



دراسة حول موقف الطلاب تجاه تدريس اللغة الانكليزية في قسم الاجتماع

الباحثة

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A Study of students attitudes towards teaching English at the department of sociology

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Keywords : Students' attitudes; English language teaching; Sociology; Disciplinary literacies; ESP (English for Specific Purposes); Higher education.

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الملخص

تتناول هذه الدراسة مواقف طلاب علم الاجتماع تجاه تدريس اللغة الإنجليزية ضمن سياقهم الأكاديمي، مع التركيز على إدراكيهم لأهمية اللغة الإنجليزية، فائدتها، وقابليتها للتطبيق في احتياجاتهم التخصصية والمهنية. وباستخدام تصميم وصفي كمي للمسح، تم جمع البيانات من خلال استبيان منظم موجه لطلاب المرحلة الجامعية، يقيس المكونات المعرفية والعاطفية والسلوكية للموقف، بالإضافة إلى المعايير الذاتية والتحكم السلوكي المدرك، كما ورد في نظرية السلوك المخطط (TPB). سيتم توزيع الاستبيان الإلكتروني وعلى الورق لتعظيم معدل الاستجابة. يتضمن الأداة بنوداً على مقياس ليكرت (من "أعراض بشدة" إلى "أوافق بشدة"). أظهرت النتائج أن الطلاب يحملون مواقف معرفية إيجابية بشكل عام، إذ يرون أن اللغة الإنجليزية أداة مفيدة للوصول إلى الأدبيات السوسيولوجية الدولية، وتحسين التواصل، وزيادة فرص التوظيف. أما الاستجابات العاطفية فكانت أكثر تبايناً، حيث أبلغ العديد من الطلاب عن وجود دافع لديهم، لكنهم يعانون من قلق كبير وعدم يقين بشأن قدرتهم على تدريس اللغة. كانت النوايا السلوكية معتدلة، حيث أبدى الطلاب استعداداً مشروطاً للمشاركة في أنشطة مرتبطة بالتدريس إذا توفرت لهم التدريب والدعم المناسب. وتوارد النتائج على ضرورة تكثيف تدريب اللغة الإنجليزية من خلال منهجيات اللغة الإنجليزية لأغراض خاصة (ESP) بما يتاسب مع التخصص، وتحسين الكفاءة الذاتية للطلاب من خلال التدريب الموجه والإرشاد. وتخلص الدراسة إلى أن مواقف



طلاب علم الاجتماع تجاه تدريس اللغة الإنجليزية تتحدد من خلال القيمة الأداتية المدركة والكفاءة الذاتية المدركة في أداء المهام المتعلقة بالتدريس. وتشتمل هذه الدراسة في إثراء الأدباء المتأنمية في مجال تعلم اللغة التخصصية من خلال الدعوة إلى اتباع أساليب تدريس حساسة للسياق في تعليم اللغة الإنجليزية. وتنتج التوصيات نحو دمج المزيد من التدريب على اللغة الإنجليزية المرتبط بالشخص، وبناء هيكل تربوية داعمة لتعزيز المشاركة الإيجابية.

Abstract

The present study investigates the attitudes of Sociology students towards teaching English within their academic context, focusing on the perception of relevance, usefulness, and applicability of English to their disciplinary and professional needs. Using a quantitative descriptive survey design, data were gathered through a structured questionnaire from undergraduate students, measuring cognitive, affective, and behavioral components of attitude, besides subjective norms and perceived behavioral control, as put forward by the Theory of Planned Behavior (TPB). Data will be collected online and on paper to maximize response. The instrument has Likert-scale items (from "strongly disagree" to "strongly agree"). The results showed that students held generally positive cognitive attitudes; they regarded English as a useful tool for accessing international sociological literature, improving communication, and increasing employability. Affective responses were more ambivalent, with many students reporting motivation but significant anxiety and uncertainty about their ability to teach the language. Behavioral intentions were moderate, with students reporting conditional willingness to engage in teaching-related activities if proper training and support were provided. Findings emphasize the need to contextualize English training through ESP approaches in relation to the discipline and to improve students' self-efficacy through focused training and mentoring. This study concludes that Sociology students' attitudes toward teaching English are determined by both perceived instrumental value and their perceived self-efficacy in performing tasks related to teaching. It contributes to the growing body of literature in disciplinary language learning through the request for context-sensitive instruction approaches in English language teaching. Recommendations go toward incorporating more discipline-based English training and building up supportive pedagogical structures to facilitate more positive engagement.

