



RESEARCH ARTICLE

THE RELATIONSHIP BETWEEN COLLEGE STUDENTS' ATTITUDES TOWARD LEARNING ENGLISH AND THEIR ACTUAL ACHIEVEMENT IN EXAMINATIONS

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Abstract

This study aimed to investigate the relationship between college students' attitudes toward Learning English as a foreign language (EFL) and their academic achievement in examinations at the Faculty of Education/Saber - University of Lahij. A total of (60) university students participated in the study as the sample from whom data was gathered. A survey questionnaire and samples of students' scores in examinations were used as the instruments for data collection. The questionnaire aimed to gather information about the students' attitudes toward learning English as a foreign language and the samples of scores were used to carry out a comparison between students' attitudes and their achievement in examinations. The results showed that the students had highly positive attitudes toward learning English. In comparing such results with their achievement in examinations, the data showed that there was a gap between students' attitudes and their achievement in examinations. The study proposed some suggestions and solutions to develop students' attitudes toward learning English and raise their awareness of the importance of English in their academic life.

Keywords: Attitude, English as a foreign language (EFL), Mother tongue.

1. Introduction

English is the most popular language used all over the world. It is the language of science, technology, commerce and communication. Learning English has become compulsory and part of education in all countries in the world. The present study tries to investigate the relationship between foreign language learners' attitudes toward learning English and their achievement in examinations. As in all Arab countries, English is taught as a foreign language (EFL) in schools and universities. However, the students' ability to cope with their academic field contradict their attitudes. Sometimes the students' attitudes toward leaning English are changeable and need more attention and effort. Ahmed (2015) carried out a study in which he asserted that students who really want to learn will succeed whatever the circumstances in which they study. Ahmed, et al., (2021) also investigated students' attitudes towards learning English in Private Universities and found that the cognitive aspect of attitude has negative correlation with behavior. This study focuses on the students' attitudes in terms of three interrelated aspects; the emotional, the cognitive, and the behavioral attitudes, in comparison with the students' actual achievement in examinations. The cognitive component refers the beliefs, thoughts or viewpoints about the object of the attitude. The emotional (affective) component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors. This study tried to cover students' interests, desires, motivation, encouragement by others, and their readiness for acting and steering their efforts to improve their language abilities. It also tried to investigate the relationship between students' attitudes and their academic

achievement in examinations. The results of this study will be beneficial for students, teachers, course designers and decision makers to make better choices and decisions in relation to course materials and teaching strategies. These results will also provide important information for improving the teaching/learning process.

2. Statement of the Problem

My long experience as a professor and a teacher of English in schools and university shown me that even though university students of English have highly attitudes towards learning English, they do not always achieve highly in their examinations. Thus, surveying students' attitudes towards learning English will help in identifying the problematic areas encountered by university students in their course of study, achieving high scores in examinations and finding out solutions to overcome obstacles that may hinder students in their field of study.

3. Aims of the Study

The present study aims to achieve the following two objectives:

1. Investigating the university students' attitudes toward learning English in the faculty of Education/Saber-University of Lahij.
2. Exploring the relationship between students' attitudes toward learning English as a foreign language (EFL) and their achievement in examinations.

4. Research Questions

The present study tries to answer the following two research questions:

1. What are the university students' attitudes toward learning English as a foreign language (EFL)?
2. What is the relationship between students' attitudes toward learning English as a foreign language (EFL) and their academic achievement in examinations?

5. Significance of the Study

The current study is significant as it investigates students' attitudes toward learning English as a foreign language (EFL) in terms of emotional (affective), cognitive, and behavioral aspects. It is also significant because it compares university students' attitudes and their academic achievement in examinations. The results of the study will be significant for students, teachers, course designers and decision makers as well to make better choices and decisions in relation to course materials and teaching strategies. Since there is similarity between all Arab countries in relation to learning English, the results can be generalized overall the Arab world in which English is taught as a foreign language.

6. Limitations of the Study

The current study is limited to analyzing students' attitudes towards learning English as a foreign language (EFL) in terms of the emotional, the cognitive and the behavioral aspects of attitude and comparing that with the students' achievement in their examinations. It is also limited to the bachelor's students in the department of English, Faculty of Education Saber, University of Lahij- Yemen. The analysis also will be limited only to surveying the students' attitudes towards learning English as a foreign language (EFL) and samples of the students' scores in their examination' results. The results of this study will be valuable for students, teachers, course designers in making decisions about developing English courses and promoting the teaching/learning process.

7. Literature Review

In surveying the literature related to the topic of the present study, it was clear that the concept of attitude has various meanings to researchers who are interested in studying it either from a behavioral, emotional or a cognitive perspective. According to Allport (1967), attitude is as a mental and neural state of readiness conditioned by stimuli directing an individual's response to all objects with which it is related. This definition reflects both the behavioral and the cognitive aspects of attitude. Other researchers view attitude as the affect for or against a psychological object rather than a behavioral object. On the light of the above definitions, attitude can be defined as a combination of a person's feelings, behaviors, and cognitive aspects towards objects, ideas, concepts and/or actions.

For many researchers, attitude is one of the important key factors for success in language learning. Since attitude is related to a person's reactions, beliefs, intentions, opinions or evaluation of certain situations or objects, it plays an important role in the process of language learning. Attitude is also viewed as a psychological process in which a person likes or dislikes a certain situation, ranging from extremely negative to extremely positive and formed from a person's past and present. (Isti, 2018, Abidin, et al., 2012, & Bakar, et al., 2010). In this respect, positive attitude towards language is a crucial element in the teaching/learning process because it promotes learners' motivation, which encourages learners to achieve better in their field of study. Bhaskar (2013) asserted that learners need to have positive attitudes to acquire high level of proficiency in the target language. Many studies on attitudes agreed that attitudes are a person's evaluation of something else. Such studies asserted that there is a link between attitudes, behaviors and beliefs on the assumption that they express reactions of situations and things.

