

Attitudes of Teachers Training

Institutes Students` towards Learning English as a Foreign Language

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Abstract

Attitudes have a vital role in the life of each individual and a society as they determine what each individual will see, hear, think and do. The role of attitudes is a topic of much attention of specialists and educators especially in the field of teaching English as a foreign language as it is considered as one of the most important factors that impact on learning the language.

On the basis of the above statement, the present study aims at identifying the students' attitudes towards learning English as a foreign language and finding out the differences between male and female students' attitudes towards learning English as a foreign language. After the selection of the sample of 40 male and female students of level 5 at Teachers Training Institutes, a questionnaire is developed and students' responses are tabulated and analyzed. The results of the study show that most students have very positive attitudes towards learning English. It is also found that female students generally have higher rates than male students indicating more positive attitudes towards learning English. Within the findings of the study, some recommendation and suggestions for further studies have emerged.

ملخص البحث

اتجاهات طلبة معاهد إعداد المعلمين نحو تعلم اللغة الإنكليزية كلغة أجنبية.

للاتجاهات دورا حيويا في حياة الفرد والمجتمع حيث انها تحدد كل ما سوف يراه الفرد ويسمعه ويفكر ويعمل به. لقد أصبح دور الاتجاهات موضوع ذو اهتمام كبير من قبل المختصين والمتقنين وخصوصا في مجال تدريس اللغة الإنكليزية كلغة أجنبية إذ انها تعتبر من أهم العوامل التي تؤثر على تعلم اللغة.

وفي ضوء ما تقدم أعلاه فإن الدراسة الحالية تهدف الى التعرف على اتجاهات الطلبة نحو تعلم اللغة الإنكليزية كلغة أجنبية وكذلك معرفة الفروق في الاتجاهات بين الطلاب والطالبات نحو تعلم اللغة الإنكليزية كلغة أجنبية. بعد اختيار عينة من أربعون طالبا وطالبة من المرحلة الخامسة في معاهد إعداد المعلمين، تم وضع استبيان للإجابة عليه ومن ثم جدولة إجابات الطلبة وتحليلها.

بينت نتائج الدراسة إن معظم الطلاب لديهم اتجاهات ايجابية جدا نحو تعلم اللغة الإنكليزية وذلك من خلال تقديرهم واحترامهم لتعلم اللغة الإنكليزية، وكذلك أظهرت الدراسة أن اتجاهات الطالبات عموما أكثر ايجابية من اتجاهات الذكور وذلك من خلال تسجيل معدلات أعلى. أوصت الباحثة بعدد من التوصيات كما اقترحت عددا من المقترحات لغرض مناقشتها في دراسات أخرى .

Chapter One

Statement of the Problem and its Significance

There is absolutely no doubt that English is an international language in the world. It is the most used language. When someone comes in touch with the people with different languages, they commonly use English to communicate. Rukh (2014:5597) proposes that English language is now considered as a global language, and with every single day its users increase numerously. In the same trend, Wismono (2013:3) asserts that English Language is very important in the current era, that is why most people in all around the world are urged to master the English language as the second language. In addition, English is a prerequisite in the jobfield. It is considered as a medium in the educational field since it is widely spoken and integrated in the curricula of educational institutions (Garg & Gautam :2016). To students, nowadays, English is not a subject in the curriculum at school or university, but also a key to gain access to the information world.

Hence, the most important thing is the existence of an attitude in our life to determine our goals in general and towards learning process especially learning a language in particular.

Abu- Melhim (2009:682-694) shows that attitudes have a vital role in the life of an individual and a society since they are considered as directed, controlled and organization determinants. Also, West (2014) adds that an attitude is the basis for everything in our lives. It determines how we

react to adversity, our ability to grow and to learn, our ability to overcome challenges, and create bonds with others. Moreover, it is now the product of a lifetime of instilled beliefs and programming.

Concerning learning process and learning English Language, Van Essen and Menting (1975:67) confirm that "Today....no foreign-language- teaching specialist would seek to justify an approach, method, or a set of techniques which did not take into account the attitudes and interests of the learners". In addition, Reid (2003:33) declares that "Attitudes are important to use because they cannot be neatly separated from study" and learning a language is closely related to the attitudes towards the languages (Starks & Paltridge ,1996:218). From their point of view, Gardner & Lambort (1972) have concluded that the ability of the students to master a second language is not influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. Fakeye (2010:205-211) shares a similar idea that the matter of learner's attitude is acknowledgement as one of the most important factors that impact on learning language. Moreover, "It is one of the key elements for learning language " (Karahan, 2007: 73-87; and Starks & Paltridge, 1996).

This attitude varies or changes among students to respond positively or negatively towards learning English language. Rukh (2014: 5597) declares that attitude is a variable thing and it can be changed governing to many external as well as internal personality factors of a person. Choy & Trouds (2006) claim that attitude can help learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language. Ajzen points out that attitude of a person is positive or negative attributes to anything (Ajzen, 1988). It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes (Victori and Lockhart, 1995).

Surviving studies on attitudes especially students' attitudes of Teacher Training Institutes in Iraq, the researcher found there has been relatively little if are not research relating to attitudes towards learning English.