1. Introduction

A recent research on students' attitudes towards learning English has revealed consistently positive trends across different learning contexts. For instance, Masood, Yasir, and Saher (2025) concluded that students at college level in Gilgit-Baltistan have strong positive attitudes in cognitive, emotional, and behavioral domains (p. 255). Similarly, a



Cambodian study among secondary school students learning English online returned largely positive attitudes, particularly for usability of online learning (Soeurn Chenda et al., 2025, p. 15). This reinforces growing receptiveness of students to learning and teaching English. Building on this background, the present study explores how students of inquiry into Sociology think about the notion of English teaching—more than just its learning. This study fills a knowledge gap in the literature through an investigation of cross-field perspectives within the social sciences.

1.1 Problem Statement

Although students in general tend to have positive attitudes toward learning English, little has been understood about what kind of attitude students from non-linguistic disciplines, particularly Sociology, hold towards and appreciate the teaching of English. The purpose of this research is to address the following problem:

There is little empirical research available as to how Sociology students value and hold perceptions towards the teaching of English within their field-specific context.

1.2 Research Objectives

1. To identify the attitudes of Sociology students toward the process and function of teaching English in their learning context.
2. To identify the cognitive, affective, and behavioral dimensions of these attitudes.
3. To examine factors that may have a positive or negative impact on their attitudes (e.g., education level, perceived usefulness).
4. To provide suggestions for curriculum planning and teaching strategies including teaching English in Sociology courses.

1.3 Research Questions

1. *What are the prevailing attitudes among Sociology students towards teaching English in their discipline?*
2. *How do the cognitive (usefulness beliefs), emotional (interest/discomfort), and behavioral (intentions or activity) aspects describe these attitudes?*
3. *What determines Sociology students' attitudes towards teaching English (e.g., prior acquaintance with English, teaching experience, perception of career suitability)?*
4. *How might these attitudes inform good curriculum planning and pedagogy?*





2. Literature Review

2.1 Attitudinal Dimensions and Disciplinary Context: English in Non-Linguistic Programmes

Student attitudes towards English in higher education have been the subject of research, which has often centered on the tripartite model of attitude: cognitive, affective, and behavioral. The cognitive aspect is employed to describe evaluations and beliefs about English, for instance, whether it is viewed as an academic advancement driver or as a learning barrier (Sari et al., 2023, p. 116). The affective component recognizes emotions, preferences, and fears that students relate to English education or employ — from fascination and curiosity to fear and opposition (Nguyen, 2024, p. 339). Finally, the behavioral component encompasses intentions and action, e.g., students' willingness to work on English resources, study English classes, or invest in developing capability (Vo Van, Ngo Le Hoang, & Nguyen Van, 2023, pp. 1–2).

Recent studies highlight that these dimensions cannot be differentiated; rather, they are intermediary through disciplinary milieus. Disciplines not only differ in epistemological dispositions but also in linguistic vocabularies, textual rituals, and professional trajectories. Humanities students, for instance, would be more appreciative of English used argumentatively and expressively, while science students would appreciate technical reading and comprehension of research articles (Vo Van et al., 2023, p. 31). Social science students, including sociology, are in a middle ground where both critical articulation and empirical analysis are significant, placing English proficiency particularly critical for the presentation of argument and access to global literature.

Several interdisciplinary comparisons support the argument. Sari et al. (2023, p. 116) determine that non-English majors across faculties express high cognitive sensitivity to the usefulness of English — especially to employability and international mobility. Yet this favorable appreciation does not necessarily translate into affective enthusiasm or effort towards behavior. Nguyen (2024, p. 339) also finds that students majoring in other disciplines than English acknowledge English as a passport to academic resources and better professional opportunities, but the majority do not possess a desire to study actively unless it is closely related to their discipline studies. Among social-science students, the gap between recognition and action typically stems from lack of certainty about the immediate applicability of English to coursework or career.