The majority of research on attitudes was carried out in relation to motivation as clusters, which indicated that the two factors are interrelated in language learning. According to Gardner (1980), considerable research has demonstrated a relationship between motivation to learn and attitudes toward the second language. For him, attitudes and motivation constitute a cluster which referred to as "integrative motive" (Gardner, 1980, p. 93). Students' attitudes towards learning English as a foreign language vary according to their interests, desires and motivation. However, there are many factors that hinder students in their language learning. Such factors may negatively affect their tendency to learn, their attitudes and motivation toward learning. Again, Yosintha (2020) asserted that attitudes can not be separated from language learning as they are learned behaviors which students can transfer from negative to positive through meaningful activities and experiences (Yosintha, 2020, p. 64). In relation to language learning, attitudes are related to learners' beliefs in responding to the language to be learnt, their ways of feeling, receiving language and their reactions in a teaching/learning situation.

Burgos and Perez (2015) also investigated students' attitudes towards EFL in Chile and found that despite the importance of learning English, students do not spend enough time studying English at home (Burgos and Perez, 2015, cited in Yosintha, 2020, p. 165). In his study "Students' Attitude and Academic Achievement in Statistics: A Correlational Study", Melad (2022) asserted that there is a relationship between students' attitudes and their academic achievement. For Melad (2022), students' attitude towards the course plays an important role in their achievement and that teachers should give much effort to the students' attitude toward the course itself (Melad, 2022, p. 4643/4). However, the learners' reactions may vary from one learning situation to another depending on their perceptions, learning situation, learning environment, and the type of activity or task they carry out. The previously mentioned factors are seen as the important key factors because they affect students' attitudes either positively or negatively towards language learning.

8. Research Methodology

8.1. Research Design

This study adopted a quantitative descriptive research design in data collection and data analysis for the purpose of investigating the relationship between students' attitudes and their academic achievement in examinations. The study focused on the students' attitudes toward learning English as a foreign language (EFL) and their academic achievement in examinations. The study searched for facts on attitudes toward learning English, which can be generalized beyond the particular population and context of the present study. Thus, a quantitative descriptive research design was adopted, which enables generalizations in similar teaching contexts in Yemeni Universities.

8.2. The Sample

The population and sample of this study were (60) university students of English in the faculty of Education/Saber- University of Lahij who study English as a foreign language (EFL) in a four-years bachelor program (BA). The participants were randomly chosen from the first, the second and the third level of the bachelor program (BA). In relation to gender, the sample involved a mixture of males and females who study English in the faculty of Education/Saber under the same environment and the same circumstances.

8.3. The Questionnaire

This study was based on quantitative descriptive data about the university students' attitudes toward learning English as a foreign language (EFL) gathered through a survey questionnaire and samples of students examinations' scores. The questionnaire consisted of (30) statements in which the subjects were requested to read and only tick (✓) against each statement on the five-point Likert's scale which ranges from *Strongly Agree* to *Strongly Disagree*. The content of the survey questionnaire was distributed among the three important attitudinal aspects of the emotional (affective), the cognitive, and the behavioral aspect. Statements (1-10) focused on the emotional aspect, statements (11– 20) focused on the cognitive aspect and statements (21- 30) focused on the behavioral aspect of attitude as will be shown in the discussion below.

9. Data Collection and Data Analysis

Two procedures were used for data collection in this study. A survey questionnaire and samples of the students' scores in examinations. The questionnaire was used to gather data about the students' attitudes and the samples of the students' scores in examinations in five English courses were used for comparing students' attitudes with their academic achievement in examinations. For data analysis, and after responding to the questionnaire, the students' responses were collected, grouped, scheduled and then statistically analyzed using the Statistical Package for social Sciences (SPSS) and Microsoft Excel statistical programs. The analysis focuses on the percentages, the mean, and the standard deviation as the statistical tools in the treatment of data. The results of analyzing data were discussed for the purpose of finding out legible results about the university students' attitudes towards learning English as a foreign language. After analyzing the questionnaire, the results were used for comparing students' attitudes toward learning English as a foreign language with their scores in examinations as will be shown below.

10. Findings and Discussion

The data obtained from the survey questionnaire was statistically treated and analyzed to find out the percentages, the mean scores, and the standard deviations of students' responses to the statements of the questionnaire.

Table (1): The number, percentages, means, and standard deviations of students' responses on the emotional aspect of attitude

| No. | Statement | Strongly Agree | Agree | Not Decided | Disagree | Strongly Disagree |
|-------------|--|----------------|-------------|--------------|--------------|-------------------|
| 1. | I wish I could speak English fluently | 55 (91.7%) | 3 (5%) | 0 (0%) | 1 (1.7%) | 1 (1.7%) |
| 2. | I enjoy practicing English with friends | 27 (45%) | 25 (41.7%) | 7(11.7%) | 1 (1.7%) | 0 (0%) |
| 3. | I want to learn English to find a job | 37 (61.7%) | 15 (25%) | 6 (10%) | 1 (1.7%) | 1 (1.7%) |
| 4. | I need English for communication | 31 (51.7%) | 20 (33.3%) | 5 (8.3%) | 4 (6.7%) | 0 (0%) |
| 5. | My parents encourage me learn English | 32(53.3%) | 19 (31.7%) | 5 (8.3%) | 3 (5%) | 0 (0%) |
| 6. | I feel shy when I speak English | 12 (20%) | 22 (36.7%) | 9 (15%) | 10(16.7%) | 5 (8.3%) |
| 7. | I feel hesitant when I speak English | 13(21.7%) | 29 (48.3%) | 10(16.7%) | 7 (11.7%) | 2 (3.3%) |
| 8. | I get anxious to answer questions in the class | 14 (23.3%) | 33 (55%) | 6 (10%) | 6 (10%) | 2 (3.3%) |
| 9. | I feel bored in the English class | 5 (8.3%) | 10 (16.7%) | 17(28.3%) | 20(33.3%) | 9 (15%) |
| 10. | I have little interest in English | 4 (6.7%) | 18 (30%) | 10(16.7%) | 18 (30%) | 11(18.3%) |
| Tot. | | 230 | 194 | 75 | 71 | 31 |
| Mean | | 23 | 19.4 | 7.5 | 7.1 | 3.1 |
| SD | | 16.22 | 8.78 | 20.79 | 20.36 | 9.21 |