Due to the scientific reasons, factors and important roles of attitudes that affect on learning the target language indicated above, the present study attempts to find out students' attitudes towards English language that influence the process of learning a foreign language and allow students to favorable orientation towards learning it.

Aims of the Study

The study aims at: -

- 1- Identifying the students' attitudes towards learning English as a foreign language.
- 2- Finding out the differences between male and female students' attitudes towards learning English as a foreign language.

Hypotheses of the Study

To achieve the aims of the study, it is hypothesized that: -

- 1-There is a difference in the statistical ratio between male and female students in Teacher Training Institutes towards learning English as a foreign language.

The Limits of The Study

The study is limited to the students of the English Department of Teacher Training Institutes in Al – Suwaira Province /Wasit Governorate during the academic year 2015-2016.

Definition of Basic Terms

1- Attitudes:

a- Eagly & Chaiken (1993:1) define an attitude as “a psychological tendency that is expressed by evaluating a particular entity when some degree of favor or disfavor.

b- Hogg & Vaughan (2005:150-151) define an attitude as follows:

1- It's “a relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols”.

2- It is “a mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which is related”.

c- It is defined in “Business Dictionary” (2016) as “a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli)”.

The operational definition adopted in the present study is that an attitude is the total of the accumulated experience of the individual which appears in the form of behavior or in response that reflects the severity of rejection or acceptance towards learning English language as a foreign language.

2- Teacher Training Institute

Teacher Training Institute is defined by the Ministry of Education (1987:28) as an educational institution, its role is to prepare a teacher for the primary stage where the duration of the study is five years which accepts graduates of the intermediate study with taking into account the desire of the students as well as making a personal test for them.

Chapter Two

2- Theoretical Background

The Concept of Attitude

The concept of attitude “has probably played the most central role in the development of social psychology during the twentieth century” (Louv and Edwards,1997:764).

Different definitions have been proposed to describe the concept of attitude. Likert (1932:9) defines it as “inference which is made on the basis of a complex of beliefs about the attitude object.

Gardener (1985:8) admits that the term attitude is complex and he adds further details when he describes an attitude as “the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and conviction about any specified topic”.

Fishbein and Ajzen (1975) see the attitudes from two points as it is the general feeling (ranging from positive to negative) or evaluation (good / bad) a person has towards self, other people, objects or events. In (1988 :4), Ajzen adds a more concise definition to respond favorably or unfavorably to an object, person, institution, or event". "A hypothetical construct used to explain the direction and persistence of human behavior "is another technical definition by Baker (1992:10)

Language Attitude

Many specialists and experts in the field of teaching English as a foreign language and social psychology attempt to explain what an attitude means in learning a language. To specify this, Ellis (1985:293) shows that attitudes have been considered sets of beliefs possessed by learners about such factors as the target language culture and the learners' own culture. On the other hand, Gardner (1985:10) sees attitudes as components of motivation in language learning. According to him, "motivation ... refers to the combination of effort plus desire to achieve the goals of learning the language plus favorable attitudes towards learning the language.

In the Longman Dictionary of Applied Linguistics (1992:199) language attitudes are defined as follows:

"The attitude which speakers of different languages or language varieties have towards each other' languages or their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, ... etc. Attitudes towards a language may also show what people feel about the speakers of that language".

The Importance of Attitudes in Learning English as a Foreign Language

The importance of attitudes in language learning is confirmed by Lightbrown (1993:39) as follows: "depending on the learners' attitudes, learning a language can be a source of enrichment or a source of resentment". In the same trend (Ellis,1994) assures that when a person learns a language that person develops certain attitudes towards the target language, the group of people speaking the target language, the culture of the target language world, the social values and the educational values of the target language. Hence "positive language attitudes let learner has positive orientation towards learning English". It can be inferred that the type of attitude (positive or negative) decides the success or failure when a person attempts to learn a language. Moreover, Gardner (1985) states that the learners' attitudes towards learning another language play a key role in enhancing and motivating them to learn that language. This, in turn, affects on their performance, too. Gardner and Lambert (1972) also advocate that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this identifies their tendency to acquire that language.

Structure of Attitude

Attitude's structure can be described in terms of three components: affective, behavioural and cognitive components. Each one of these components is very different from the other. All of those three components of attitudes constitute what is called the ABC model. The importance of this model is that to have a proper and thorough understanding of the concept of the attitude. Those components can be explained in details as follows: -

Effective or Emotional Component

This type of component is used to express and validate our moral belief or value systems. This

component related to the emotions, feelings, preferences, interests which are normally show in such words as like or dislike, for or against of a person for the object. In other words, emotional component includes the feelings of a person about an object. Those feelings could be positive, negative, or neutral.

Concerning language learning, Fen and Chen (2009:93-97) state that “learning process is an emotional process. It is affected by different emotional factors. The teacher and his \ her students are engaged in various emotional activities in it and varied fruits of emotions are yield”. An attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of a foreign Language learners influence their perspectives and their attitudes towards the target language (Choy & Troudi:2006).

Behavioural or Conative Component.

This component refers to the intentions, actions and ways one behaves when exposed to an attitude object. It consists of a tendency of an individual to behave in a particular manner towards an object. Only this component of attitude is visible as the other two can only be inferred. One cannot see another person’s beliefs (the informational component) and his \ her feelings (the emotional component). So, out of the three components of attitudes only the behavioral component can be directed observed.