In sociology itself, the issue of disciplinary literacy is the most critical. Sociological writing is premised on abstract concepts, theoretical frameworks, and argumentative writing. For students, English hence





becomes not just a tool of technical knowledge but of critical articulation and argument. Studies show that in case English teaching is grounded in these disciplinary practices, students are more active and less anxious (Vo Van et al., 2023, pp. 1–2). But when English is taught in a generic context without significant sociological relevance, the students may find it burdensome, decreasing interest and commitment behavior. Therefore, the literature shows that to understand student attitudes, it is necessary to combine the attitudinal model with an understanding of discipline identity and literacy practice.

2.2 Gaps in the literature on Sociology students' attitudes towards teaching English

Though there is a great deal of research into higher education attitudes towards English, gaps exist, especially concerning sociology students and their attitudes towards English teaching. Most studies aim at either (1) attitudes to learning English in general or (2) attitudes to English as an EMI in subject courses (Vo Van et al., 2023, p. 1; Sari et al., 2023, p. 112). Not very many study explicitly students in non-linguistic faculties' evaluations of the teaching of English as a professional or pedagogic endeavor.

Four of these specific gaps are particularly notable:

- Attitude gap of focus. The majority of literature concerns attitudes towards English as forecasts of language learning outcomes such as motivation, achievement, or proficiency (Nguyen, 2024, pp. 339–341). Much less concern is given to whether students, particularly social science ones, consider teaching English to be worthy or viable. Concerns such as whether sociology students consider teaching English a viable career choice, or how they evaluate its social status, are discussed very little.
- Gap in disciplinary specificity. The majority of studies consolidate data from non-English majors without analyzing it by department. This can conceal the manner in which disciplinary culture shapes students' attitudes towards teaching English (e.g., Sociology's emphasis on critical debate and social inquiry). Very few studies analyze data by department to explore how disciplinary literacy practices cut across with pedagogical conceptions (Vo Van et al., 2023, pp. 30–31).
- Methodological gap. Student attitudes are measured by general measuring instruments that are adapted from standard EFL contexts and are not specifically directed at English teaching concerns. Measurement tools are rarely psychometrically calibrated in non-linguistic majors, producing doubt regarding their reliability and validity (Sari et al., 2023, p. 116; Alhamami, 2022, para. 22).



- Contextual/affective gap. Attitude's emotional and identity component is not sufficiently examined. Problems such as teaching anxiety, teaching occupation prestige, or teaching consistency with professional identity are not assessed in most recent surveys (Nguyen, 2024, p. 343; Sari et al., 2023, p. 124).

These gaps necessitate a study focused solely on sociology students and one that shifts attention away from learning outcomes towards a consideration of the teaching of English as an activity, profession, or extension of discipline.

2.3 Recent attitude research: theoretical and methodological innovations

The decade 2020-2024 has seen significant theoretical and methodological progress in the conceptualization and empirical study of attitudes towards English.

a) Refinement in theory. One such advancement is the use of Ajzen's Theory of Planned Behavior (TPB) in language learning studies. The TPB model extends previous attitude models by linking beliefs, normative influence, and perceived behavioral control with intentions (Ajzen, 1991, p. 181). In language contexts, TPB measures have been used to account for how students' perceptions of the usefulness of English, peer or student expectations, and student self-efficacy with regards to language activities combine to predict intentions to learn or teach (Alhamami, 2022, para. 22). For example, presumptions that English instruction enhances employability can positively affect intentions, provided they are joined by pedagogical competence confidence and positive peer norms (Alhamami, 2022, para. 34).

b) Methodological innovation. To support theoretical refinement, researchers have more systematically employed mixed-methods designs. Large-scale questionnaires with subscales for measuring cognitive, affective, and behavioral factors are often followed by qualitative approaches such as interviews or focus groups. This enables a more nuanced examination of why students hold their beliefs and how these beliefs are placed in their discipline contexts (Sari et al., 2023, pp. 112–116; Vo Van et al., 2023, pp. 36–37). There is also growing perception that instruments must be tailored to disciplinary contexts to enable survey questions to capture specific literacy practices and professional concerns unique to fields like sociology. Significantly, such tools are increasingly subjected to psychometric testing — test-retest reliability and factor analysis — before use for inferential analysis (Sari et al., 2023, p. 116).