The data in table (1) above represent the number, percentages, mean, and standard deviation of students' responses of the survey questionnaire in relation to the emotional (affective), the cognitive and the behavioral aspects of attitude. For item number (1) in the questionnaire, the data in table (1) above showed that (91.7%) of the participants strongly agree to speak English fluently, only (5%) agree and (1.7%) disagree or strongly disagree. For enjoying practicing English with friends, the data showed that (45%) of the participants strongly agree, (41.7%) agree, (11.7%) not decided, and (1.7%) of them disagree. For item number (3), the data showed that (62%) of the participants strongly agree with learning English to find a job, (25%), agree, (10%) not decided and only (2%) disagree or strongly disagree. For item number (4), the data showed that (51.7%) of the participants strongly agree that they need English for communication, (33.3%) agree, (8.3%) not decided, and (6.7%) disagree. For item number (5), the data showed that (53.3%) of the participants strongly agree that their parents encourage them to learn English, (31.7%) agree, (8.3%) not decided, and only (5%) disagree.

For item number (6), the data indicated that (20%) of the participant feel shy when they speak English, (36.7%) agree, (15%) not decided, (16.7%) disagree and only (8.3%) strongly disagree. For item number (7), and in relation to hesitation when speaking English, the data showed that (21.7%) strongly agree, (48.3%) agree, (16.7%) not decided, (11.7%) disagree and (3.3%) strongly disagree. For item number (8), the data showed that (23.3%) of the participants strongly agree, (55%) agree, that they feel anxious to answer questions in the class, which means that the majority of them feel anxious to answer questions in classroom. (10%) are not decided or disagree, and only (3.3%) strongly disagree. These results showed that the majority of the participants face problems in speaking English either to be shy or feel hesitant when they speak English in the classroom. For item number (9), the data showed that only (8.3%) of the participants strongly agree that feel bored in the English class, (16.7%) agree, (28.3%) not decided, (33.3%) disagree and (15%) strongly disagree. These results indicated that (50%) of the participants like English classes, whereas (28%) of them have neutral opinion. For item (10), the data showed that only (6.7%) of the participants strongly agree and (30%) agree that they have little interest in English, which means that (36.7%) of them have negative attitude towards learning English at the university level. Thus, the analysis of the first ten items of the questionnaire which focus on the emotional aspect showed that the majority of the participants have highly positive attitudes towards learning English, which answers the first research question of the study.

The data in table (1) above indicated that the mean scores and the standard deviations for participants' answers for the first alternative "Strongly Agree" were (23) and (16.22), for the second alternative "Agree" (19.4) and (8.78), for the third alternative "Not Decided" (7.5) and (20.36), for "Disagree" (7.1) and (20.36) and for the last alternative "Strongly Disagree" (3.1) and (9.21) alternatively. These results indicated that the majority of the participants in the faculty of Education/Saber are emotionally prepared and had high positive attitudes toward learning English as a foreign language.

Table (2): The number, percentages, means, and standard deviations of students' responses on the cognitive aspect of attitude

| No. | Statement | Strongly Agree | Agree | Not Decided | Disagree | Strongly Disagree |
|-------------|--|----------------|-------------|-------------|-------------|-------------------|
| 11. | I can not apply English rules in writing | 6 (10%) | 14(23.3%) | 20(33.3%) | 15 (25%) | 4 (6.7%) |
| 12. | I enjoy speaking English with my colleges | 23(38.3%) | 19(31.7%) | 9 (15%) | 5 (8.3%) | 2 (3.3%) |
| 13. | I like my English class so much | 28(46.7%) | 12 (20%) | 14(23.3%) | 4 (6.7%) | 2 (3.3%) |
| 14. | I think English is easier than Arabic | 18 (30%) | 2 (3.3%) | 16(26.7%) | 8 (13.3%) | 4 (6.7%) |
| 15. | I learn English just to pass time | 0 (0%) | 4 (6.7%) | 9 (15%) | 22(36.7%) | 25(41.7%) |
| 16. | I am not satisfied of my speech in English | 8 (13.3%) | 17(28.3%) | 11(18.3%) | 11(18.3%) | 10(16.7%) |
| 17. | I think English is very difficult to learn | 6 (10%) | 15 (25%) | 12 (20%) | 26(43.3%) | 1 (1.7%) |
| 18. | I have difficulty in using English words | 14(23.3%) | 18 (30%) | 11(18.3%) | 12 (20%) | 4 (6.7%) |
| 19. | English courses are very difficult | 8 (13.3%) | 21 (20%) | 12 (20%) | 17(28.3%) | 2 (3.3%) |
| 20. | I meet difficulty in English writing | 9 (15%) | 18 (30%) | 9 (15%) | 12 (20%) | 11(18.3%) |
| Tot. | | 120 | 140 | 123 | 132 | 65 |
| Mean | | 12 | 14 | 12.3 | 13.2 | 6.5 |
| SD | | 8.65 | 6.36 | 3.53 | 7.04 | 7.34 |

The second group of statements were related to the cognitive aspect of attitude. For item (11) in the questionnaire, the data in table (2) above showed that (10%) of the students strongly agree, (23%) agree that they can not apply grammar rules in writing, whereas (33.3%) not decided, (25%) disagree and (6.7%) strongly disagree. These results indicated that (33.3%) of the participants have negative attitudes towards using English grammar and the same percentage have neutral opinion towards using grammar in writing. Only (25%) disagree and (6.7%) strongly disagree that they face difficulty in using English grammar in writing, which indicated that they have positive attitudes towards English grammar. For item (12), the data showed that (38.3%) of the participants strongly agree and (31.7%) agree that they enjoy speaking English with their colleges, which means that the majority of them (70%) have positive attitudes towards using English for communication. There were (15%) of the participants who have neutral attitude towards using English for communication, and (11.6%) of them expressed negative attitude toward using English for communication.