According to language learning, behavioural component of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviours which characterize the members of the target language community.

Cognitive or Informational Component

This component refers to the thoughts, beliefs, values, ideas, perceptions, and other informational belief a person has about the object. It makes little or no difference whether or not this information is empirically correct or incorrect.

Regarding language learning, this component involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. Hence, the cognitive attitude can be classified into three steps of connecting the previous knowledge, checking new knowledge, and applying the new knowledge in many situations.

(See Mcleod: 2009 ; Harding etal: 1954: 1021 – 1061 ; Singh: 2011 ; Sinha :2015 Churchil:2000;Abidin etal. 2012,121-122; Brown:1980 ; Wenden:1991;Ajzen:1988 ; Rosenberg & Hovland :1960 ; Fishbein & Ajzen : 1975 and Wengrzyn :2016)

Previous Studies

A study of Ghazvini and Khajehpour (2011): (Attitudes and Motivations in Learning English as a Second Language in High School Students).

The aim of the study was to investigate Iranian students' attitudes and motivations towards learning English in Iran. The sample of the study consisted of 123 male and female students from the high schools in the second academic years. The instrument used was a questionnaire which comprises 18 items developed to achieve the aim of the study. Results of the study showed that: -

- 1- The girl students were more integrative motivated and boy students were more instrumental

motivated to learning English.

2-The girls had more positive attitudes towards learning English than boys, and they also were more inclined to bilingualism.

A study of Bhaskar and Soundiraraj(2013) : (A Study on Change in Attitude of Students towards English Language Learning).

The purpose of this study was to find out whether there was any change in the attitude of students towards English language learning when they came for college education after completing the school education. About 52 first year Mechanical Engineering students from Tamil medium stream took part in this research. To examine their shift in attitude towards English language learning, an attitude questionnaire was administered and a semi-structured interview was conducted. The conclusions of the study indicated that there was a significance shift in their attitude towards English language learning at their college level.

2.5.3 A study of Alkaff (2013) :(Students' Attitudes and Perception towards Learning English). The

objectives of this study were: -

- 1- To find out the attitudes and perceptions of foundation year students towards learning English at the English Language Institutes of King Abdulaziz University in Jeddah, Saudi Arabia ;and
- 2- To find out students' opinions regarding the importance of English whether they thought it was difficult or not, and where the difficulty lied.

The sample of the study consisted of 47 female students of the levels 3 and 4 respectively (pre-intermediate and intermediate levels). A questionnaire was developed.

The results of the study showed that: -

- 1- Most students had positive attitudes towards learning English and that they tried to improve their English and to use the language even though there were a lot of demands on their time and few opportunities to practice their English.
- 2- The study also reflected on the obstacles confronting the students and their suggestions to facilitate the learning process.

2-5-4 Discussion of Previous Studies

After reviewing the previous studies, the researcher tries to discover the similarities and the differences between the previous studies and the present study as follows: -

1-The aim

There was a variation in the aims of the previous studies. The aim of the study of Ghazvini and Khajehapour (2011) was to investigate Iranian students' attitudes and motivations towards learning English in Iran. Whereas a study of Bhaskar and Soundiraraj (2013) aimed at finding out whether there was any change in the attitude of students towards English language learning when they came for college education after completing the second education. While a study of Alkaff (2013) aimed at finding out the attitudes and perceptions of students towards learning English. The present study aims at identifying the students' attitudes towards learning English as a foreign language and finding out the differences between male and female students' attitudes towards learning English as a foreign language.

2- The place of the study

The previous studies were conducted in various countries. A study of Ghazvini and Kholehpour (2011) was conducted in Iran. Bhaskar and Soundiraraj (2013) was conducted in Canada. A study of Alkaff (2013) was conducted in the kingdom of Saudi Arabia. Whereas the present study is conducted in Iraq.

3- The size of the sample

At the level of the sample, the previous studies converged in the size of the sample. The sample of Ghazvini and Khajehpour's study (2011) was (45) students. The sample of Bhaskar and Soundiraraj's study (2013) was (52) students. The sample of Alkaff's study (2013) was (47) students whereas the sample of the present study amounted to (40) students.

4- The gender of the sample.

The previous studies varied in their gender of the sample. The gender of Ghazvini and Khajehpour's study (2011) and Bhaskar and Soundiraraj's study (2013) was male and female.

While the gender of Alkaff's study (2013) was female. The gender of the present study was male and female.

5- The stage of the study

The previous studies varied in their stage of study. The stage of Ghazvini & Khajehpour's study (2011) was the second academic years at school. The stage of Bhaskar & Soundiraraj (2013) was college. While the stage of Alkaff's study (2013) was the English Language Institute. The stage of the present study was Teachers Training Institute.

6- The instrument of the study

The instruments of the previous studies were similar. All studies, a study of Ghazvini and Khajehpour (2011), a study of Alkaff (2013), and a study of Bhaskar & Soundiraraj (2013) developed an attitude questionnaire. Besides a questionnaire, a study of Bhaskar & Soundiraraj (2013) constructed a semi – structured interview. The present study also applies a questionnaire.

