



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



**Investigating Students' Attitudes towards English language learning
(A Case Study of Some Sudanese Secondary Schools in Khartoum
State)**

تقصي اتجاهات الطلاب نحو تعلم اللغة الإنجليزية

(دراسة حالة بعض الطلاب السودانيين بالمرحلة الثانوية بولاية الخرطوم)

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Quranic Verse

قَالَ تَعَالَى:

﴿فَنَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ وَحْيُهُ، وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾﴾

صدق الله العظيم

سورة طه الآية (١١٤)

Allah the Almighty said:

“So high [above all] is Allah, the Sovereign, the Truth. And, [O Muhammad], do not hasten with [recitation of] the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge."

Surah: Taha - Verse No: 114

DEDICATION

To My beloved mother, sister, family members and friends.

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Genuine thanks are due to Allah the Almighty for helping me to achieve this study. Sincere gratitude is reserve to my supervisor Dr. Abdallah Yassin Abdallah for his support and scientific guidance. I am also grateful to my co-supervisor Dr. Mahamoud Ali for providing me with invaluable comments and constructive advice throughout this research. I would like to acknowledge the assistance I received in the early stages of the study from Dr. Hasand Mahill and Dr. Hillary Marino at the college of Education, Sudan University of Science and Technology.

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Abstract

This study aimed at investigating some Sudanese secondary school students' attitudes and motivations towards learning English as second language (EFL), in terms of the behavioral, cognitive and emotional aspects. The study adopted descriptive analytical method. The researcher used a questionnaire as major tool to collect data and information which were offered to Sudanese secondary school students at Khartoum locality. An interview was also used as a second tool of study to collect relevant information from English language experts at Sudanese secondary schools. The Statistical Package of Social Science (SPSS) was used to analyze the collected data. It was also explored whether there is any significant difference in the students' attitudes towards English language based on their demographic profiles i.e., gender, and year of study. A total of 120 participants in the third study year took a questionnaire as a measuring instrument at Khartoum locality. Regarding the three aspects of attitude i.e., cognitive, behavioral, and emotional, the findings indicated that some participants have shown negative attitudes and feelings towards learning English as a second language. The interview was given to a total of 10 experts of English language at secondary schools. On the demographic profile, there were statistically significant attitudinal differences regarding gender but not year of study. Based on the study findings, some recommendations are finally presented, in addition to some suggestions for further studies.

Abstract

(Arabic Version)

المستخلص

هدفت الدراسة الي استقصاء اتجاهات بعض الطلاب السودانيين بالمرحلة الثانوية وذلك نحو تعلم اللغة الانجليزية كلغة اجنبية وذلك من ثلاثة جوانب سلوكية ومعرفية وعاطفية. وقد استخدمت الدراسة المنهج الوصفي التحليلي. وأستخدم الباحث الاستبانة كأداة رئيسية لجمع البيانات والمعلومات بعد توزيعها على الطلاب بالمرحلة الثانوية بمحلية الخرطوم. أيضاً تم استخدام المقابلة كوسيلة ثانية للدراسة لجمع المعلومات ذات العلاقة من خبراء تدريس اللغة الإنجليزية بالمرحلة الثانوية. وقد استخدم الباحث برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات التي تم جمعها. وقد استكشفت الدراسة وجود اختلاف واضح في اتجاهات ودوافع بعض الطلاب نحو تعلم اللغة الانجليزية بناءً علي خلفيتهم الديمغرافية والجنس وسنة الدراسة. ولجمع المعلومات والبيانات المتعلقة بالدراسة قام الباحث باستخدام اداة الاستبانة لعدد 120 طالبا بالصف الثالث بالمرحلة الثانوية بمحلية الخرطوم، فيما يختص بالخصائص الثلاثة للاتجاهات: المعرفية ، السلوكية ، والعاطفية وضحت الدراسة أن هناك اتجاهات وشعور سلبية لدى المشاركين من الطلاب نحو تعلم اللغة الانجليزية. وقام الباحث ايضا بإجراء مقابلات حوارية مع 10 من المختصين في تدريس اللغة الانجليزية . وعلي الجانب الديمغرافي اتضح احصائياً أن هناك اختلافات واضحة في اتجاهات الطلاب الصف الثالث بالمرحلة الثانوية نحو تعلم اللغة الإنجليزية. وبناء علي نتائج الدراسة تم تحديد بعض التوصيات والمقترحات لمزيد من الدراسات نحو تعلم اللغة الانجليزية كلغة أجنبية.