For item (13), the data showed that the majority of the participants (46.7%) strongly agree that they like their English classes, (20%) agree, and (23.3%) not decided. On the other side of the continuum or scale, the data showed that only (6.7%) of the participant disagree and (3.3%) strongly disagree with the statement. These results indicated that the majority of the participants (70%) have positive attitudes toward learning English and (30%) have neutral or negative attitudes toward learning English. For item (14) which focuses on evaluating Arabic and English, the data showed that (30%) strongly and only (3.3%) of the participants agree that English is easier than Arabic. On the other side of the scale, there were (26.7%) who were neutral, and (20%) of them either strongly disagree or disagree that English is easier than Arabic. These results for item (14) indicated that more of the participants have negative attitudes toward learning English and that it is more difficult than their mother tongue.

In response to item (15) which focuses on the purpose of learning English, the data showed that the majority of the participants (78.4%) were against learning English for passing the exams. On the other side of the scale, there were only (6.7%) agree and (15%) were neutral in their attitudes toward learning English to pass exams. Item (16) focuses on the extent to which participants were satisfied of their speech in English. The data showed that only (13.3%) of them were strongly agree, and (28.3%) agree that they are not satisfied of their speech in English. On the other side of the scale, the data showed that (18.3%) were neutral, (18.3%) disagree and (16.7%) strongly disagree that they are not satisfied with their speech in English. These results indicated that the majority of the participants have positive attitude toward and highly evaluate their use of English for communication.

Items 17-20 were focusing on the difficulties learners may encounter in English. In response to item (17), which focuses on the difficulty of English, the data showed that the majority of the participants (43.3%) said that English is not difficult, which indicated that they have positive attitudes toward learning English. The other percentage either to be neutral (20%), or agree (25%) that English is very difficult. For item (18), the data showed that the majority of the participants (53.3%) have difficulty in English words and (18.3%) were neutral and (26.7%) strongly disagree or disagree that they have difficulty in using English words. In their response to item (19), the data in table (2) indicated that (33.3%) of the participants agree that English courses are very difficult, whereas (31.6%) disagree and (20%) of them were neutral in their opinion. For item (20), the last item in the cognitive perspective was related to the difficulty in English writing. The data indicated that the majority of the participants (45%) agree that they meet difficulty in English writing, (15%) were neutral, and (38.3%) disagree, which answers the first research question of the study.

The data in table (2) above indicated that the mean scores and the standard deviations for participants' answers for the first alternative "Strongly Agree" were (12) and (8.65), for the second alternative "Agree" (14) and (6.36), for the third alternative "Not Decided" (12.3) and (3.53), for "Disagree", (12.2) and (7.04), and for the last alternative "Strongly Disagree" (6.5) and (7.34) alternatively. These results clearly indicated that the majority of the participants are cognitively prepared and had high positive attitudes towards learning English as a foreign language in the faculty of Education/Saber – University of Lahij, which answers the first research question of the study.

Table (3): The number, percentages, means, and standard deviations of students' responses on the behavioral aspect of attitude

| No. | Statement | Strongly Agree | Agree | Not Decided | Disagree | Strongly Disagree |
|-------------|---|----------------|-------------|-------------|-------------|-------------------|
| 21. | I do not feel relaxed during English classes | 9 (15%) | 10(16.7%) | 11(18.3%) | 23(38.3%) | 5 (8.3%) |
| 22. | English helps improve my personality | 33 (55%) | 18 (30%) | 5 (8.3%) | 5 (8.3%) | 0 (0%) |
| 23. | I like to give opinion during English class | 18 (30%) | 15 (25%) | 11(18.3%) | 8 (13.3%) | 7 (11.7%) |
| 24. | I like practice English as native speakers do | 36 (60%) | 12 (20%) | 6 (10%) | 3 (5%) | 0 (0%) |
| 25. | I feel embarrassed to speak English in class | 14(23.3%) | 18 (30%) | 11(18.3%) | 11(18.3%) | 4 (6.7%) |
| 26. | Studying English helps develop my thoughts | 39 (65%) | 14(23.3%) | 3 (5%) | 3 (5%) | 1 (1.7%) |
| 27. | I always pay attention in English classes | 20(33.3%) | 23(38.3%) | 11(18.3%) | 3 (5%) | 3 (5%) |
| 28. | I always translate English into Arabic | 25(41.7%) | 21 (35%) | 6 (10%) | 3 (5%) | 5 (8.3%) |
| 29. | I feel proud when I speak English in class | 30 (50%) | 20(33.3%) | 6 9(10%) | 2 (3.3%) | 2 (3.3%) |
| 30. | I try to do my best to learn English | 46(76.7%) | 9 (15%) | 4 (6.7%) | 1 (1.7%) | 0 (0%) |
| Tot. | | 270 | 160 | 74 | 62 | 27 |
| Mean | | 27 | 16 | 7.4 | 6.2 | 2.7 |
| SD | | 11.82 | 4.76 | 3.24 | 6.63 | 2.50 |

The last group of the questionnaire was related to the behavioral aspect of attitude. In their response to item (21), the data in table (3) showed that (15%) of the participants strongly agree and (16.7%) agree that they did not feel relaxed during English classes. These results mean that the majority of the participants feel relaxed in English classes, which indicated a positive attitude toward learning English. On the other side of the scale, the data showed that the majority of the participants (46.6%) disagree that they did not feel relaxed during English classes, whereas (18.3%) were neutral in their opinion. For item (22), the data showed that the majority of the participants (55%) strongly agree and (30%) agree that English helps in improving their personalities. Only (8.3%) of the participant were not decided or disagree.

For item (23), the data showed that the majority of the participants (55%) strongly agree and agree that they like to give their opinions during English classes, which reflects a positive attitude toward using English in the classroom. Only (18.3) were not decided, (13.3) disagree and (11.7) strongly disagree. In their response to item (24), the data in table (3) above showed that the majority of the participants (60%) strongly agree and (20%) agree that they like to practice English as native speakers do. The rest of the participants either not decided (10%) or disagree (5%). These results indicated that (80%) of the participants have positive attitudes toward using English as native speakers, which answers the first research question of the study.