7- The results of the study

Most previous studies showed similarities in their results. Most students had positive attitudes towards learning English as a foreign language. But, a study of Ghazvini & Khajehpour (2011) also showed that the girls students were more integrative motivated and boys students were more instrumental motivated to learning English. A study of Alkaff (2013) also reflected on the obstacles confronting the students and their suggestions to facilitate the learning process. Concerning the results of the present study, the researcher will interpret these results in the light of the previous studies.

Chapter Three**3- Procedures of the Study 3-1 Population**

The population of the present study is students of English Language Department of Teacher Training Institutes in Wasit Province. The researcher visited the General Directorate of Education in Wasit Province to know the names of the institutes, their location, and the number of students. The researcher found that there are (5) institutes for morning studies in the province and the total number of English Language Department students' is (87) who represents the

population of the present study. (See Table (1).)

Table (1)

The Names and the Students' Number of Teachers Training Institute for Morning Study for English Language Department.

No	Names of the Institutes	Number of Male Students	Number of Female	Total
1-	Teachers Training Institute For Male Students in	17		17
2-	Teachers Training Institute For Female Students in Al- Kut.		17	17
3-	Teachers Training Institute For Male Students in Al-	20		20
4-	Teachers Training Institute For Female Students in		20	20
5-	Teachers Training Institute For Male Students in	13		13
	Total			87

Sample

The sample of the present study consists of (40) students for the fifth stage from Teachers Training Institutes in Al- Suwaira. (See Table 2)

Table (2)

	Gender	Stage	Number
	Male	Fifth	20
	Female	Fifth	20
Total			40

The Instrument of the Study

A checklist has been adopted as a tool used for collection of data. The checklist "is a method of recording whether a characteristic is present or absent" (Gronlund,1976:97). It is an attempt to provide a comprehensive systematic and objective way of obtaining and recording the judgment of observers. In order to achieve the aims of the present study, the researcher has been building a checklist by following those procedures: -

3-3-1 Collection of the Items and their Formulation

A collection of the items and their formulation is the basic step in building a checklist after planning for it. This is done through reviewing of the related literature, theories and previous studies as well as the checklists that dealt with the same purpose. The number of the items in their initial form is (30) items divided into three phases as follows: the first phase includes 1-10 items, the second phase consists of 11-20 items and the third one consists of 21-30 items.

3-3-2 Face Validity of the Checklist

The instrument is valid if it measures accurately what it is supposed to measure (Ebel,1972:43). An instrument validity is a reflection of how well it measures what it is designed to measure(Bergman,1981:150). According to that, the initial form of the checklist was exposed to a jury of experts* in the field of teaching English as a foreign language to decide its face validity.

3-3-3 The Reliability of the Check

Reliability is the most important phase in the procedure, which provides the consistency that makes validity possible and indicates how much confidence exists in our results (Gronlud, 1976: 79).

To ensure the reliability of the checklist, ten students were chosen randomly from Teachers Training Institute for Female in Al-Kut. Those ten students have been observed by the researcher and another observer*. The data obtained by the researcher was correlated to that obtained by the other observer through the Person Correlated Coefficient (Al- Bayati, 1977:180-181). The Correlation Coefficient obtained was (0.88) which is considered high (Al-Sheikh and Jabir,1964:63).

*List of the Names of the Jury Members.

N	Name	The Place of Working
1	Assist Prof. Istiqlal Al - Marsomi, Ph.D.	Al- Mustansria University/College of Arts.
2	Assist Prof. Abass Lutfi Hussein, Ph.D.	Al- Mustansria University/College of Arts.
3	Prof.Sabah Al - Rawi,Ph.D .	University of Baghdad/College of Language.
4	Assist Prof. Hasouni Hashim Abass, Ph.D	University of Wasit/College of Media.
5	Teacher Abass S. Zaidan, Ph.D.	University of Wasit/College of Media.

*Asmaa Taqi Yasir

3-4 Application of The Checklist

After checking the validity and reliability qualifications of the checklist which consists of (24) items in front of each item three alternative choices (Agree, Disagree and Neutral) (see Appendix 1), the researcher distributed the checklist to the main sample of the study (40) students. The grades of these alternatives (2,1,0) respectively for the positive items and conversely for negative items.

3-5 Statistical Means

The following statistical means have been used in order to fulfill the aims of the study: - 1- Chi-Square: It is used to find out the validity of the checklist according to recommendations.

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where: O=Observation Frequency.

E=Expected Frequency.

(Isaq&Michael,1977:138) 2-Pearson Correlation Coefficient: It is used to compute the reliability

of the checklist.

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[NX \sum x^2 - (\sum X)^2][NX \sum Y^2 - (\sum Y)^2]}}$$

Where: r=Pearson Correlation Coefficient.

N=Number of the sample. X=High degree.

Y=Low degree.

(Runyon&Andrey,1967:82) 3-The Weighted Average: It is used to find out the item's degree of power of the checklist.

$$WA = \frac{F_1X_2 + F_2X_1 + F_3X_0}{N}$$

Where: WA= the Weighted Average.

F1=Frequency of the first alternative(Agree).

F2= Frequency of the second alternative (Disagree).

F3= Frequency of the third alternative(Neutral). N=Total Frequency.

