. As discussed in the literature review, students are from two public universities in Togo. The two universities that have been chosen are the University of Lome and the University of Kara. In Togo, these are the only two public universities. The number of participants was 50. All of the 50 participants completed the questionnaire and sent it back to the researcher. Male students were 46, along with only 4 females. The study included all majors from both universities without any exceptions at all. Among the participants, 2 are high school students, 43 are Bachelor's degree students, and 5 are master's degree students.) The data obtained from the questionnaire overall shows that learners have a positive attitude toward learning the English language. From the first question till question 30, we can say that students are strongly motivated and present a positive attitude toward English based on the answers we collected from them. The purpose of this current study is to know the attitudes of students toward the English language. For example, from question 9, we can see that their motivation made them wish to study more English in future. It shows us that

students are really interested in improving their English skills in future. From the results received through all the questions, the researcher believes that students who have an interest in the English language are high. The number of participants who are not motivated is very low. As a brief summary, the findings collected from the learner's questionnaires attested to the positive attitude they have toward the English language. The results show the interest students have in the English language. In short, Togolese university students have positive attitudes toward the English language.

5. Discussion

This chapter shows a summary of the findings about the attitudes of Togolese university students toward English. This study employed quantitative data (questionnaire), which highlights the research question. The study has explored the attitudes of Togolese university students toward English language learning. Overall, the research finds out that Togolese university students have positive attitudes and a strong interest in the English language. They show strong importance to the English language. The findings of this research show that students are motivated enough; they give an amazing insight into the English language; thus, they have positive attitudes toward English. Based on the results, we are likely to say that Togolese University students, in general, have a positive attitude toward English learning. They consider English to be important, and they even wish to learn it more in future while improving. The study found that students give high importance to learning the English language, except for question 19, where a higher number shows a negative attitude toward doing their English homework. However, the research on its whole shows us that students made the English language a priority. The findings also show us that students don't learn the English language just to pass their exam; rather, they have a goal for it for their future. Another thing is that learners wish they could speak the English language fluently; it shows us that the position they give the English language is great. From the findings, we are likely to confirm that students in Togo know what the English language can give them a plus not only academically but also in outside studies.

6. Conclusion

This study is about investigating the Attitude of Togolese university students towards the English Language, and it constitutes the main objective of this study. We believe that attitude plays an important role in the language learning of an individual. In this research, the issue is to find out the exact attitudes of students at both public universities in Togo as well as some high school students toward the English language and to know the level of motivation they have in the English language. We gave opinions and definitions from scholars on attitude and reading attitude, then attitude according to mentalist and behaviorist, and we have elaborated students' attitudes toward the English language taking examples from some studies made in many countries which have English as a foreign language. The findings of previous research we went through, most of them show that learners have positive attitudes toward English language learning. Questionnaires were used to obtain quantitative data from high school and two public university students. A number of 50 students participated in the study. The questionnaire contained Likert-type questions. The data was gathered online. The data was then analyzed by using the graph from google forms. The findings of our study compared to the previous studies elaborated in this research show that learners like and most have a strong and positive attitude toward the English language. Moreover, the findings show us that high school students and both public universities have positive attitudes toward English language learning. However, from a question in the questionnaire submitted to our participants, the findings show that they ignore their English language homework. The findings were discussed, as shown by the results. In the discussion as well, we can't say anything except to confirm that students have positive attitudes toward English language learning and that they have a strong interest in learning it. Through all the questionnaires, we can clearly give a conclusion that Togolese students give sincere priority to English language learning. As our current study talked about the students' attitudes toward the English language, it will be significant, too, to investigate later the attitudes of Togolese teachers toward English as well.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

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Appendix

Questionnaire

- Q 1 Studying English is important because it will make me more educated.
- Q 2 Being good at English will help me study other subjects well.
- Q 3 I feel proud when studying English language.
- Q 4, I feel excited when I communicate in English with others.
- Q 5 Speaking English anywhere makes me feel worried.
- Q 6 Studying English helps me to have good relationships with friends.
- Q 7, I like to give opinions during English lessons.
- Q 8, I have more knowledge and more understanding when studying English
- Q 9, I look forward to studying more English in the future.
- Q 10 I don't get anxious when I have to answer a question in my English class
- Q 11 Studying foreign languages like English is enjoyable
- Q 12 I am able to make myself pay attention during studying English.
- Q 13 When I hear a student in my class speaking well, I like to practice speaking with him/her
- Q 14 To be inquisitive makes me study English well
- Q 15 Studying English makes me have good emotions
- Q 16 I prefer studying in my mother tongue rather than any other foreign language
- Q 17 Studying English makes me have more confidence in expressing myself.
- Q 18 Studying English helps me to improve my personality
- Q 19 I put off my English homework as much as possible
- Q 20 Studying English helps me getting new information in which I can link to my previous knowledge
- Q 21 I cannot summarize the important points in the English subject content by myself
- Q 22 Frankly, I study English just to pass the exams.
- Q 23 I enjoy doing activities in English
- Q 24 I do not like studying English
- Q 25 I am not relaxed whenever I have to speak in my English class
- Q 26 I feel embarrassed to speak English in front of other students
- Q 27 I wish I could speak English fluently
- Q 28 I am interested in studying English
- Q 29 In my opinion, people who speak more than one language are very knowledgeable
- Q 30 Studying English helps me communicate in English effectively