For item (25), the data showed that the majority of the participants (53.3%) agree that they feel embarrassed to speak English in class, (18.3%) of them were neutral or disagree and only (6.7%) strongly disagree. These results mean that the majority of the participants have negative attitude toward speaking English in class. In their response to item (26), the data showed that only (5%) of them either neutral or disagree in their attitude and (1.7%) strongly disagree. The majority of the participants (65%) strongly agree and (23.3%) agree that studying English helps them develop their thoughts, which indicated a highly positive attitude toward learning English.

For item (27), the data showed that the majority of the participants (71.6%) strongly agree and agree that they always pay attention in English classes, which indicates a highly positive attitude toward learning English. Only (18.3%) of them were neutral and (5%) either disagree or strongly disagree. Item (28) focuses on translating English into Arabic. The data showed that the majority of the participants (76.7%) strongly agree and agree that they always translate English into Arabic, which means that they use their mother tongue as a medium for learning. Only (10%) were neutral and (5%) disagree and (8.3%) strongly disagree that they always translate English into Arabic.

In their response to item (29), the data showed that the majority of the participants (83.3%) strongly agree and agree that they feel proud when they speak English in the class, which indicates a highly positive attitude toward learning English. Only (10%) were not decided and (3.3%) either disagree or strongly disagree. In respect to item (30), the data showed that the majority of the participants (76.7%) strongly agree and (15%) agree that they do their best to learn English, which indicate a highly positive attitude toward learning English as a foreign language. Only (6.7%) of them were neutral and (1.7%) disagree, which indicates a negative attitude toward learning English. Thus, the previously mentioned results proved that the majority of the participants had highly positive attitudes towards learning English as a foreign language. The data in table (3) above also indicated that the mean scores and standard deviations for participants' answers for the first alternative "Strongly Agree" were (27) and (11.82), for the second alternative "Agree", (16) and (4.76), for the third alternative "Not Decided", (7.4) and (3.24), for "Disagree"(6.2) and (6.63) and for the last alternative "Strongly Disagree" (2.7) and (2.50) alternatively. These results indicated that the majority of the participants are behaviorally prepared and had high positive attitudes towards learning English as a foreign language. See Appendix (A)

In general, the previously mentioned results in tables (1, 2, and 3) indicated that the majority of the participants in the faculty of Education/Saber are emotionally, cognitively and behaviorally prepared and had high positive attitudes towards learning English as a foreign language (EFL), which answers the first research

question of the study. These results also suggest that the university students' high positive attitudes can help them meet their academic field requirements, which in turn, will help them achieve better in their examinations. Table (4) below provides a summary for the students' results in the final examinations, which will be used for comparing the results of the students' attitudes in the survey questionnaire and their actual achievement in examinations. See Appendix (B)

Table (4): Summary of the Students' Examination Results

| Level | No. | Excellent | V. Good | Good | Pass | Fail |
|--------------|-----|-----------|---------|---------|---------|---------|
| Level 1 | 20 | 1 (5%) | 1 (5%) | 3 (15%) | 4 (20%) | 11(55%) |
| Level 2 | 20 | 4 (20%) | 4 (20%) | 3 (15%) | 4 (20%) | 5 (25%) |
| Level 3 | 20 | 3 (15%) | 2 (10%) | 2 (10%) | 2 (10%) | 11(55%) |
| Total | 60 | 8 | 7 | 8 | 10 | 27 |
| Percentage % | | 13.33% | 11.67% | 13.33% | 16.67% | 45% |

The data in table (4) above provide a summary for the students' results in the final examinations in the first, second and third levels of the bachelor program for the purpose of comparing the students' attitudes toward learning English and their actual achievement in examinations. For the first-level students, the data showed that the majority of the students (55%) were fail in the final examination. Only (5%) of the students achieved excellent grade, (5%) got very good, (15%) got good grade and (20%) achieved pass grade. For the second-level students, the data in table (4) above showed that (20%) of the students achieved excellent grade, the same percentage (20%) achieved very good, (15%) achieved good grade and a higher percentage of the students (25%) were fail in the final examination. For the third-level students, the data in table (1) above showed that the majority of the students (55%) were fail in the final examinations. Only (15%) of them achieved excellent grade, (10%) achieved very good, (10%) of them achieved pass score. In comparing these results with the results of the survey questionnaire, it was clear that only (13.33%) of them the students achieved excellent grade and the same percentage (13.33%) achieved good grade. Only (11.67%) achieved very good, and (16.67%) of them achieved pass score, and the majority of the participants (45%) were failed in the final examinations. See Appendix (B)

The last row in table (4) above showed the percentages of the students' results in the three levels. The data in table (4) above showed that among 60 students only (13.33%) achieved excellent grade, (11.67%) of them achieved very good grade, and (13.33%) achieved good grade. The data also showed that (16.67%) of the students got pass grade and the higher percentage (45%) of them were fail in the examinations' results. These results indicated that there was a contradiction between the students' attitudes towards learning English as a foreign language (EFL) and their actual achievement in examinations. Again, in comparing these results with the results of the participants attitudes toward learning English as a foreign language (EFL), it can be said that there was big gap between students' attitudes and their actual achievement in examinations. Thus, students' high attitudes towards learning English, are not always met with high achievement in examinations, which answers the second research question of the study. The gap between students' attitudes towards learning English and their achievement in examinations might be attributed to such factors as the environment of learning, the economic situation, the English courses, the ways of teaching used, and the amount of exposure to the foreign language. Depending on these results, a number of conclusions and recommendations were provided in the following lines.

11. Conclusions and Recommendations

Depending on the results of this study, the researcher provided the following conclusions and recommendations.

