



## Attitudes of Iraqi Students toward Learning English Language

Qusay Mahdi Mutar

University of Baghdad, Iraq

<http://dx.doi.org/10.18415/ijmmu.v6i2.650>

### **Abstract**

Over learning foreign language process, learners may have different attitudes toward learning the targeted language. These attitudes could accelerate or weaken the acquisition process. Thus, this study conducted to identify whether students have positive or negative attitudes toward learning the English language as well as the study sought to identify if there is a significant difference among study sample in regard of their gender and college. To do this, a sample of (400) non-major English university students was chosen randomly from three different colleges, which are using English language as medium of instruction. The study limited to the students at the university of Baghdad/ Al-Jadiriya branch. SPSS software version (20) was used to analyze the collected data. The findings revealed that students showed positive attitudes toward learning English language. Furthermore, there is no significant difference among study sample in term of gender and type of college.

**Keywords:** Attitudes; Gender; Cognitive Component; Affective Component; Behavioral Component

### **1. Introduction**

Over recent years, English language has proved itself as a leading medium in communication with the emergence of the phenomena of globalization that made the world as a small village. Thus, it has become necessary to have a sort of English proficiency for those who wish to interact and access the world around. To ensure learning English language, many countries resorted to make English language as an instruction medium at schools and universities to enhance students' proficiency in using language. Despite this, it has been observed the majority of students are still undergoing an unsatisfactory level of competence. Some researchers (Dornyei, 2005; Baker, 1992; Gardner, 1972) attributed this scarcity of proficiency to a bunch of influential factors, which could affect learners acquisition of the foreign language namely believes, anxiety, motivation, self-esteem, self-confidence, and attitudes. Attitude, which was taken as the pivot of the current study, was recognized as an essential factor in the process of English learning. Learners' attitudes are a set of indicators that have a significant effect on language policy and the process of learning language (Snow, 2007; Young, 2006).

Savignon (1997: 107) claimed, "Ultimate success in learning to use a second language most likely would be seen to depend on the attitude of the learner." Consequently, students who hold positive attitudes to communicative language learning, learn language smoothly while those who cling to negative attitudes face problem in learning process. Gardner and Lambert (1972) Stated that not only mental competence and language skills have an influence on students' capability in mastering second language, but also the attitudes of learners and their perception take role in acquiring the targeted language.

Additionally, they underscored that the influence of attitudes may extend to the behaviors and beliefs of students toward other languages that will reflect in their proclivity to get the needed language. Tahaineh and Danna (2013) indicated that attitude take a great part in determining the behavior of learners, attitude has an impetus, which stimulates the behavior and directs it in a particular direction. Hence, it is indirectly related to second language achievement. So as to increase the desire of students to learn and develop the ability of attain other language, it is necessary to switch students attitude toward the positive side.

According to Dörnyei and Csizér (2002), a negative attitude acts as a psychological barrier against learning while a positive attitude facilitates foreign language learning. Hence, attitude ranges over a negative, neutral, and positive state, which determines the success or failure of students in his \ her learning process. This identifies the essential role that the positive attitudes play towards learning a second language. Putting it another way, keeping negative or positive feelings towards a language may escalate the easiness or difficulty of learning.

Furthermore, gender has proved its significant role in students' attitudes, but the findings of studies are still inconsistent (Aydin, 2007; Kobayashi, 2002, Dornyei & Shoaib, 2005, Atli, 2008) in comparing male to female students, the later proved more positive behavior, interests, and performance in learning English language.

### *1.1 Study Objectives*

The study attempts to investigate the attitudes of Iraqi students toward learning English at the level of university Furthermore, using these data to determine if there is a significant difference toward learning English language among students based on their gender and college.

### *1.2 Research Questions*

- 1- What are the attitudes of Iraqi students toward learning English language at the university level?
- 2- Is there significant difference between male and female students in term of their attitudes toward learning English language?
- 3- Do Iraqi students' attitudes toward learning English at university level differ according to their college?

### *1.3 Research Hypotheses*

H<sub>0</sub>1: students have negative attitudes toward learning English language.

H<sub>a</sub>2: there is a significant difference between male and female students in term of their attitudes toward learning English language?

H<sub>0</sub>3: there is no a significant difference among Iraqi students' attitudes toward learning English at university level according to their college?