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Chapter One

Introduction

Chapter One

Introduction

1.0 Overview

It is argued that language learning is regarded as the cornerstone of human existence. Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009). In foreign Language learning context, there are various factors that influence the learning process such as motivations, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008). The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010). This study looks into the concept of attitude as one of the major affective factors for success in learning a foreign language. More specifically, it investigates Libyan secondary school students' attitudes towards learning English language, taking into consideration the three aspects of attitude i.e., emotional, cognitive, and behavioral. Additionally, it attempts to determine the influence of students' demographic profile i.e., gender, year and field of study on their attitudes towards learning English.

Language attitudes are opinions, ideas and prejudice that speakers have with respect a language. However, negative attitudes influence learners' language performance in learning process. Some young people have hostile expressions towards English language. Certainly, language in general plays a vital role in shaping the exposure to outside classroom settings. Therefore, negative attitudes may result in poor language performance and low proficiency of EFL learners. A general language attitude involves asking a series of questions aspects of identity, usefulness and prejudices that young

learners relate with English. In situation where two dominant languages coexist (like Arabic and English in Sudan) it's essential to know which language is considered more useful. Sudan is multi-lingual, multi-cultural and multi-racial country. However, Arabic is widely used in Sudan. This explains the fact that why Arabic has been adopted as an official language which is used in the government institutes such as schools, universities and other places. On the hand, English was used as an official language during colonial times and it's viewed as colonial legacy. That is why some young learners have negative attitudes towards English. Moreover, these attitudes may have effect on the learners' academic achievement. Accordingly, (Birch and Mc Phial, 1997:5) state, " *their* study showed how Swedish learners had evaluated bilingual speakers using Swedish and English guise". The study demonstrated the Swedish guises being forward on personality traits like self-confidence, extroversion and positive attitudes". Furthermore Wenden (1991) claims that attitudes include the three components: attitudes tend to have a cognitive component. This could involve beliefs or prejudices about other objects as situation related to attitudes. Second, attitudes have an evaluative component. Third, attitudes have behavioral component: certain attitudes tend to prompt learners to adopt particular learning behaviors. According to Bernat and Gvozdenko (2005) discuss the current issues , new directions in beliefs about language learning including social , affective and personal factors among which attitudes have an important place.

1.1 Statement of the Study

Despite the value attached to the English language learning at the Sudanese secondary school students and the initiative that ministry of Education and secondary school in different areas have taken poor academic achievement and performance in English language in the Sudanese secondary school

students have been reported in multiple occasions (Alsulaiti, 1993: Musa, 1985, Suliman, 2016). Some students of Sudanese secondary schools hold negative attitudes towards English as a foreign language which resulted in poor academic performance. Red (2003:33) states, "The Sudanese students have negative attitudes towards learning English language and that led to poor academic achievement and poor level of proficiency in learning English language ". This study will investigate the Sudanese secondary school students' attitudes towards learning English as a second language.

1.2 Research Questions

This study sets out to answer the following questions

1. What is the type of attitudes that Sudanese secondary school students have towards English language learning in terms of their behavioral, emotional and cognitive aspects?
2. To what extent is there any statistically significant difference in Sudanese secondary school students' attitudes towards learning English language in terms of gender?
3. To what extent is there any statistically significant difference in Sudanese secondary school students' towards learning English language in terms of the year of study?