- The results of this study indicated that the bachelor students of English in the faculty of Education/Saber had a highly positive attitudes toward learning English as a foreign language (EFL) in relation to the emotional, the cognitive and the behavioral aspects of attitude.
- The results of the study showed that the bachelor students of English in the faculty of Education/Saber were eager and ready to learn English as a foreign language in spite of the difficulties and the problems they face in the course of their learning process.
- The results of the study indicated that there were a big gap between students' attitudes toward learning English and their achievement in examinations, in relation to their scores in the final exams.
- The researcher recommends that teachers must pay great attention and effort to facilitate their students' learning and create a healthy atmosphere for learning English as a foreign language (EFL).
- The students need more encouragement to learn and achieve better results in their examinations.
- More attention should be paid to developing English courses, using various ways of teaching, increasing the amount of exposure to the foreign language and using effective procedures of evaluation.

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Appendices

Appendix (A): The Questionnaire

Table (1): The number, percentages, mean, and standard deviation of students' response to the questionnaire's items. Statements (30) – Students (60) – Alternatives (5)

| No. | Statement | Strongly agree | Agree | Not decided | Disagree | Strongly disagree |
|-------------|--|----------------|--------------|-------------|--------------|-------------------|
| 1. | I wish I could speak English fluently | 55 (91.7%) | 3 (5%) | 0 (0%) | 1 (1.7%) | 1 (1.7%) |
| 2. | I enjoy practicing English with friends | 27 (45%) | 25 (41.7%) | 7(11.7%) | 1 (1.7%) | 0 (0%) |
| 3. | I want to learn English to find a job | 37 (61.7%) | 15 (25%) | 6 (10%) | 1 (1.7%) | 1 (1.7%) |
| 4. | I need English for communication | 31 (51.7%) | 20 (33.3%) | 5 (8.3%) | 4 (6.7%) | 0 (0%) |
| 5. | My parents encourage me learn English | 32(53.3%) | 19 (31.7%) | 5 (8.3%) | 3 (5%) | 0 (0%) |
| 6. | I feel shy when I speak English | 12 (20%) | 22 (36.7%) | 9 (15%) | 10(16.7%) | 5 (8.3%) |
| 7. | I feel hesitant when I speak English | 13(21.7%) | 29 (48.3%) | 10(16.7%) | 7 (11.7%) | 2 (3.3%) |
| 8. | I get anxious to answer questions in the class | 14 (23.3%) | 33 (55%) | 6 (10%) | 6 (10%) | 2 (3.3%) |
| 9. | I feel bored in the English class | 5 (8.3%) | 10 (16.7%) | 17(28.3%) | 20(33.3%) | 9 (15%) |
| 10. | I have little interest in English | 4 (6.7%) | 18 (30%) | 10(16.7%) | 18 (30%) | 11(18.3%) |
| 11. | I can not apply English rules in writing | 6 (10%) | 14 (23.3%) | 20(33.3%) | 15 (25%) | 4 (6.7%) |
| 12. | I enjoy speaking English with my colleges | 23 (38.3%) | 19 (31.7%) | 9 (15%) | 5 (8.3%) | 2 (3.3%) |
| 13. | I like my English class so much | 28 (46.7%) | 12 (20%) | 14(23.3%) | 4 (6.7%) | 2 (3.3%) |
| 14. | I think English is easier than Arabic | 18 (30%) | 2 (3.3%) | 16(26.7%) | 8 (13.3%) | 4 (6.7%) |
| 15. | I learn English just to pass time | 0 (0%) | 4 (6.7%) | 9 (15%) | 22(36.7%) | 25(41.7%) |
| 16. | I am not satisfied of my speech in English | 8 (13.3%) | 17 (28.3%) | 11(18.3%) | 11(18.3%) | 10(16.7%) |
| 17. | I think English is very difficult to learn | 6 (10%) | 15 (25%) | 12 (20%) | 26(43.3%) | 1 (1.7%) |
| 18. | I have difficulty in using English words | 14 (23.3%) | 18 (30%) | 11(18.3%) | 12 (20%) | 4 (6.7%) |
| 19. | English courses are very difficult | 8 (13.3%) | 21 (20%) | 12 (20%) | 17(28.3%) | 2 (3.3%) |
| 20. | I meet difficulty in English writing | 9 (15%) | 18 (30%) | 9 (15%) | 12 (20%) | 11(18.3%) |
| 21. | I do not feel relaxed during English classes | 9 (15%) | 10 (16.7%) | 11(18.3%) | 23(38.3%) | 5 (8.3%) |
| 22. | English helps improve my personality | 33 (55%) | 18 (30%) | 5 (8.3%) | 5 (8.3%) | 0 (0%) |
| 23. | I like to give opinion during English class | 18 (30%) | 15 (25%) | 11(18.3%) | 8 (13.3%) | 7 (11.7%) |
| 24. | I like practice English as native speakers do | 36 (60%) | 12 (20%) | 6 (10%) | 3 (5%) | 0 (0%) |
| 25. | I feel embarrassed to speak English in class | 14 (23.3%) | 18 (30%) | 11(18.3%) | 11(18.3%) | 4 (6.7%) |
| 26. | Studying English helps develop my thoughts | 39 (65%) | 14 (23.3%) | 3 (5%) | 3 (5%) | 1 (1.7%) |
| 27. | I always pay attention in English classes | 20 (33.3%) | 23 (38.3%) | 11(18.3%) | 3 (5%) | 3 (5%) |
| 28. | I always translate English into Arabic | 25 (41.7%) | 21 (35%) | 6 (10%) | 3 (5%) | 5 (8.3%) |
| 29. | I feel proud when I speak English in class | 30 (50%) | 20 (33.3%) | 6 (10%) | 2 (3.3%) | 2 (3.3%) |
| 30. | I try to do my best to learn English | 46 (76.7%) | 9 (15%) | 4 (6.7%) | 1 (1.7%) | 0 (0%) |
| Tot | | 620 | 494 | 272 | 265 | 123 |
| Mean | | 20.67 | 16.47 | 9.07 | 8.50 | 4.24 |
| SD | | 13.78 | 6.98 | 4.32 | 7.468 | 5.18 |