(Al-Fatlawi.1987:86)

4- Centennial Weight: It is to calculate the items and their relative values in interpretation of the results.

$$CW = \frac{WA}{MS} \times 100$$

Where CW=Centennial Weight WA=Weighted Average MS=Maximum Score*

(Adams: 1966:76)

Chapter Four

4-1 Results and Interpretations

To achieve the first aim of the present study which is to identify the students' attitudes towards learning English as a foreign language, students' responses have been arranged and put on a schedule to find out the degree of power for each item of questionnaire. The weighted average is used for this purpose. It is found that the weighted average ranged from 2 to 0.42, and the centennial weight ranged from 100 to 21 (See Appendix 2). The items which gained over 1 are considered positive attitudes and the items that gained less 1 are considered negative attitudes. Accordingly, it is found that 17 items are positive attitudes and 7 items are treated as negative attitudes. All those positive and negative items are discussed in detail as follows: -

1- "I like English"

All respondents who represent 100% of the total number of the sample show their appreciation of learning English as a foreign language. This item has got the weighted

*The Maximum score: It is the highest degree in the score which is (2).(Siegel: 1956:109-110)

average 2 and the centennial weight 100. This indicates that students have positive attitudes towards learning English which, in turn, increase their proficiency and outcoming in learning process. Young (2006: 480) assures that learners' positive attitudes may lead to increase motivation, which, in turn, may lead to a successful attainment of proficiency due to increase input and interaction.

2- "It will make me a more knowledgeable and educated person".

This item is employed by most of the respondents who represent 95% of the total number of the sample. This item has got the weighted average 1.9 and the centennial weight 95%. Wismono (2013: 4) refers that by learning English, it will be easier to acquire new knowledge.

3- "It is an international language". 4- "I'll need it for my future career".

5- "I feel excited if I can communicate in English with others". and

6- "I want to study English more in future and gain more knowledge about it"

Those items are used by 37 students who represent 92.5% of the total number of the sample. They have got the weighted average 1.87 and the centennial weight 93.5. This means that students also have positive attitudes to know and gain information about English language as it is considered the global language and they will need it in their communication with others or in their future professional life. Crystal (2003: 3) observed that "English has become the language of international business, diplomacy, trade, computer and even science, and is taught as a foreign language in more than 100 countries around the world".

7- "Speaking English as a foreign language has prestige".

This item is employed by 30 students who represent 75% of the total number of the sample. This item has got the weighted average 1.67 and the centennial weight 83.5. This item indicates that speaking English has become a style in the life not for those persons who need it in their work, but also for every individual especially for that who has social position. Yazigy (1994: 479-490) assures that many parents these days want their children to learn a foreign language in order to attain a certain social prestige.

8- "The lack of posters, newspaper, clippings will affect negatively in providing a stimulus for classroom discussion".

9- "I keep myself updated about the latest ways of learning and improving English".

Both items 8 & 9 are employed by 32 students who represent 80% of the total number of the sample. Those items have got the weighted average 1.65 and the centennial weight 82.5. Both items show that these aids of many kinds have many advantages as they attract the student's attention, facilitate learning and make it interesting. Abdel -Rahman (2009: 682-694) assures that effective language teaching strategies can encourage students to be more positive towards the language they are learning. In addition, classroom procedures and rules are necessary for effective classroom organization.

10- "It will enable me to better understanding and appreciate the target art, culture and literature".

28 students who represent 70% of the total number of the sample use this item. This item has got the weighted average 1.52 and the centennial weight 76. There is no doubt that the aim of learning English is not only to speak this language or communicate with foreigners but also to understand it and appreciate its culture, literature and art.

11- "Going to or want to be an English teacher".

This item is employed by 26 students who represent 65% of the total number of the sample. It has got the weighted average 1.47 and the centennial weight 73.5. This item indicates that more than half of the sample show their purpose for learning English which is to fulfill their desire of being English language teachers.

12- "I fear making grammar errors while speaking English". and

13- "The time devoted to learn communication skills is not enough".

The number of students who used items 12 & 13 is 22 students representing 55% and 16 students representing 60% of the sample respectively. Every student who wants to learn English language would not be shy to make mistakes as he/she understands that making mistakes is a part of the learning process. He/She would also be able to accept being laughed at, corrected by others, and other negative responses that may arise from people around him/her as a result of using the language (Importance of English Today, 2013) Besides, communication skills (i.e. speaking and listening) take the priority among other skills (i.e. reading and writing). In spite of this fact, those two skills do not take their vital role in the learning process. Al-Abdali (2000: 59) assures that the limited time devoted to those skills makes students of less participation and at the same time makes teachers rely on themselves to save time and effort.

14- "Learning English caused fear and unpleasant feelings".

This item is followed by 19 students representing 47.5% of the whole sample. The weighted average is 1.32 and the centennial weight is 66. Lin and Warden (1998) explained that having unpleasant feelings may be due to the following reasons: 1-Ways of class instruction ; 2-Fear of inaccurate pronunciation ; 3-Fear of examinations ; and 4-Fear of making grammatical errors.

15- "Frankly speaking, I study and know English as much as I need to pass the exam".

As shown in Appendix (2) this item is employed by 14 students who represent 35% of the total sample. The weighted average is 1.12 and the centennial weight is 56. In this case, this item indicates that the students' aim at learning English is only to pass the exam and English is treated as any subject not for the purpose of speaking this language or communicating with others.