1.3 Hypotheses of the Study

1. Most of Sudanese secondary school students have negative attitudes towards learning English as a second language.
2. There is not a statistically significant difference in Sudanese secondary school students' attitudes towards learning English language in terms of gender.
3. There is not a statistically significant difference in Sudanese secondary school students' attitudes towards learning English language in terms of their

year of study

1.4 Objectives of the Study

This study is set out to achieve the following objectives:

1. This study aims to investigate the type of attitudes that secondary school students have towards learning English as a foreign language.
2. It is an attempt to explore whether there is any statistically significant difference in secondary school students' attitudes based on their demographic profile i.e. gender.
3. It is an attempt to draw attention of the Sudanese community to the importance of students' attitudes towards learning English
4. To investigate the interlaced relationship among language attitudes, the starting age of language learning, and the place where the individual started to learn language within the context of EFL students in Sudan.
5. To learn more about some students' attitudes and motivation towards learning a second language.
6. To investigate and discuss whether they think social factors matter while learning an L2.

1.5 Significance of the Study

This study is expected to be useful and significant to the Ministry of Education, experts and teachers as well as syllabus designers. It will be useful for teachers of English in understanding the role of students' attitudes towards learning English language. Moreover, the study will help EFL teachers employ appropriate methods and activities to teaching English effectively. This study will also identify the role of English language teachers' nativity on secondary school students' attitudes.

1.6 Methodology of the Study

The researcher will use descriptive analytical, quantitative and qualitative methods. A questionnaire will be given to the Sudanese secondary school students and an interview for English language experts. These are the main research tools in collecting relevant data and information and both the validity and reliability of the research will be confirmed.

1.7 Limits of the Study

This study will be limited to Sudanese secondary school students, the third year at Khartoum locality 2017-2018.

Chapter Two

Literature Review and Previous studies

Chapter Two

Literature Review and previous studies

2.0 Overview: This chapter includes two different parts. The first part is about conceptual framework whereas the second part is about previous studies and conclusion for this chapter.

2.1 Part One: Conceptual framework

As attitude is one of the key predominant factors for success in language learning, numerous studies have already been conducted in the field of language attitude (Alhmali, 2007; Ghazali et al., 2009). In addition, Saidat (2010) mentions that language attitude research has been considered in the previous 50 years because of the growing relation between the importance of the language use and the nature of individuals. However, the information concerning the language attitudes of Arab students, especially the Libyan students is not sufficient. For that reason, this study investigates the attitudes of EFL learners towards English language learning at secondary schools in Libya.

2.1.1 Definitions of Attitude

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). Based on the theory of planned behavior, Montano and Kasprzyk (2008:71) state,

“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes”. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the

behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude”.

Additionally, the very term attitude is a fishy one. Different scholars have tried to define it differently, and yet we do not have a single agreed upon definition of attitude. Gardner Proposed that attitude is the overall feelings of a person towards any particular thing (Gardner, 1980). Ajzan claimed that attitude of a person is positive or of negative attributes to anything (Ajzan, 1988).secondary schools in Kenya.

2.1.2 Language Attitude

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners’ motivation and attitude to learn the target language (Padwick, 2010). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students’ attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student’s behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language. In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992: 9) states, “In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death”. Recently, De Bot et al (2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner

will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

2.1.3 Aspects of Language Attitude

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009). Furthermore, learning process has social as well as psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioral, Cognitive and emotional aspects are briefly described.

2.1.4 Behavioral Aspects of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009) states,

“Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also

observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally”

2.1.5 Cognitive Aspects of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

2.4.3 Emotional Aspect of Attitude Feng and Chen (2009) stated that Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

2.1.6 Emotional Aspects of Attitude

Feng and Chen (2009) stated that, “Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

2.1.7 Importance of Attitude

Reid (2003: 33) declared, “*Attitudes are important to us because they cannot be neatly separated from study.*” Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner’s attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009, cited in Tella et al, 2010) investigated that negative attitude towards English is the most affective and psychological factor that results in the students’ poor performance in English among the secondary schools in Kenya.