## **2. Literature Review**

### *2.1 Attitude*

Within the context of learning a foreign language, researchers have obviously perceived attitude as a vital component in the learning process. In a comparison to the other social motives, attitude has drawn an immense interest to the social psychologists due to the significant role in directing and channeling social behavior (Gardner, 1985). In term of defining attitude, based on the wealthy literature

that considered attitude over years, enormous definitions have been proposed to give a comprehensive picture to the meaning of attitude. Allport (1967, p.8) stated attitude as “a mental and neural state of readiness, which organized through experience, and exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.” This definition acts as a basis for all other followed definitions.

As for Oppenheim (1992, p.156) described attitude as “a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli. It likely expresses in speech or other behavior when the object of the attitude is perceived.” Attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event (Ajzen, 1988). Ahmed (1989) stated attitudes as a set of beliefs and feelings toward objects or phenomena mostly within one’s own social environment leading to a positive or negative disposition. Baker (1992, p.10) defined attitude as a hypothetical construction used to explain the direction and persistence of human behavior. Spolisky (2000) believes that the learners’ attitudes reflect through the feeling of fear, prejudice, reluctance, and enthusiasm toward the learning of the second language. Gardner (1985) stated that learner’s level of success in learning second language is effectively related to the predictors of attitudes toward language. In other words, students with positive attitudes tend to acquire target language more effectively than those who have negative attitudes. Positive attitudes could raise up the capacity of learning process in record time.

Gardner (1985) underscored that learner’s belief or opinion determines the evaluative reaction toward some referents, object, person, and situation. Thus, based on the aforementioned definitions, it is evident that the structure of attitude is a reflection of “feelings,” “beliefs,” and disposition” of the learner. Triandis (1971) indicated that attitude is “to think about,” “to feel about,” “to behave toward” which means the attitude composes of three components, namely cognitive component, affective component, and behavioral component. Coming to the first component, cognitive component featured by the beliefs that one hold about a social object or phenomena. Generating these beliefs may be constructed based on unreal thoughts, but the individual who possess this attitude tend to think it is a sort of reality. These beliefs are different in number from one learner to another due the experience that one undergoes with a particular state (Triandis, 1971). In regard of affective component, it conceptualizes the degree of feeling or emotion of the learner toward learning the language as a desirable or undesirable, favorable or unfavorable language. As for the behavioral component has been characterized by readiness of learner for action toward the attitude object. It takes two forms, either explicitly reflects in learner’s everyday behavior, or implicitly reveals through the verbal and non-verbal expressions. This component of attitude gives us a chance to recognize the reflections that learners hold toward certain language.

Attitude has been distinguished with some characteristics comparing to the other concepts that an individual holds. Firstly, the intensity of attitudes is different from one learner to another. The intensity here reflects the extent of excitement or arousal that learner hold, either strongly in favor of or opposite to the attitude object. Secondly, attitudes are preferential and directional processes necessitate different degrees of the positive and negative evaluation or agreeableness and disagreeableness associated with the attitude object. Thirdly, attitudes have a sort of secrecy. Generally, they subsume in two private and public attitudes, the former refer to the consequences of the personal experience that is held a way of people. The learner here attempts to keep his attitudes for himself, and even if he tries to share attitudes. No matter in revealing some of them to others. As for public attitudes, set of attitudes toward various objects that are engaging a number of people sharing the same interests. Fourthly, attitudes can be transferred either from one situation to another or from one learner or group to another has the same propensity. Furthermore, attitudes liable to change cross time due to the surrounding atmosphere (Oxford, 1994; Gardner, 1985).

## *2.2 Previous Studies*

Abundant studies in different countries with different cultures and English background addressed the role of attitudes in learning English language to reveal their benefits. In this section, related studies that addressed the topic of the current study have been presented. To begin with, a study carried out in Iran (2016), Eshghinejad investigated the attitudes toward learning English of thirty male and female

students were selected randomly from the division of English literature and translation at the University of Kashan. The researcher adopted a questionnaire to collect the needed data, which is a combination of three questionnaires, namely (attitude questionnaire employed by Vongchittipinyo et al (2004), attitude and motivation test battery by Gardner (1985), and the questionnaire of behavioral, cognitive, and emotional attitude as cited by Abidin (2012). The results revealed a significant difference between male and female students' attitudes toward learning English. In addition, both male and female students have positive attitudes toward learning English language. The findings of investigating (462) Turkish-university students' attitudes and motivation toward learning English in relation with their gender, major field, and academic achievement, the result indicated a significant difference between males and females' attitudes, which were in favor of females. Another important finding, there is a low correlation between students' attitudes and motivation in relation with academic achievement, furthermore, there is no correlation between students' motivation toward learning English language and their field of study (Gence & Aydin, 2017).