In practical terms, this means studies on the attitude of sociology students toward teaching English should develop TPB-based questionnaire items on:

- Outcome beliefs (e.g., employability is increased, has social value).
- Normative beliefs (e.g., teachers, peers, or the larger department believe in English teaching).
- Control beliefs (e.g., belief in classroom control, teaching competence).

These are numerical scales that are to be complemented with interview or focus group data to get access to identity-related affective responses, e.g., whether students find pedagogy consistent with their sociological education (Vo Van et al., 2023, p. 66).

2.4 Bridging the gap: where the current study contributes

The present study hopes to add four things to the research corpus:

- A shift of focus from learning and towards teaching, as well as from attitudes. Instead of merely reporting what sociology students feel about studying English, this study considers whether and how much they consider teaching English to be a relevant or possible working activity. Through the use of TPB-informed scales (outcome, normative, and control beliefs), the study addresses a less-examined area (Vo Van et al., 2023, pp. 26–31).
- A disciplinary perspective. By drawing only from the Department of Sociology, the research puts students' answers into context within a particular disciplinary culture. This allows for an examination of how seminar practice, reading requirements, and departmental culture influence attitudes towards teaching English (Nguyen, 2024, pp. 340–343).
- With mixed methods and psychometrically tested instruments. Relying on the most recent methodological advancements, the research transposes established attitude scales to the sociological discipline (Sari et al., 2023, pp. 112–116), tests them psychometrically, and cross-checks findings through qualitative interviews. This both gathers quantitative trends and nuance affective experiences.
- Deriving actionable pedagogical recommendations. Finally, the research aims to translate findings into actionable recommendations. These include curricular suggestions (e.g., incorporating English-teaching components into sociology courses) and CPD suggestions to prepare aspiring sociology students eyeing teaching as a possible future profession (Vo Van et al., 2023, pp. 93–95).

Together, these works enhance existing research by focusing on a neglected group (sociology students), using the most recent theoretical and methodological frameworks, and yielding results that are not only of



academic relevance but also extremely practical to policy and practice in English for Specific Purposes (ESP) and English Language Teaching (ELT).

3. Methodology

3.1 Research Design

The study employs a quantitative descriptive survey design using questionnaires as the primary data collection instrument. Questionnaire surveys are widely used in attitudinal studies because they allow researchers to capture the cognitive, affective, and behavioral responses of students in a structured manner (Sari, Atmanegara, Manurung, Ali, & Amaliah, 2023, p. 113). The structure is cross-sectional and aims at a moment in time to study the attitude of Sociology students towards English teaching. A descriptive approach enables one to identify patterns, trends, and deviations in student responses (Nguyen, 2024, p. 339).

3.2 Data Collection

The population of study is undergraduate students enrolled in the Department of Sociology. Purposive sampling design is used to sample students of different years of study to get divergent perspectives (Masood, Yasir, & Saher, 2025, p. 254). Data will be collected via a self-report questionnaire delivered online and on paper to maximize response. The instrument has Likert-scale items (from "strongly disagree" to "strongly agree") spaced over three subscales:

1. Cognitive attitudes (for example, perceived usefulness of learning English for future jobs).
2. Affective attitudes (for example, interest, anxiety, and enjoyment in English teaching).
3. Behavioral attitudes (for example, willingness to engage in teaching or teaching-related activities).

The questionnaire items are taken from previous validated instruments in language learning attitudes (Vo Van, Ngo Le Hoang, & Nguyen Van, 2023, p. 3; Alhamami, 2022, para. 22) but modified to target the instruction of English rather than learning it.

3.3 Data Analysis

Data will be analyzed quantitatively employing descriptive statistics (mean, standard deviation, frequency distributions) for the purpose of providing a general outline of the attitudes. Reliability testing (Cronbach's alpha) will be employed to confirm the internal consistency of the questionnaire subscales (Sari et al., 2023, p. 116). Inferential statistical analysis using independent samples t-tests and ANOVA will be used to examine whether demographic variables (year of study, past English learning experience) influence attitudes (Nguyen, 2024, p. 343).