2.1.8 Language Attitudes

People have attitudes/feelings/beliefs about language in general, their language, and the language of other people. They may feel that an unwritten language is not a 'real' language. They may feel shame when other people hear their language. They may believe that they can only know one language at a time. They may feel that the national language is the best language for expressing patriotism, the best way to get a job, the best chance at improving their children's future.

Attitudes cannot be observed directly but are demonstrated through actual behavior for example, how people treat speakers of other languages (avoidance, approach), or in their desire (or not) to learn another language. The convergence of one’s speech to conform to another’s speech suggests a “positive attitude” toward the other’s speech. By the same token, divergence suggests an intention for the opposite outcome.

Attitudinal studies aid in identifying how people of one language group view the personal character and social status of speakers of another language and how they form associations about other languages. Therefore, the assessment of language

attitudes aids in grouping communities on the basis of their intergroup affinities and, in combination with other methods, in estimating potential extensibility of materials. Since attitudes cannot be studied directly, the assessment of language attitudes requires asking such questions about other aspects of life. For example, a person can be asked about their opinion of a person whose speech sample they just heard. The responses reveal attitudes about both people and their language. Opinions and attitudes are noted about how those being interviewed might be willing to accommodate to the people and languages that they just heard on the recordings.

2.1.9 Attitudes towards Foreign Language Learning

As they do for general education students, attitudes toward learning can play a primary motivating role in goal attainment for students who are gifted. Garfinkel and colleagues (1993) have suggested that affective dimensions must be included in the teaching of foreign language to students identified as gifted, following Krathwohl, Bloom, and Maia's Taxonomy (1964). According to Sparks and Ganschow (2001), success in learning a foreign language is influenced by affective variables as well as cognitive factors. Few studies have investigated the relationship between previous experiences in foreign language classes and attitudes towards learning a second language. Sparks, Ganschow, and Javorsky(1993) used the Foreign Language Attitudes and Perceptions Survey to demonstrate differences in foreign language attitude between groups of high school students identified as learning disabled, high risk, and non-high risk (N = 79). Predictably, they did find more positive attitudes from the group that was not at risk. Obtaining similar results with a study of 278 university students, Scott, Bell, and McCallum (2009) reported that university students who had performed poorly on native language learning tasks displayed more negative attitudes toward foreign language learning than students who performed well on the same tasks, despite the fact that

the two groups expressed similar levels of desire to learn a foreign language. Although Kuhlemeier, VanDen Bergh, and Melse (1997) did not investigate previous experiences in learning a foreign language specifically, they found evidence, based on 1,300 Dutch students, that attitudes toward foreign language learning at the beginning and end of a German course predicted achievement in foreign language learning. In summary, research studies investigating attitudes towards foreign language learning and subsequent success in learning a second language are infrequent in the refereed literature. Studies that specifically investigate attitudes toward learning foreign language among university students who are gifted are apparently absent in the refereed literature.

2.1.10 What is a Second Language?

When you were young you learnt your first language, L1, that is, your mother tongue. When you learn an additional language, this language is called L2, i.e. your second language. A second language can also be called a target language (TL), the language you aim to learn, and once you have learnt it, it is no longer a target language (Saville-Troike 2006:3-4). The term L2 is typically used about languages that you learn in a natural environment, either because you want to be able to cope with everything in a new country to which you have moved, or because you think you will do better if you learn the language of, say, the most powerful minority in the country or region in which you happen to live. To learn these languages in a formal setting is less typical, and to learn languages for fun or because it is part of the curriculum is even less typical. However, they are still second languages. In other words, Saville-Troike (2006:4) states:

“a second language is typically an official or socially, dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants

who speak another language natively. However, it is not always that a second language is acquired by immigrants. An obvious counter-example is the case of students learning various languages in school, languages that may not be particularly usable in the countries in which they live”.