Table (2): Descriptive Statistics

| 3 | N | Minimum | Maximum | Mean | Std. Deviation |
|-------------------|----|---------|---------|-------|----------------|
| Strongly Agree | 30 | 0 | 55 | 20.67 | 13.780 |
| Agree | 30 | 2 | 33 | 16.47 | 6.976 |
| Not Decided | 30 | 0 | 20 | 9.07 | 4.323 |
| Disagree | 30 | 1 | 26 | 8.50 | 7.468 |
| Strongly Disagree | 29 | 0 | 25 | 4.24 | 5.180 |

Appendix (B): Analysis of Students' Examination Results

Table (1): First-level Students

| No. | Courses | | | | | % | Mean | SD | |
|-----|-----------|---------|------|------|------|-------|------|----------|------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 1. | 4.00 | 4.60 | 3.45 | 2.60 | 3.15 | 71.2% | 3.56 | 0.770876 | G |
| 2. | Fail | 3.95 | 2.55 | Fail | Fail | 26% | 1.3 | 1.847634 | F |
| 3. | 3.65 | 4.10 | 2.85 | 2.60 | 3.30 | 66% | 3.3 | 0.603117 | Pass |
| 4. | 3.25 | 3.50 | Fail | Fail | Fail | 27% | 1.35 | 1.850676 | Fail |
| 5. | 3.60 | 4.90 | 4.80 | 4.65 | 4.40 | 89.4% | 4.47 | 0.521536 | V G |
| 6. | 2.95 | 4.65 | 2.85 | 3.25 | 3.55 | 69% | 3.45 | 0.724569 | Pass |
| 7. | 2.95 | 3.95 | Fail | 2.60 | Fail | 38% | 1.9 | 1.803815 | Fail |
| 8. | 3.55 | 4.25 | Fail | Fail | 3.00 | 43.2% | 2.16 | 2.020953 | Fail |
| 9. | 4.05 | 4.85 | 3.10 | 3.05 | 3.70 | 75% | 3.75 | 0.744144 | G |
| 10. | 3.50 | 4.85 | 3.60 | 2.75 | 3.00 | 70.8% | 3.54 | 0.811942 | G |
| 11. | 3.70 | Fail | Fail | Fail | Fail | 14.8% | 0.74 | 1.65469 | Fail |
| 12. | 3.25 | 3.30 | Fail | Fail | Fail | 26.2% | 1.31 | 1.793878 | Fail |
| 13. | 3.25 | 4.15 | 2.75 | 2.75 | 3.20 | 64.4% | 3.22 | 0.571839 | Pass |
| 14. | 3.55 | 4.00 | 2.80 | Fail | 3.00 | 53.4% | 2.67 | 1.565088 | Pass |
| 15. | 2.95 | 3.65 | Fail | Fail | 2.50 | 36.4% | 1.82 | 1.711213 | Fail |
| 16. | 4.65 | 4.90 | 5.00 | 4.85 | 4.10 | 94% | 4.7 | 0.358818 | Ex |
| 17. | 2.75 | 4.50 | Fail | Fail | Fail | 29% | 1.45 | 2.079663 | Fail |
| 18. | 2.95 | 3.05 | Fail | Fail | Fail | 24% | 1.2 | 1.643548 | Fail |
| 19. | 4.00 | 4.20 | Fail | Fail | Fail | 32.8% | 1.64 | 2.246775 | Fail |
| 20. | 2.70 | 2.90 | Fail | Fail | 2.50 | 32.4 | 1.62 | 1.485598 | Fail |
| | Excellent | V. Good | Good | Pass | Fail | | | | |
| | 1 | 1 | 3 | 4 | 11 | | | | |

Table (2): Second-level Students

| No. | Courses | | | | | % | Mean | SD | |
|-----|---------|------|------|------|------|-------|------|----------|------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 21. | 4.70 | 3.25 | 3.45 | 3.00 | 2.60 | 68% | 3.4 | 1.484924 | Pass |
| 22. | 3.90 | Fail | Fail | Fail | Fail | 15.6% | 0.78 | 2.757716 | Fail |
| 23. | 4.85 | 4.60 | 4.50 | 4.05 | 4.70 | 90% | 4.54 | 0.106066 | Ex |
| 24. | 4.00 | Fail | Fail | Fail | Fail | 16% | 0.8 | 2.828427 | Fail |
| 25. | 4.55 | 3.85 | 3.20 | 2.85 | 3.25 | 70.8% | 3.54 | 0.919239 | G |
| 26. | 4.40 | 2.60 | Fail | 2.50 | 3.80 | 53.2% | 2.66 | 0.424264 | Pass |
| 27. | 4.40 | 3.40 | 2.80 | Fail | 2.55 | 52.6% | 2.63 | 1.308148 | Pass |
| 28. | 4.40 | 3.65 | 3.50 | 2.65 | 3.85 | 72.2% | 3.61 | 0.388909 | G |
| 29. | 4.90 | 4.55 | 4.30 | 3.45 | 4.50 | 86.8% | 4.34 | 0.282843 | V G |
| 30. | 4.80 | 4.30 | 3.65 | 3.05 | 4.35 | 80.6% | 4.03 | 0.318198 | VG |
| 31. | 4.80 | 3.95 | 4.25 | 3.50 | 4.40 | 83.6% | 4.18 | 0.282843 | VG |
| 32. | 4.90 | 4.90 | 4.70 | 4.75 | 4.80 | 96.2% | 4.81 | 0.070711 | Ex |
| 33. | 4.90 | 4.70 | 4.30 | 4.65 | 4.60 | 92.6% | 4.63 | 0.212132 | Ex |
| 34. | 4.65 | 3.55 | Fail | 3.35 | 3.10 | 58.6% | 2.93 | 1.096016 | Pass |
| 35. | Fail | Fail | Fail | 2.65 | Fail | 10.6% | 0.53 | 0 | Fail |
| 36. | 4.75 | 3.45 | 3.30 | Fail | Fail | 46% | 2.3 | 3.358757 | Fail |

| | | | | | | | | | |
|-----|-----------|--------|------|------|------|-------|------|----------|------|
| 37. | 4.85 | 4.50 | 4.65 | 3.30 | 4.00 | 85.2% | 4.26 | 0.601041 | VG |
| 38. | 4.00 | Fail | Fail | 2.55 | Fail | 26.2% | 1.31 | 2.828427 | Fail |
| 39. | 4.80 | 4.25 | 3.35 | 3.50 | 3.30 | 76.8% | 3.84 | 1.06066 | G |
| 40. | 4.85 | 4.70 | 4.30 | 4.20 | 4.85 | 91.6% | 4.58 | 0 | Ex |
| | Excellent | V.Good | Good | Pass | Fail | | | | |
| | 4 | 4 | 3 | 4 | 5 | | | | |