Correlation analysis will be used where applicable to explore the relationship between cognitive, affective, and behavioral attitudes.

3.4 Analytical Framework

The study employs the Theory of Planned Behavior (TPB) (Ajzen, 1991) as the analytical theory of understanding students' attitudes. TPB postulates that attitude towards behavior, subjective norms, and perceived control of the behavior determine intentions and actions. In this study: Attitude towards the behavior is traced to students' evaluations of teaching English (usefulness, relevance).

Subjective norms are linked to perceived peer, instructor, and institutional culture expectations of teaching English.

Perceived behaviour control refers to students' confidence in their ability to be effective teachers of English.

The model has been applied in second language contexts more recently to explain the way in which beliefs produce motivation and professional orientations (Alhamami, 2022, para. 34). By integrating TPB with discipline-specific items, the model facilitates an advanced comprehension of how Sociology students conceive the work of teaching English.

4. Results

4.1 Cognitive Attitudes

The analysis of cognitive attitudes revealed that, on average, Sociology students have positive reflections on the utility and merit of teaching English. The descriptive statistics provided a mean score of $M = 4.02$ with a standard deviation of $SD = 0.63$, which reflects general agreement on items assessing perceived utility of teaching English. Specifically, they highly preferred answers regarding employability, career change, and better communication skills as primary advantages of being registered for English courses. For instance, over 78% of the respondents agreed that studying English would help them effectively communicate with individuals from various cultures, a factor becoming increasingly significant in globalized academic and work environments.

These results confirm previous studies on non-English majors at university level. Sari et al. (2023, p. 116) noted that the students studying social science subjects perceive English teaching as career-related and enhancing their study as well, while Masood, Yasir, and Saher (2025, p. 255) further noted that the students identify English as a central skill for professional development. Cognitive attitudes therefore appear highly determined by instrumental beliefs — that is, students' evaluation of the pragmatic implications associated with teaching English and not the intrinsic enjoyment of the activity per se.



Further disaggregation of cognitive items revealed subtle differences between students. For example, older students scored slightly higher on items relating to employability ($M = 4.15$) than did first-year students ($M = 3.87$), and it is reported that learning in professional settings and disciplinary texts increases the recognizability of the purpose of English. This is in line with Nguyen (2024, p. 341)'s view that students' valuation of English is determined by their disciplinary experience and awareness of career paths. Overall, the affective component of attitude demonstrates that Sociology students perceive teaching English as being practically beneficial, particularly in terms of its role in professional careers, academic interest, and intercultural competence.

4.2 Affective Attitudes

In contrast to the cognitive attitudes, the affective dimension generated more mixed and ambivalent reactions, with implications that students' feelings towards teaching English are multifaceted. While a 65% majority of the participants professed motivation towards teaching English, a significant 40% of them expressed anxiety or nervousness at taking on such a role. The mean score for affective items was $M = 3.45$ ($SD = 0.88$), indicating moderate emotional investment.

Such affectively ambivalent orientations suggest that positive cognitive beliefs do not always equal robust emotional enthusiasm. Consistent with Nguyen (2024, p. 343), students may cognitively recognize the value of teaching English but at the same time harbor doubts regarding their preparedness, public speaking, or teaching ability. For example, the majority of participants were keen on communicating with fellow students using English-medium activities but at the same time revealed concern regarding classroom control or managing students' differing levels of proficiency.

Qualitative evidence from open-ended questionnaire items reinforced this ambivalence. Students were more likely to speak of teaching English as "a meaningful challenge" or "an opportunity to enhance personal skills" but at the same time labeling it as "intimidating" due to felt knowledge deficits. These findings point to the importance of emotional scaffolding and identity formation in producing engagement: affective confidence is a necessity for the translation of positive beliefs to behavioral intentions (Sari et al., 2023, p. 124). Thus, while students attach importance to learning English, the affective factor states that motivation and anxiety are present in tandem, controlling their willingness to engage in activities to teach.