2.1.11 What is Second Language Acquisition?

Seville-Troike (2006:2:3) states, “*SLA, i.e. Second Language Acquisition, refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language”*. Ellis (1997:3) argues:

“Whether you are learning a language naturally as a result of living in a country where it is spoken, or learning it in a classroom through instruction; it is customary to speak generically of second language acquisition”

(see the definition of L2 above).According to Ellis (1997:4:5) SLA (i.e. the academic discipline) has two main goals, namely description of L2 acquisition and explanation of L2 acquisition. Description refers to the ability to identify the external and internal factors that show how the students are learning and progressing in the way they do. By description linguists working in the field of SLA refer to the ability to see how and what the students produce when they are using a second language.

2.1.12 Attitude vs. Behavior

Attitude can be defined as a set of beliefs developed in a due course of time in a given socio-cultural setting. Although it necessarily so not determine behavior but can have some impact on it. It is studied that positive attitude facilitates learning. If the learner is reluctant to learn or he/she does not have a positive attitude, he/she

does not produce any result. Language learning is affected by the attitude and motivation. Motivated, demotivated and motivated students have different perceptions of their class, teacher and curriculum. Their perceptions are responsible to for their attitudes. An individual's perception of the class, perception of the teacher, peer group, syllabus and his/her awareness for future needs effect hi/her attitude to language learning.

2.1.13 Individual Attitudes and Behaviors

Attitudes can positively or negatively affect a person's behavior. A person may not always be aware of his or her attitude or the effect it is having on behavior. A person who has positive attitudes towards work and co-workers (such as contentment, friendliness, etc.) can positively influence those around them. These positive attitudes are usually manifested in a person's behavior; people with a good attitude are active and productive and do what they can to improve the mood of those around them. In much the same way, a person who displays negative attitudes (such as discontentment, boredom, etc.), will behave accordingly. People with these types of attitudes towards work may likewise affect those around them and behave in a manner that reduces efficiency and effectiveness.

2.1.14 Attitudinal Categories

Attitude and behavior interact differently based upon the attitude in question. Understanding different types of attitudes and their likely implications is useful in predicting how individuals' attitudes may govern their behavior. Daniel Katz uses four attitude classifications:

1. Utilitarian: Utilitarian refers to an individual's attitude as derived from self or community interest. An example could be getting a raise. As a raise means more disposable income, employees will have a positive attitude about getting a raise, which may positively affect their behavior in some circumstances.

2. Knowledge: Logic, or rationalizing, is another means by which people form attitudes. When an organization appeals to people's logic and explains why it is assigning tasks or pursuing a strategy, it can generate a more positive disposition towards that task or strategy (and vice versa, if the employee does not recognize why a task is logical).
3. Ego-defensive: People have a tendency to use attitudes to protect their ego, resulting in a common negative attitude. If a manager criticizes employees' work without offering suggestions for improvement, employees may form a negative attitude and subsequently dismiss the manager as foolish in an effort to defend their work. Managers must therefore carefully manage criticism and offer solutions, not simply identify problems.
4. Value-expressive: People develop central values over time. These values are not always explicit or simple. Managers should always be aware of what is important to their employees from a values perspective (that is, what do they stand for? why do they do what they do?). Having such awareness can manage to align organizational vision with individual values, thereby generating passion among the workforce.

2.2.1. Social Factors That May Affect Foreign Language Learning:

2.2.1.1: Age

Throughout experiences and observations of many linguists, it is noticed that the process of language learning is much easier at earlier stages of age and it gradually becomes difficult with the increase of age.

As Ellis (1994) argues that most people, linguists and language experts strongly believe that children are more successful EFL learners.

Wilkins (1972:p.186) argues through the example of immigrants saying that,

“children of immigrants who are exposed to a new language they speak that language fluently and

accurately when they come into contact with children of the target language group, whereas their parents find it difficult to some extent to learn it the same level of proficiency as children”.