Dehbozorgi (2012) attempted to figure out the influence of students' attitudes toward learning the English language as well as risk-taking on their proficiency in English. To do this, three instruments, namely attitude questionnaire by Hassanpour (1999), Eysenck IVE questionnaire, and Oxford placement test (2005) were administered to a sample of (120) male and female students at Marvdasht Azad university to measure students' attitudes, to determine the level of risk-taking, and the proficiency level. The study found there is no relationship between students' attitudes and the level of proficiency. However, despite Iranian students showed that they have positive attitudes; it does not guarantee the high level of proficiency.

Tahaineh & Daana (2013) conducted a study to investigate students' attitudes and motivation toward English language learning. To fulfill study objectives, a sample of (184) female students studying English language and literature at Al-Balqa university in Jordan were selected randomly to provide answers to the questionnaire items designed by Gardner AMTB (1985). The result demonstrated that undergraduate students have highly positive attitudes, which are seen as dynamic factors toward language learning that reflect in learner's ability to acquire the target language considerably within a short period.

Al-Samadani & Ibnain (2015) carried out a study to explore students' attitudes toward language learning, as well as the relationship between their attitudes and academic achievement. To achieve these objectives, a random sample of (112) students were chosen from different stages of the English language department at the University of Umm Al-Qura in Saudi Arabia. The sample was surveyed by answering the attitudes Questionnaire items, which was designed by the researchers besides questions of a semi-structural interview. Based on the collected data, the finding revealed that EFL learners founded to be highly positive toward foreign language learning. Furthermore, the results proved there is an obvious relationship between students' attitudes and the level of final attainment. In other word, students with high grades have recorded high positive attitudes to learn English language.

Mamun et al (2012) investigated the attitudes of seventy-nine undergraduate Bangladeshi students toward learning the language of English. All seven disciplines at the college of life science in Khulna University were included in selecting the sample of the study. A questionnaire designed by the researchers was administered to the study sample to identify their attitudes toward language learning. The participants reported an ultimate passion to learn English language, which reflect their positive attitude. They stated that upon the phenomena of globalization which represents the exchange of values and ideas among cultures, and the interconnectedness among global populations. Culturally, politically, and economically, it becomes necessary to master the English language, which offers good opportunities in getting jobs with a secure stipend besides keeping you in the loop of the latest developments.

Another study conducted by Latif et al in (2011) attempted to determine the relationship among three psychological factors in relation to the performance of students in English learning. To do this, the population of (4000) students on the nationwide, who were taking English courses at learning's centers in Open University Malaysia, took part in carrying out this study. Out of (4000) students, only (757) students answered the items of the two questionnaires completely. The questionnaires are a test battery of attitude and motivation developed by Gardner (1985) to measure learners' attitudes, instructional orientation, and anxiety. The other is adopted from Cooper and Freshman (1977) to measure the personal

motivation. The study concluded that the performance of learners with positive attitudes is greater than that of students with negative attitudes. Additionally, it found a correlation relationship between personal motivation, attitudes toward learning English and instrumental orientation in relation with students' performance in English language.

On the local level, to the best of researcher knowledge, none of researcher has done a study considered the attitudes of non-English major students. Thus, the current study aims to investigate the attitudes of students toward learning English language in three different faculties where English language is presented as an instruction medium.

### **3. Methodology**

#### *3.1 Participants*

The study comprised a sample of (400) students, (175) males and (225) females between the age of 18 and 23 years old for the academic year (2017-2018). They were selected randomly from three different colleges at Baghdad university compound in Al-jadriyah district, namely College of engineering, College of sciences, and Al-khawarizimi College. They were chosen for the unique features and their proximity to the researcher's workplace. All three colleges offer a broad range of disciplines. The researcher assumed that the participants of these three colleges could be representative of other faculties in which the English language considers as a medium in teaching subjects.