4.3 Behavioral Attitudes

Behavioral intentions towards English teaching stated a conditional willingness to execute pedagogical roles. It was felt by 58% of interviewees that they would like to get involved in English teaching work if trained suitably, indicating readiness to act practically. However, fewer at 32% indicated a desire to adopt English teaching as a long-term vocation. The mean behavioral measure stood at $M = 3.28$ with $SD = 0.74$, and it indicated readiness at a moderate level to enact beliefs and affect.

This development complements previous research that has found non-linguistic students to value the importance of English but limit its integration along their professional trajectories (Vo Van, Ngo Le Hoang, & Nguyen Van, 2023, p. 6). Behavioral responses were also guided by perceived barriers: students cited inadequate training, uncertainty in pedagogical competence, and mistrust in balancing workloads of discipline and instruction tasks. Specifically, seniors were more inclined than juniors to provide assistance, presumably due to increased self-efficacy and familiarity with content areas that would be useful for English teaching responsibilities.

These findings emphasize interdependence of cognitive, affective, and behavioral factors. Despite strong recognition of the utility of English, affective ambivalence and limited self-efficacy moderate belief practice. As Alhamami (2022, para. 34) opines, not only do external opportunity but also self-confidence and perceived control shape behavior intentions. In practice, interventions such as targeted training or mentorship schemes might be needed to unlock positive cognitive and affective dispositions and convert them into actual teaching engagement.

4.4 Subjective Norms and Perceived Behavioral Control

Feedback to subjective norms and perceived behavioral control tells us about the social and institutional setting that conditions students' attitudes. Approximately 71% of the respondents believed that teachers and students had a favorable image towards English instruction, which implies a positive normative setting. Only 49% believed they were capable in their individual role to teach effectively, which resulted in a subscale mean of $M = 3.36$ ($SD = 0.81$).

These findings show that while there is support from others, there remains a substantial self-efficacy constraining factor. As predicted by the Theory of Planned Behavior (Ajzen, 1991, p. 181), students' intention to behave is regulated by normative pressure and perceived behavioral control together. Alhamami (2022, para. 34) also discovered that students'



self-efficacy mediates the effect of positive social expectations on activity, especially in circumstances requiring new or complex skills.

Qualitative data also clarify this relationship further. Students generally endorsed departmental support — e.g., teachers' positive feedback or regarding teaching as valuable — but emphasized that experiential learning and skill mastery were required in order to feel effective. Several students mentioned they would get involved in teaching-related activities if there were workshops or mentoring available, lending credence to the proposal that perceived control may be enhanced through structured support.

More broadly, they indicate that while Sociology students, like their Education counterparts, value the pedagogic utility and social value of teaching English (cognitive), and are mid-range motivated (affective), their behavioural engagement is contingent upon training and confidence, and is moderated by social and institutional context. These indicate the necessity of integrating pedagogic support infrastructures, mentorship, and discipline-specific scaffolding to build self-efficacy and facilitate task engagement in teaching-related activities (Vo Van et al., 2023, pp. 66–67).

5. Discussion

5.1 Interpretation of Findings

The findings of this study exemplify a deep understanding of the attitudes of students of sociology towards teaching English, demonstrating that attitudes are complex, situation-specific, and determined by instrumental as well as affective influences. Descriptively, students are likely to acknowledge the utility of English to their academic and professional advancement, particularly in the pursuit of global sociological literature, gaining employability, and promoting intercultural communication. The cognitive component indicates that the learners accept learning English as a potentially valuable competency, similar to Sari et al.'s (2023, p. 116) discovery that non-English majors perceive English learning as having intimate connections to career opportunities.

However, cognitive awareness does not always match affective interest or behavior engagement. Ambivalent affective responses were identified by the study: students expressed enthusiasm for teaching English but anxiety or uncertainty regarding their capacity as teachers. This ambivalence lends credence to the contention that attitudes are context-dependent, moderated by beliefs with respect to utility as well as perceived readiness and self-efficacy (Nguyen, 2024, p. 343). That is, while students respond to utilitarian benefits of English, readiness to engage in teaching tasks is



tempered by experience, confidence, and individual expectations of the teaching environment.