16- "I feel very shy to practice speaking with my friends, and family".

Only 7 students who represent 17.5% of the total number of the sample show their agreement of this item. This item has got the weighted average 1.07 and the centennial weight 53.5. It indicates that very little students have got the feeling of shy when they speak English. It is a good signal to learn English and ultimately to communicate with others.

17- "I have pronunciation problems".

This item is used by 12 students who represent 30% of the total number of the sample. It has got the weighted average 1 and the centennial weight 50. Pronunciation problems are an ordinary state for those whose English language is a second language for them. They can avoid this problem by creating many conversations inside the classroom, or by engaging students in these conversations or by listening to authentic material. Al- Abdali (2000: 49) assures that "listening to the target language gives students an opportunity to widen their proficiency in comprehending the target language as well as, on some occasions, overcome some of the difficulties that may encounter the students and to be familiar with the foreign language".

18- "I feel bored when I have to be exercises (reading, writing, grammar, etc.) in my class".

19- "learning English is a waste of time and effort".

20- "I feel very nervous when my teacher asks me to say something in English". 21- "learning English seems difficult and complicated to me.

22- "I don't understand most of the lectures of my English class". 23- "To be honest, I have a little interest in learning English". and 24- "I have difficulty in understanding English"

All items 18,19,20,21,22,23&24 are employed by 2-6 students who represent 5%- 24% of the whole sample. They have got the weighted average 0.97-0.42 and the centennial weight 48.5-21. The very little number of the students who used those items indicate that those items are considered a very negative attitude towards learning English. Those negative attitudes can

prevent the learning of that language. The reasons of those negative attitudes may be due to the unwillingness students in learning English and ultimately finding difficulty in doing English exercises, so they consider learning English is a waste of time and effort. Chen (1985) points out that some students hate English and are afraid of it. On the other hand, Garg & Gautam (2016) show that the English language is a second language for people whose English language is not their native language, so it is not easy to master the language. People find it difficult because of too many rules in grammar and it is hard to memorize the vocabulary.

Hence, on the basis of the results reached at, it is concluded that students have strongly positive attitudes towards learning English as a foreign language.

To fulfill the second aim of the present study which is finding out the difference between male and female students' attitudes towards learning English as a foreign language, the obtained data has been analyzed by using the weighted average to measure the power for each item of questionnaire for male and female students. Hence, through looking at Appendixes (4 and 5), it is found that, the weighted average related to male students ranged from 2 to 0.55, and the centennial weight ranged from 100 to 27.5. whereas, the weighted average for female students ranged from 2 to 0.3 and the centennial weight ranged from 100 to 15. The items which gained over 0.95 are considered positive attitudes and the items which gained less 0.95 are considered negative attitudes. By comparing male and female students' attitudes, it is found that both of them are equal in their positive and negative attitudes. In other words, the positive attitudes for male and female students are 16 item. The positive attitudes for male students are (1,5,2,7,6,21,24,3,14,4,9,23,8,15,17and19). They have got the weighted average (2,2,1.9,1.9,1.85,1.85,1.8,1.75,1.5,1.35,1.3,1.3,1.25,1.05,1 and 1) respectively. The centennial weights are (100,100,95,95,92.5,92.5,90,87.5,5,75 ,67.5 ,65,65,62.5,52.5,50and50) respectively. While, the positive attitudes for female students are (1,3,4,6,7,16,21,2,8,14,20,24,9,10,18and13) They have got the weighted average (2,2,2,1.9 ,1.9,1.9,1.9,1.85,1.8,1.8,1.75,1.5,1.45,1.2,1.2, and,1.05) respectively. The centennial weights are (100,100,100,95,95,95,95,92.5,90,90,87.5,75,72.5,60,60, and52.5) respectively. Although those positive attitudes for male and female students are equal in number, but there is a quite difference in their sequences, i.e., there is a clear difference in the number of respondents for those attitudes. However, female students show their full or somewhat less agreement of the items than male students. Besides, there are 10 uncommon items among those positive items. They are (5,23,15,17,19,16,20,10,18, and 13). This indicates that there is a difference between male and female students' positive attitudes. By this result, the hypothesis of the study is achieved.

Concerning the negative attitudes, it is found that the number of negative attitudes for both male and female students is only 8 items. The negative attitudes for male students are (12,18,20,22,13,16,10, and11). They have got the weighted average are (0.95,0.95,0.9,0.9 ,0.85,0.85,0.8, and 0.55) respectively. The centennial weights are (47.5,47.5,45,45,42.5 ,42.5,40and27.5) respectively. Whereas, the negative attitudes for female students are (5,19,23,15,17,12,22, and 11). They have got the weighted average (0.95,0.95,0.95,0.9 ,0.85,0.75,0.7and0.3) respectively. The centennial weights are (47.5,47.5,47.5,45,42.5,37.5,35 and 15) respectively. This indicates that all students possess positive and negative attitudes towards learning English in varying degrees. Students with positive attitudes usually progress rapidly in achieving the goal of learning language. But, negative attitudes cause failure in proficiency and ultimately in learning English language. Despite this fact, it is possible to change these negative attitudes by using materials and activities that help students achieve an understanding and appreciation of the foreign culture.