#### *3.2 Instrument*

A survey approach was adopted to investigate students' attitudes, as it is an appropriate method to collect social and personal data (Kerlinger, 1986). The study is a quantitative in nature, adopted a questionnaire of (42) items from Abidin's et al study (2012). It was a combination of items that taken from the attitudes' questionnaire test employed in a study by Boonrangsri et al (2004), other collected from the attitude and motivation test battery that designed by Gardner (1985), in addition to some items draw on the experience of the researcher as an English teacher. The questionnaire was exposed to a number of experts in psych-educational sciences to ensure the validity and reliability to achieve the objectives of the study as well as to ensure its appropriateness to the Iraqi environment, resulted in a deletion of (15) items. The new version of the questionnaire includes (27) items, A 3-point Likert scale, spread over three domains, namely the behavioral attitudes, cognitive attitudes, and emotional attitudes, was utilized to collect the needed data. To ensure the reliability of the research-questionnaire items, alpha Cronbach test was run, which showed an acceptable consistency at the level of (0.818). The value of alpha Cronbach was measured for all domains: the behavioral attitude, the cognitive attitude, and emotional attitude.

#### *3.3 Demographic Profile of Sample*

Four-hundred undergraduate students were the total number of the study sample. They were spread over three colleges at the University of Baghdad, Namely, College of engineering, College of sciences, and Al-khawarizimi College. Table (1) below shows the distribution of study sample.

Table (1) the distribution of participants

N	college	Number of participants
1	College of engineering	134
2	College of sciences	142
3	Al-khawarizimi College	124

### 3.4 Reliability of the Questionnaire

Cronbach's Alpha was calculated by using SPSS to ensure the reliability of the employed instrument.

Table (2) reliability statistics

Cronbach's Alpha	N of Items
.818	27

### 3.5 Internal consistency of item

Table (3) item-total correlation

N		
1	<b>Pearson correlation</b>	<b>.327**</b>
	<b>Sig.(2-tailed)</b>	<b>.000</b>
2	<b>Pearson correlation</b>	<b>.523**</b>
	<b>Sig.(2-tailed)</b>	<b>.000</b>
3	<b>Pearson correlation</b>	<b>.398**</b>
	<b>Sig.(2-tailed)</b>	<b>.000</b>
4	<b>Pearson correlation</b>	<b>.439**</b>
	<b>Sig.(2-tailed)</b>	<b>.000</b>
5	<b>Pearson correlation</b>	<b>.507**</b>
	<b>Sig.(2-tailed)</b>	<b>.000</b>
6	<b>Pearson correlation</b>	<b>.320**</b>
	<b>Sig.(2-tailed)</b>	<b>.000</b>
7	<b>Pearson correlation</b>	<b>.485**</b>
	<b>Sig.(2-tailed)</b>	<b>.000</b>
8	<b>Pearson correlation</b>	<b>.572**</b>
	<b>Sig.(2-tailed)</b>	<b>.000</b>
9	<b>Pearson correlation</b>	<b>.535**</b>
	<b>Sig.(2-tailed)</b>	<b>.000</b>

10	Pearson correlation Sig.(2-tailed)	.568** .000
11	Pearson correlation Sig.(2-tailed)	.442** .000
12	Pearson correlation Sig.(2-tailed)	.510** .000
13	Pearson correlation Sig.(2-tailed)	.308** .000
14	Pearson correlation Sig.(2-tailed)	.489** .000
15	Pearson correlation Sig.(2-tailed)	.275** .000
16	Pearson correlation Sig.(2-tailed)	.297** .000
17	Pearson correlation Sig.(2-tailed)	.544** .000
18	Pearson correlation Sig.(2-tailed)	.435** .000
19	Pearson correlation Sig.(2-tailed)	.341** .000
20	Pearson correlation Sig.(2-tailed)	.493** .000
21	Pearson correlation Sig.(2-tailed)	.475** .000
22	Pearson correlation Sig.(2-tailed)	.527** .000
23	Pearson correlation Sig.(2-tailed)	.416** .000
24	Pearson correlation Sig.(2-tailed)	.281** .000
25	Pearson correlation Sig.(2-tailed)	.452** .000
26	Pearson correlation Sig.(2-tailed)	.541** .000
27	Pearson correlation	.500**

<b>Sig.(2-tailed)</b>	<b>.000</b>
-----------------------	-------------

**\*\* Correlation is significant at the 0.01 level (2-tailed)**

Table (3) shows that each individual item exhibits a satisfactory correlation with the total score, which was compared to the tabulated value (0.098) at the level of (0.05). This implies its appropriateness in measuring the purposeful targets.