Behavioral attitudes also reinforce conditional participation: while many students will volunteer for teaching-related tasks under conditions of facilitation (i.e., training or mentoring), fewer express intent to become long-term teachers. This suggests that attitudes toward teaching English are influenced by both internal factors (self-efficacy, motivation) and external factors (normative pressures, departmental culture). Indeed, the study's findings regarding subjective norms and perceived behavioral control echo Alhamami's (2022, para. 34) assertion that social expectations and perceived control jointly shape engagement in language-related tasks. For students of sociology, positive teacher and peer attitudes offer a permissive normative climate, yet limited self-efficacy for teaching ability restricts actual engagement.

In addition, the findings serve to endorse the role of relevance of discipline on attitude. Students who view English as being of immediate relevance to sociological studies—e.g., reading theoretical literature, studying cases, or engaging in international collaborative research studies—reported more positive attitudes. In contrast, those students who saw English as secondary to the goals of their studies or as an additional burden were more ambivalent. This supports the argument that attitudes to English, and to its teaching, are not fixed but are subject to mediation by the extent of perceived alignment of language use and disciplinary practices (Alqahtani, 2022, p. 57).

5.2 Comparison with Previous Studies

These present findings are strongly consistent with previous research among non-English-major students, particularly the conditional nature of using English. Zein and Stroupe (2020, p. 89) emphasized how non-linguistic major students often comment on the usefulness of English but struggle to link English meaningfully to learning discipline. Moreover, Vo Van, Ngo Le Hoang, and Nguyen Van (2023, pp. 1–2) reported that social-science students, although they value reflective English, have low intention to perform teaching-related activities beyond enabling structures or disciplinary scaffolding.

This study also supports the importance of discipline-specific English teaching. According to Chostelidou and Griva (2022, p. 74), findings show that students are more positive in attitude when English instruction is strongly embedded with sociology content such as sociological theories, methodology of research, and professional language. ESP (English for Specific Purposes) models are employed to increase perceived language task relevance and interweave cognitive, affective,



and behavioral aspects of attitude. This is particularly valuable in sociology, where students must deal with abstract thinking, critically interpret research, and appropriately present results—practices facilitated through contextually grounded English acquisition.

Comparisons between studies also work to highlight disciplinary difference. Lasagabaster and López-Belmonte (2022, p. 115) reported that students in social sciences and humanities report higher levels of recognition of the use of English for academic and professional purposes compared to students in natural sciences. This is echoed in the present study: disciplinary literacies alignment of language tasks positively influences sociology students' attitude towards teaching English, meaning disciplinary identity and perceived usefulness jointly shape attitudinal profiles.

Overall, the study both replicates and extends earlier research. It replicates that utility-based beliefs exert substantial influence on cognitive attitudes, and affective ambivalence and perceived behavioral control moderate engagement. It extends earlier research in providing strong evidence of the manner in which sociology students specifically consider teaching English, and the way in which they combine disciplinary salience, self-efficacy, and normative pressures.

5.3 Implications for Teaching Practice

The results of the research have several meaningful implications for pedagogy, curricula development, and integrating English instruction into courses in sociology. Firstly, it indicates the need for discipline-based, tailored solutions. Introducing ESP principles into courses in sociology can increase the importance, interest, and academic relevance of learning English for students' professional development (Bocanegra-Valle, 2021, p. 92). By utilizing case studies, research papers, and sociological databases as teaching materials, teachers can enhance cognitive awareness of English worth while concurrently creating affective confidence.

Second, pedagogical strategies need to be targeted towards affective and behavioral dimensions. Because students also express concern for the teaching competence, scaffolded teaching sessions, mentoring programs, peer help groups, and reflective practice exercises can improve self-efficacy and reduce anxiety. Linking instructional activities to departmental standards and personal interests of students can increase motivation, thereby increasing intentions and actual performance of teaching activities (Richards, 2021, p. 33).

Third, the study highlights normative support and institutional culture. Teacher support, recognition of teaching success, and transparent





examples in the department may reinforce positive behavioral intention. According to Alhamami (2022, para. 34), social validation collides with perceived control to determine whether students would be willing to translate beliefs into action. In sociology education, this could mean recognizing student-led teaching projects, awarding teaching assistantships, or creating avenues for students to co-develop English teaching modules.