Chapter five

Conclusions

- 1- This study is a serious attempt to examine students' attitudes towards learning English as a Foreign language at Teacher Training Institute.
- 2- According to findings, most of the students have very positive attitudes towards learning English. It is found that most of the students appreciate and have a respect for learning English. This, in turn, will be effective in the language learning process.
- 3- It is found that female students generally have higher rates than male students indicating more positive attitudes towards learning English.

Recommendations

Knowing the attitudes of those whom we want to prepare for teaching profession is considered the most important of educational requirements at the present time. Hence, the following recommendations are formulated :-

- 1- Teachers who qualify to teach English must have received a relevant training and qualification in English. As a result, this will help learners receive proper knowledge that developing their performance in learning English.
- 2- As it is known, classrooms give students a good environment to learn English as they can communicate with their classmates and check their knowledge level. So, it is necessary to establish an encouraging atmosphere inside the classroom to facilitate the positive communication between the teacher and the student and at the same time to overcome negative feelings which; otherwise, block their learning.

Suggestions for Further Studies

Within the findings and the limits of the study, the investigator suggests the following areas for further studies:

- 1-A follow up study needs to be conducted on a bigger sample of participants especially those in college level. This will help to obtain results that can be generalized to the population of college students.
- 2- Conducting a similar study to the current study in other subjects for different stages.
- 3- One can conduct a study that compares college students' attitudes regarding their age, gender and scientific achievement.
- 4- This research is a reference to researchers to get benefit from it by providing an instrument to measure students' attitudes at other levels.

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Appendix 1

No.	Items	A	D	N
	Learning English is important because:			
1-	I like English.			
2-	It is an international language.			
3-	I'll need it for my future career.			
4-	Speaking English as a foreign language has prestige.			
5-	Going to or want to be an English teacher.			
6-	I feel excited if I can communicate in English with others.			
7-	It will make me a more knowledgeable and educated person.			
8-	It will enable me to better understanding and appreciate the target art, culture and literature.			

A checklist for the Students' Attitude of Teacher Training Institutes towards Learning English as a Foreign Language. Factor 1: The Importance of learning English.

Factor 2: Some difficulties encountered during learning English language inside the classroom.

No.	Items	Agree	Dis	Neutral
9-	I fear making grammar errors while speaking English.			
10-	I have pronunciation problems.			
11-	I have difficulty in understanding English.			
12-	I don't understand most of the lectures of my English class.			
13-	I feel very nervous when my teacher asks me to say something in English.			
14-	The lack of posters, maps, newspapers, clippings, will effect negatively in providing a stimulus for classroom discussion.			
15-	I feel bored when I have to do exercises (reading, writing, grammar, etc.) in my class.			
16-	The time devoted to learn communication Skills is not enough.			

Factor 3: Some observations encountered during learning English language outside the classroom.

17-	Learning English seems difficult and complicated to me.			
18-	I feel very shy to practice speaking with my friends and family.			
19-	Learning English is a waste of time and effort.			
20-	Learning English caused fear and unpleasant feelings.			

21-	I want to study English more in future and gain more Knowledge about it.			
22-	To be honest, I have a little interest in learning English.			
23-	Frankly speaking, I study and know English as much as I need to pass the exams.			
24-	I keep myself updated about the latest ways of learning and improving English.			

Appendix 2

No.	Rank	Items	Agree	Disagree	Neutral	The Weight	The Centennial Weight
1	1-	I like English.	40	0	0	2	100
2	7-	It will make me a more knowledgeable and educated person.	38	0	2	1.9	95
3	2-	It is an international language.	37	1	2	1.87	93.5
4	3-	I'll need it for my future career.	37	1	2	1.87	93.5
5	6-	I feel excited if I can communicate in English with others.	37	1	2	1.87	93.5
6	21-	I want to study English more in future and gain more knowledge about it.	36	3	1	1.87	93.5
7	4-	Speaking English as a foreign language has prestige.	30	7	3	1.67	83.5
8	14-	The lack of posters, maps, newspaper, clippings will effect negatively in providing a stimulus for classroom discussion.	32	2	6	1.65	82.5
9	24-	I keep myself updated about the latest ways of learning and improving English.	32	2	6	1.65	82.5

10	8-	It will enable me to better understanding and appreciate the target art, culture and literature.	28	5	7	1.52	76
11	5-	Going to or want to be an English teacher.	26	7	7	1.47	73.5
12	9-	I fear making grammar errors while speaking English.	22	11	7	1.37	68.5
13	16-	The time devoted to learn communication skills is not enough.	24	7	9	1.37	86.5
14	20-	Learning English caused fear and unpleasant feelings.	19	15	6	1.32	66
15	23-	Frankly speaking, I study and know English as much as I need to pass the exam.	14	17	9	1.12	56
16	18-	I feel very shy to practice speaking with my friends and family.	7	29	4	1.07	53.5
17	10-	I have pronunciation problems.	12	16	12	1	50
18	15-	I feel bored when I have to do exercises (reading, writing, grammar, etc.) in my class.	4	31	5	0.97	48.5
19	19-	Learning English is a waste of time and	2	35	3	0.97	48.5