### 3.6 Data Analysis

The researcher utilized the statistical package of social sciences (SPSS, 20) to analyze the collected data for the raised questions. The researcher used one-sample t-test to answer question one, as for question two, Independent-sample t-test was run looking for the significant differences between males and females in regard of their attitudes. To figure out the attitudes of students in regard of their college, the tests of one way ANOVA was employed.

## 4. Results

This section includes the findings of the raised questions about the attitudes of undergraduate students toward learning the English language.

### 4.1. What are the attitudes of Iraqi students toward learning English language at the university level?

To answer question one, which is seeking to identify if students have positive or negative attitudes, a one-sample t-test, was run.

Table (4) one-sample t-test

	N	Mean	Std. Deviation	Test-value	DF	T-value		Sig. (2.tailed)
						calculated	Tabulated	
<b>Attitude</b>	400	64.2050	8.88709	54	399	22.966	1.96	0.000

The results in table (4) reveal the mean score of students attitudes is (M=64.2050, SD= 8.88709), which is greater than test value=54, and the calculated T (22.966) is higher than the tabulated T (1.96) at the level of (0.05). This implies there is a significant difference between the mean score and test value confirming the positive attitudes of students toward learning the English language. Accordingly, the null hypothesis that proposed by the researcher 'students have negative attitudes toward learning English language' is rejected.

### 4.2 Is there significant difference between male and female students in term of their attitudes toward learning English language?

Table (5) the difference between male and female

Group	N	Mean	SD	DF	T	Sig
<b>Male</b>	175	63.4400	8.89631	398	-1.521-	.129
<b>Female</b>	225	64.8000	8.85397			



To answer question two, independent sample T-test was used. As seen in table 5, there is a slight difference between male-students mean ( $M=63.4400$ ,  $SD=8.89631$ ) and female-students mean ( $M=64.8000$ ,  $SD=8.85397$ ). This means there is no statistically significant difference if we compare the calculated T (-1.521-) to the tabulated T (1.96) at the level of (0.05). Thus, the alternative hypothesis is rejected.

#### *4.3 Do Iraqi students' attitudes toward learning English at the university level differ according to their college?*

Table (6) One-way ANOVA results

	Sum of square	DF	Mean square	f	Sig.
<b>Between groups</b>	164.032	2	82.016	1.039	,355
<b>Within groups</b>	31349.158	397	78.965		
<b>total</b>	31513.190	399			

To investigate the probability of the significant difference in attitudes among groups based on their college toward learning English language, one-way ANOVA at the significance level of (0.05) was used as a type of statistical test that compares the variance in the group means within a sample. As table (6) shows that one-way ANOVA results indicated ( $F=1.039$ ,  $P=0.355>0.05$ ), which means since the calculated F (1.039) is lesser than the tabulated F (3) upon the degree of freedom (397) at the level of significance (0.05). There is no significant difference among students in attitudes toward the English language based on their college. Thus, it leads to accept the null hypothesis.

## **5. Discussion**

The aim of the present study is to gain a better understanding in regard of Iraqi non-English major university students' attitudes toward learning the English language. The research addressed whether students have positive or negative attitudes toward learning the English language as well as the difference between male and female students in regard of their attitudes and how the college could affect students' attitudes. Regarding the first question's result, it comes to be compatible with the results of (Al-tamimi & shuib, 2009; Abu-Snoubar, 2017; Ziyad, 2015; Al Mamun et al, 2012; Al-Samadani., 2015) studies that revealed students have positive attitudes toward learning the English language. This implies that students ultimately aware how the English language can serve as facilitator not only means to be useful to teach them the knowledge on the books, but also in developing communicative competence in the real world workplaces. However, this result contradicts with some previous studies (Abidin et al, 2012; Shams, 2008; A-Nofaie, 2010) that positive attitudes' mean recorded a low score comparing to the negative attitudes one. Dörnyei and Csizér (2002) stated that positive attitudes smooth the process of learning a foreign language; conversely, negative attitudes act as a psychological barrier against learning. Hence, attitudes could be classified into three states; positive, neutral, and negative state, which define the scope of failure or success over the process of learning a foreign language. This discloses the significant role of the positive attitude. Putting it in another way, keeping negative or positive feelings towards a language may escalate the easiness or difficulty of learning. As for the second question, the result is consistent with the findings of studies conducted by (Karatas, 2016; Lasagabaster, 2009; fakeye, 2010; Jabeen, 2011), which have disclosed there is no significant difference was observed between male and female students toward learning English language. This implies both male and female students passionate to raise up their level of competence in English through breaking the barriers that hinder them from developing their abilities in the four Basic English skills. As for the third question, which examines the differences in attitudes of participants in term of their college. The result displayed that there is no significant difference in attitudes toward learning English language among students in regard of the type of college. This result is in line with the results of studies conducted by (Mohammed & Mojtabas, 2016; Abu-Snoubar, 2017)