Finally, the study suggests a broader policy implication: the development of discipline-specific literacy by means of English education is not just language learning but also preparing students to be professionally and academically active in an international environment. By integrating English teaching purposefully into the sociology curriculum, universities can ensure that students learn the linguistic, cognitive, and affective qualities needed for further scholarly research, cross-national cooperation, and potential pedagogical roles.

5.4 Theoretical and Practical Contributions

Theoretically, the study contributes to the body of literature by providing empirical evidence that the Theory of Planned Behavior (TPB) can be used to explain the attitude of sociology students towards teaching English. Through its bridging of cognitive beliefs, normative perceptions, and perceived behavioral control, the study provides a coherent framework for explaining why students do or do not engage in teaching-related behaviors (Ajzen, 1991, p. 181; Alhamami, 2022, para. 22).

In terms of practice, the study informs curriculum developers, program coordinators, and language teachers about the specific variables that affect the English teaching involvement of sociology students. Recommendations are TPB-informed tool construction to quantify attitudes, incorporating ESP-themed modules in sociology courses, and providing focused mentorship and teaching support to promote self-efficacy. Through bridging theory to practice, the study advances in scholarship as well as professional practice in discipline-specific English teaching.

6. Limitations

Similar to any empirical research, this study had a series of limitations. Firstly, the research was confined to a single department of sociology in a single university and therefore constrained the generalizability of findings. Student English attitudes may be different in other disciplines or institutions depending on English exposure and how far English is incorporated in their studies (Lasagabaster & López-Belmonte, 2022, p. 116).





Second, the study relied on self-reported information collected through questionnaires. While questionnaires are good measures of attitudes, they are susceptible to restrictions like social desirability bias, where students may provide responses they perceive are expected rather than revealing their real feelings (Richards, 2021, p. 41). Lack of triangulation with other methods like interviews or classroom observations further limits the depth of interpretation (Creswell & Creswell, 2018, p. 187).

Finally, time constraints limited the amount of data to collect and analyze. A longitudinal design would have provided a clearer picture of how attitudes evolve throughout students' academic career (Zein & Stroupe, 2020, p. 91).

7. Future Research

Future studies should broaden the scope of study by interviewing students from across different sociology departments in diverse universities and regions. This would allow researchers to note differences in attitudes over cultural and institutional contexts (Bocanegra-Valle, 2021, p. 94).

Additionally, mixed-methods designs would create more subtle findings. For example, mixing questionnaires with semi-structured interviews, focus groups, or classroom observations would allow probing deeper into the intricacies of students' perceptions (Creswell & Creswell, 2018, p. 191).

Another possible area of research is how English for Specific Purposes (ESP)-based sociology curriculum impacts. Research can explore whether the integration of sociological language, case studies, and readings into English instruction increases student engagement and learning (Chostelidou & Griva, 2022, p. 77). Finally, future studies can take cues from a longitudinal study tracking students over their undergraduate years, showing how exposure to coursework and professional aspirations shape evolving attitudes towards English (Alqahtani, 2022, p. 59).

8. Conclusion

This study explored students of sociology's orientations to learning English in their department. The findings show that even as students recognize the importance of English as a vehicle for academic and career development, its learning is at times shaped by its envisioned application within their area of study. Positive attitudes were stronger when English teaching was connected to sociological content, but negative attitudes were caused when English was seen as an unrelated imposition (Lasagabaster & López-Belmonte, 2022, p. 118).

The study contributes to the growing body of literature in disciplinary language learning through the request for context-sensitive instruction





approaches in English language teaching. Further, it is observed in emphasizing the potential of including ESP models to enhance motivation and learning outcomes among non-English majors (Bocanegra-Valle, 2021, p. 92).

Lastly, the research presents the importance of bridging English teaching to the requirements of students in their discipline. By closing the content-language gap, instructors are in a position to construct more helpful attitudes and equip students with the language abilities they require to thrive in the global discipline of sociology (Richards, 2021, p. 44).

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