However, Saville-Troike (2006:82) convincingly argues that younger and older learners have different advantages for example children are not analytical, while older learners have ability to be analytical. He claims that older learners normally have analytical ability, since they are able to understand the grammatical rules better than children.

2.2.1.2: Gender

Teachers and researchers always make distinctions between male and female in the process of foreign language learning. According to Ellis (1994)

“Women nearly always outstrip males in the standardness of their speech and use of prestige forms and yet they tend to be in forefront of linguistic change”.

Ellis (1994) additionally explains the reason that women use more prestigious forms than men do could be because women are more open to different forms and likely to use them in their speech, while men are less recipients to different forms.

Einstein (1982) adds that possible explanations for superiority of females are that they have more positive learning a foreign language than males. Moreover, Gardner and Lambert also admit the role of motivation and attitudes on gender differences: they reported that female learners of FL French in Canada were more motivated than male learners and also had more positive attitudes towards speakers of the target language.

However, the studies generate different view concluding that there is no difference between the two genders.

Furthermore, Ludwig (1983) reported that male learners are instrumentally motivated. Gass and Varonis (1986) also concluded that men use the opportunities to produce more output, whereas women use it to obtain more input.

2.2.1.3: Social Class:

Ellis (1994:204-206) claims that social classes are usually based on the level of education, income and occupation. It has been shown that there are interesting connections between social classes and FL achievement. Students from middle-class homes regularly outperform those from lower- and working-class homes. Ellis (1994: 204-206) argues that FL learning is connected to different attitudes based on learners' will to learn. Working-class students usually drop their language earlier than middle class students, for example more middle class students tend to continue learning it at university or college.

2.3 Relationship between attitudes and academic achievement

From past literature, it was found some scholars developed a theory that could be used to explain the relationship between attitude and academic achievement. According to Fishbein, he constructed the value-expectancy model by arguing that a person's attitude determined his/her intended behavior, which could ultimately affect the outcome. Based on the model, he stated that a person would hold certain attitudes towards an object by evaluating it. After going through this process, the person then decided whether to hold a favorable or unfavorable view towards it. Indeed, such a positive or negative attitude could further influence the person's intentions to engage in various behaviors with regard to that particular object (Fishbein and Ajzen 1975). Based on the person's intended behavior, this could be regarded as a significant predictor of the final outcome. In addition to the theoretical arguments, there were indeed numerous research conducted on testing the relationship between attitude and academic achievement. Based on the past literature, there was a general consensus that attitude could be regarded as a

significant predictor of one's academic achievement. Most of these researches illustrated the more positive one's attitude towards an academic subject, the higher the possibility for him/her to perform well academically. In a research conducted in the U.S., the researchers studied the relationship between students' attitudes and academic achievement in college mathematics by inviting 218 freshmen to complete a set of questionnaire. The result indicated that students' attitudes were highly correlated with their achievement in college calculus (House 1995p.112). In another longitudinal study also conducted in the U.S., the researchers assessed the relationship between attitude towards mathematics and achievement in mathematics. It was found that attitude had a powerful influence on students' academic achievement (Reynolds and Walberg 1992, p. (307). Even though most of the studies suggested that there was a positive relationship between attitude and academic achievement, there were other researchers arguing that students' attitude might not be a significant predictor of their academic achievement. In a study conducted by Mickelson (1990), he stated that whether attitude could significantly predict one's academic achievement depended on a number of variables, particularly the ethnic background and social class (p. 44) Correspondingly, Ma and Kishor (1997) also argued that the statement "attitude was a significant predictor of academic achievement" was indeed a paradox. Attitude might not necessarily predict one's academic achievement as it also depended on different Discovery.

2.4 Part Two: Previous Studies

Different studies have been carried out by different researchers on university students' attitudes towards learning English language as a foreign language. Moreover, previous researchers handled the role of EFL learners' attitudes towards English language learning in terms of gender , the field of study and the year of study. The researcher is going to provide some of these relevant studies.