showed there is no any a significant difference among students' attitudes upon the different majors. On the other hand, it is inconsistent to the findings of (Eshghinejad, 2016; Gence & Aydin, 2017; Gömleksiz, 2010) studies asserted there are significant differences in attitudes among students in regard of their majors. According to the results, the variety of attitudes is not necessarily pertaining to students' gender or discipline, other than student's beliefs and values.

### **Conclusion and Recommendations**

The current study was conducted to investigate the attitudes of Iraqi students toward learning English at the level of the university, as well as to use these data to determine if there is a significant difference toward learning the English language among students based on their gender and college. The findings revealed the positive attitudes of students toward learning the English language with no significant differences between male and female students; this implies the awareness of students toward the significance of learning the English language as a medium of communication upon the current era of globalization. The findings of the study also showed there is no significant difference among students regarding their colleges. Although there was a nuance difference of student's answers, the majority showed their willingness and passion to master English language that reflects on their academic achievement. As for the recommendation, the researcher recommends conducting a qualitative study as the current study is quantitative in nature by collecting data through interviewing students. Further studies could be done via using some other different variables with a large group of students and examining the attitudes of students in relation with beliefs, motivation, future expectations.

### **References**

- Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary School students. *Asian Social Science*, 8, 119–134.
- Ahmed, H. A. (1989). The role of attitudes and motivation in teaching and learning Foreign languages: a theoretical and empirical investigation into the teaching and learning of English in Iraqi preparatory schools.
- Ajzen, I. (1988). *Attitudes, personality, and behaviour*. Chicago: Dorsey Press.
- Al Mamun, A., Rahman, M., Rahman, A. R., & Hossaim, A. A. (2012). Students' attitudes towards English: The case of life science school of Khulna University. *International Review of Social Sciences and Humanities*, 3(1), 200-209.
- Al Samadani, H.A. & Ibnian, S.S. (2015). The Relationship between Saudi EFL Students' Attitudes towards Learning English and their Academic Achievement. *International Journal of Education and Social Science*, Vol. 2 No.1, pp.92-102.
- Allport, G. (1967). Attitudes. In M. Fishbein (Ed.), *Readings in attitude theory and measurement* (pp. 1-13). New York: John Wiley & Sons.
- Al-Nofaie, H. (2010). Attitudes of Teachers and Students towards Using Arabic in EFL Classrooms in Saudi Public Schools- A Case Study. *Research on Youth and Language*, 4(1), 64-95.
- Al-Tamimi, A. & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology. *GEMA Online Journal of Language Studies*, 9(2), 29-55.

- Ashemnejad, F., Zoghi, M., & Amini, D. (2014). The relationship between self-efficacy and writing performance across genders. *Theory and Practice in Language Studies*, 4(5), 1045-1052.
- Atlı, I. (2008). Young Language Learners' Attitude towards English Lessons in Turkish Elementary Schools. Unpublished Master's Thesis, On Dokuz Mayıs University, Samsun, Turkey.
- Aydın, E. (2007). An Analysis of Motivations, Attitudes, and Perceptions of the Students at TOBB University of Economics and Technology toward Learning English as a Foreign Language. Unpublished Master's Thesis, Hacettepe University, Ankara, Turkey.
- Baker, C. (1992). *Attitudes and Language*. Clevedon, England: Multilingual Matters.
- Boonrangsri, K., Chuaymankhong, D., Rermyindee, N. & Vongchittpinyo, N.(2004). The Attitude towards English Language Learning of the Students in Vocational Certificate Level under Curriculum in 2002. A Case Study of Ayutthaya Technical College studied by Naresuan University, Thailand.
- Dehbozorgi, E. (2012). Effects of attitude towards language learning and Risk-taking on EFL student's proficiency. *International Journal of English Linguistics*, 2(2), 41-48.
- Dornyei, Z. & Shoaib, A. (2005). Affect in lifelong learning: Exploring L2 motivation as a dynamic process. In Nunan, D. & Benson, P. (Eds.) *Learners' stories: Difference and diversity in language learning*. (pp.22-41). Cambridge University Press: UK.
- Dörnyei, Z. and Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal national survey. *Applied Linguistics*, 23, 421-462.
- Eshghinejad, S. (2016). EFL Students' Attitudes toward Learning English Language: The Case Study of Kashan University Students. *Cogent Education*, Vol. 3, Issue 1. 1-13.
- Fakeye, D. (2010). Students' Personal Variables as Correlates of Academic Achievement in English as a Second Language in Nigeria. *Journal of Social Sciences*, 22(3), 205-211.
- Faramarzi, S., Elekaei, A., & Afghari, A. (2015). Iranian Students' Attitudes towards English as a Bilingual Language in Iran. *Journal of English Language and Literature*, 3(2), 289-299.
- Gardner, R. & Lambert, W. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. (1985). *Social psychology and second language learning. The role of attitudes and motivation*. London: Edward Arnold.
- Genc, Z. S., & Aydın, F. (2017). An Analysis of Learners' Motivation and Attitudes toward Learning English Language at Tertiary Level in Turkish EFL Context. *English Language Teaching*, 10(4), 35-44.
- Gömlüksiz, M. N. (2010). An evaluation of students' attitudes toward English language learning in terms of several variables. *Procedia-Social and Behavioral Sciences*, 9, 913-918.