20	13	I feel very nervous when my teacher asks me to say something English.	2	34	4	0.97	47.5
21	17	Learning English seems difficult and complicated to me.	5	27	8	0.92	46
22	12	I don't understand most of the lectures of my English class.	3	28	9	0.85	42.5
23	22	To be honest, I have a little interest in learning English.	6	20	14	0.8	40
24	11	I have difficulty in understanding English.	3	11	26	0.42	21

No.	Rank	Items	Agree	Disagree	Neutral	The Weighted Average	The Centennial Weight
1	1	I like English.	20	0	0	2	100
2	5	Going to or want to be an English teacher.	20	0	0	2	100
3	2	It is an international language.	19	0	1	1.9	95
4	7	It will make me a more knowledgeable and educated person.	19	0	1	1.9	95

5	6 -	I feel excited if I Can communicate in English with others.	18	1	1	1.85	92.5
6	2 1 -	I want to study English more in future and gain more knowledge, about it.	18	1	1	1.85	92.5
7	2 4 -	I keep myself updated about the latest ways of learning and improving English.	17	2	1	1.8	90
8	3 -	I'll need it for my future career.	17	1	2	1.75	87.5
9	1 4 -	The lack of posters , maps, newspaper, Clippings will effect negatively in providing a stimulus for classroom discussion.	14	2	4	1.5	75
10	4 -	Speaking English as a foreign language has prestige.	10	7	3	1.35	67.5
11	9 -	I fear making grammar errors while speaking English.	10	6	4	1.3	65

1 2	2 3 -	Frankly speaking , I study and know English as much as I need to pass the exam.	8	10	2	1.3	65
1 3	8 -	It will enable me to better understanding and appreciate the target art, culture and literature.	11	3	6	1.25	62.5
1 4	1 5 -	I feel bored when I have to do exercises (reading, writing, grammar, etc.) in my class.	2	17	1	1.05	52.5
1 5	1 7 -	Learning English seems difficult and complicated to me.	4	12	4	1	50
1 6	1 9 -	Learning English is a waste of time and effort.	1	18	1	1	50
1 7	1 2 -	I don't understand most of the lectures of my English class.	1	17	2	0.95	47.5
1 8	1 8 -	I feel very shy to practices speaking with my friends and family.	2	15	3	0.95	47.5
1 9	2 0 -	Learning English caused fear and unpleasant feeling.	2	14	4	0.9	45
2 0	2 2 -	To be honest, I have a little interest in learning English.	6	6	8	0.9	45

2 1	1 3 -	I feel nervous when my teacher asks me to say something in English.	1	15	4	0.85	42.5
2 2	1 6 -	The time devoted to learn communication skills is not enough.	6	5	9	0.85	42.5
2 3	1 0 -	I have pronunciation problems.	5	6	9	0.8	40
2 4	1 1 -	I have difficulty in understanding English.	0	11	9	0.55	27.5

The Rank, the Weighted Average and the Centennial Weight of the Students' Attitudes Items in Descending Order.

Appendix 3

The Rank, the Weighted Average and the Centennial Weight of Male Students' Attitudes Items in Descending order.

Appendix 4

The Rank, the Weighted Average and the centennial Weight of Female Students' Attitudes Items in Descending Order.

	R a n k	Items	Ag r e e	D i s a g r e e	Neutr al	The Weigh ted	The Centennial Weight
	1-	I like English.	20	0	0	2	100
	3-	I'll need it for my future career.	20	0	0	2	100
	4-	Speaking English as a foreign language has prestige.	20	0	0	2	100

	6-	I feel excited if I can communicate in English with others.	19	0	1	1.9	95
	7-	It will make me a more knowledgeable and educated person.	19	0	1	1.9	95
	16-	The time devoted to learn communication skills is not enough.	18	2	0	1.9	95
	21-	want to study English more in future and gain more knowledge about it.	18	2	0	1.9	95
	2-	It is an international language.	18	1	1	1.85	92.5
	8-	It will enable me to better understanding and appreciate the target art, culture and literature.	17	2	1	1.8	90
	41-	The lack of posters , maps, newspaper , clippings, will effect negatively in providing a stimulus for classroom discussion	18	0	2	1.8	90
	20-	Learning English caused fear and unpleasant feelings.	17	1	2	1.75	87.5
	24-	I keep myself updated about the latest ways to Learning and improving English.	15	0	5	1.5	75

	9-	I fear making grammar errors while speaking English.	12	5	3	1.45	72.5
	10-	I have pronunciation problems.	7	10	3	1.2	60
	18-	I feel very shy to practice speaking with my friends and family.	5	14	1	1.2	60
	13-	I feel very nervous when my teacher asks me to say something English.	1	19	0	1.05	52.5
	5-	Going to or want to be an English	6	7	7	0.95	47.5
	19-	Learning English is a waste time	1	17	2	0.95	47.5
	23-	Frankly speaking, I study and know as much as I need to pass the exam.	6	7	7	0.95	47.5
	15-	I feel bored when I have to do exercises (reading, writing, grammar, etc.) in my class.	2	14	4	0.9	45
	17-	Learning English seems difficult and complicated to me.	1	15	4	0.85	42.5
	12-	I don't understand most of the lectures of my English class.	2	11	7	0.75	37.5
	22-	To be honest, I have a little interest in learning English.	0	14	6	0.7	35
	11-	I have difficulty in understandin	3	0	17	0.3	15