Table (3): Third-level Students

| No. | Courses | | | | | % | Mean | SD | |
|-----|-----------|--------|------|------|------|-------|------|----------|------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 41. | 2.90 | Fail | Fail | 2.50 | 3.40 | 35.2% | 1.76 | 1.637987 | Fail |
| 42. | Fail | Fail | Fail | 3.50 | 3.15 | 26.6% | 1.33 | 1.825377 | Fail |
| 43. | Fail | Fail | Fail | Fail | 2.90 | 11.6% | 0.58 | 1.296919 | Fail |
| 44. | 3.45 | 3.55 | 2.85 | 3.25 | 4.05 | 68.6% | 3.43 | 0.438178 | Pass |
| 45. | 3.65 | Fail | 2.50 | 3.75 | Fail | 39.6% | 1.98 | 1.873032 | Fail |
| 46. | 3.00 | 2.95 | 2.50 | 3.25 | 2.90 | 58.4% | 2.92 | 0.270647 | Pass |
| 47. | 4.20 | 3.75 | 3.25 | 4.05 | 4.55 | 79.2% | 3.96 | 0.490408 | G |
| 48. | 3.60 | Fail | Fail | Fail | 2.80 | 25.6% | 1.28 | 1.775387 | Fail |
| 49. | 3.60 | 3.90 | Fail | 3.70 | Fail | 44.8% | 2.24 | 2.047682 | Fail |
| 50. | 3.60 | 3.50 | 3.00 | 4.00 | 3.40 | 70% | 3.5 | 0.360555 | G |
| 51. | 3.00 | Fail | Fail | 3.30 | 3.80 | 40.4% | 2.02 | 1.866012 | Fail |
| 52. | Fail | Fail | Fail | Fail | 2.70 | 10.8% | 0.54 | 1.207477 | Fail |
| 53. | 3.30 | Fail | Fail | 4.30 | 4.55 | 48.6 | 2.43 | 2.267047 | Fail |
| 54. | 4.85 | 4.20 | 4.00 | 4.50 | 4.40 | 87.8% | 4.39 | 0.320936 | VG |
| 55. | 4.75 | 4.95 | 4.40 | 4.20 | 4.50 | 91.2% | 4.56 | 0.294534 | Ex |
| 56. | 4.90 | 4.60 | 4.80 | 4.60 | 4.75 | 94.6% | 4.73 | 0.130384 | Ex |
| 57. | 4.75 | 3.95 | 3.85 | 4.05 | 3.50 | 80.4% | 4.02 | 0.457712 | VG |
| 58. | 2.50 | Fail | Fail | 3.30 | 2.80 | 34.4% | 1.72 | 1.595932 | Fail |
| 59. | 4.90 | 4.55 | 4.85 | 4.40 | 4.95 | 94.6% | 4.73 | 0.24135 | Ex |
| 60. | 3.25 | Fail | Fail | 3.50 | 3.00 | 39% | 1.95 | 1.788854 | Fail |
| | Excellent | V.Good | Good | Pass | Fail | | | | |
| | 3 | 2 | 2 | 2 | 11 | | | | |

Table (4): Summary of the Students' Examination Results

| | Excellent | V. Good | Good | Pass | Fail |
|--------------|-----------|---------|--------|--------|------|
| Level 1 | 1 | 1 | 3 | 4 | 11 |
| Level 2 | 4 | 4 | 3 | 4 | 5 |
| Level 3 | 3 | 2 | 2 | 2 | 11 |
| Total | 8 | 7 | 8 | 10 | 27 |
| Percentage % | 13.33% | 11.67% | 13.33% | 16.67% | 45% |

مقالة بحثية

العلاقة بين اتجاهات طلاب الكلية نحو تعلم اللغة الإنجليزية وانجازهم الفعلي في الامتحانات

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المُلخَص

هدفت هذه الدراسة استقصاء العلاقة بين اتجاهات طلاب الجامعة نحو تعلم اللغة الإنجليزية كلغة أجنبية (EFL) وانجازهم الأكاديمي في الامتحانات في كلية التربية / صبر - جامعة لحج. وقد شارك في هذه الدراسة (60) طالباً جامعياً كعينة جمعت منهم البيانات باستخدام استبانة استقصائية وعينات من درجات الطلاب في الامتحانات كأدوات لجمع المعلومات المطلوبة للدراسة. يهدف الاستبيان إلى جمع معلومات حول اتجاهات الطلاب نحو تعلم اللغة الإنجليزية كلغة أجنبية، واستخدمت عينات من درجات الامتحانات بهدف إجراء مقارنة بين اتجاهات الطلاب وإنجازهم في الامتحانات. أظهرت النتائج أن الطلاب لديهم اتجاهات إيجابية عالية تجاه تعلم اللغة الإنجليزية. وعند مقارنة هذه النتائج بنتائج انجازهم في الامتحانات، أظهرت البيانات أن هناك فجوة بين اتجاهات الطلاب الإيجابية ونتائج انجازهم الفعلي في الامتحانات. وعليه فقد قدمت هذه الدراسة بعض المقترحات والحلول لتنمية اتجاهات الطلاب نحو تعلم اللغة الإنجليزية وزيادة وعيهم بأهمية اللغة الإنجليزية في حياتهم الأكاديمية.

الكلمات المفتاحية: الاتجاه، اللغة الانجليزية كلغة اجنبية، اللغة الأم.

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