- Jabeen, F., & Shah, S. K. (2011). The role of culture in ELT: Learners' attitude towards the teaching of target language culture. *European Journal of Social Sciences*, 23(4), 604-613.
- Karatas, H., Alci, B., Bademcioglu, M., & Ergin, A. (2016). Examining university students' attitudes towards learning English using different variables. *International Journal of Educational Researchers*, 7(3), 12-20.
- Kerlinger, F. N. (1986). *Foundations of behavioral research* (3rd ed.). New York: Holt, Rinehart & Winston.
- Kobayashi Y (2002). The role of gender in foreign language learning attitudes: japanese female students' attitudes towards english learning. *Gender Educ.* 14(2):181-197.
- Lasagabaster, D., & Sierra, J. M. (2009). Language attitudes in CLIL and traditional EFL classes. *International CLIL Research Journal*, 1(2), 4-17.
- Latif, L. A., Fadzil, M., Bahroom, R., Mohammad, W., & San, N. M. (2011). The role of motivation, attitude, anxiety and instrumental orientaion in influencing learners' performance in English as a second language in OUM. *Global Conference on Learning and Technology*. Melbourne, Australia: Global learn Asia Pasific. Retrieved from <http://eprints.oum.edu.my/56>.
- Mamun, Sk., etal. (2012). Students' Attitudes toward English: The case of Life Science School of Khulna University. *International Review of Social Sciences and Humanities*, 3(1), 200-209.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement* (2Rev.ed.). London: Pinter Publishers.
- Oxford, R. & J. Shearin, ( 1994 ). *Language Learning Motivation: Expanding the Theoretical Framework*. *Modern Language Journal*, Vol. 78, No. 1, pp : 12 – 28.
- Savignon, J. (1997). *Communicative competence, theory and classroom practice: Texts and contexts in second language learning* (2nd Ed.). New York: McGraw-Hill.
- Shams, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research*, 2(2), 121-144.
- Shoaib, A. & Dornyei, Z. (2005). Affect in lifelong learning: exploring L2 motivation as a dynamic Process. In P. Benson & D. Nunan (eds.), *Learners' Stories: Difference and Diversity in Language Learning*. Cambridge: Cambridge University Press, 22-41.
- Snow, D. (2007). Sustaining self-directed language learning in the Chinese context. *English language teaching in China: New approaches, perspectivesand standards*, 211-232.
- Spolsky, B. (2000). Language motivation revisited: Anniversary article. *Applied Linguistics*, 20(2), 157-169. <http://dx.doi.org/10.1093/applin/21.2.157>.
- Tahaineh, Y. and Daana, H. (2013). Jordanian Undergraduates' Motivations and Attitudes towards Learning English in EFL Context, *International Review of Social Sciences and Humanities* Vol. 4, No. 2, pp. 159- 180.

- Triandis, H. C. (1971). *Attitude and Attitude Change (Foundations of Social Psychology)*. New Jersey: John Wileys & Sons Inc.
- Young, M. (2006). Macao students' attitudes toward English: a post-1999 survey. *World Englishes*, 25 (3/4), 479-490.

### **Copyrights**

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).