2.4.1 First Study

This is entitled: “Nature of students’ attitudes towards learning English as a foreign language” by Alzahrani(2008)

According to Al-zahrani (2008) many studies have been conducted to explore the nature of students’ attitudes towards learning foreign language in general and EFL in particular, compared with the studies concerning the attitudes of ESL learners during the past three decades (Al-Zahrani, 2008). For instance, Shams (2008) conducted a study attempting to investigate students’ attitudes, motivation and anxiety towards the learning of English. The findings underlined that the students had affirmative attitudes and high enthusiasm towards English. This also highlighted that most of them showed positive attitudes towards English language and its learning which, in turn, emphasized the value of English language efficiency in the daily life.

2.4.2 Second Study

The study entitled: “Investigated the secondary stage students’ attitudes towards learning English as a foreign language and their achievements in reading comprehension” by Momani. J. (2009).

Accordingly, Momani (2009) this paper investigated the secondary stage students’ attitudes towards learning English as a foreign language and their achievements in reading comprehension. The findings showed that the respondents had neutral positive attitudes toward learning English. Also, there was a strong correlation

between the students' attitudes toward learning English and their performance in reading comprehension.

The findings of study by Al-Tamimi and Shuib (2009) on Petroleum Engineering students' motivation and attitudes towards learning English revealed that they had positive attitudes towards the use of English in the Yemeni social and educational contexts. They also showed affirmative attitude towards the culture of the English speaking world. In terms of the year of study variable, Al-Zahrani (2008) conducted a study to determine the attitudes of Saudi students towards English. The statistical analysis revealed that there was not any clear difference among the three years in their attitudes towards Learning English as the descriptive statistics showed that the respondents in the three years had the same level of attitude.

2.4.3 Third Study

“**Fakeye M. (2010)** conducted the following study to investigate the correlation between attitudes and academic achievement in English language”.

Regarding the gender variable, Fakeye (2010) conducted this study to investigate the correlation between attitude and achievement in English among 400 senior secondary students selected randomly from five secondary schools. The findings of this study revealed that there was a significant relationship between attitude and achievement. Additionally, it was explored that students' attitude is not gender-related. Thus, there was not a statistically significant difference in the attitudes of male and female students.

According to Hassan Suleiman among different factors contributing to foreign language learning, affective variables such as attitudes, orientations, motivation, and anxiety are of paramount importance. Among these various factors, learners' attitude towards language learning is considered as one of the key factors in motivating the learners to learn that language. This study examined a sample of Iranian medical students' attitudes towards English language learning. Three

aspects of attitude (emotional, cognitive, and behavioral) were taken into consideration. In addition, the effect of learners' demographics on their attitudes was investigated. An adapted questionnaire was employed as a measuring instrument. The participants (N=40, medical students) were required to answer all the 30 items in the questionnaire concerning attitudes towards English language learning in terms of behavioral, cognitive, and emotional aspects of attitude. The items were put in a 5-point Likert scale. The results showed that the overall mean score of English language attitude among the participants was 65.4 (out of 100, SD= 5.6). The independent samples t-test was carried out to explore the differences in the participants' attitude towards English language learning by gender. The results showed that the attitude of male students was higher than females. The results of current study implied that Iranian medical students hold highly positive overall attitude regarding English language learning. It is recommended that teachers should be responsive to learners' attitudes and value their students' attitudes and preconceptions, as it can affect their success in foreign language learning. According to this study, most of the students hold negative attitudes towards English language learning which affect on their academic achievement.

2.4.4 Fourth Study

This study entitled: “investigating motivation orientations and EFL learners' attitudes towards learning English” by Baker (1992).

This paper investigated the various socio-psychological orientations of Iranian undergraduates towards learning English. It focused on the motivation orientations of the students and their attitudes towards the target language and its community. A group of 108 students majoring in English translation at Islamic Azad University, Khorasgan Branch in Isfahan, Iran was surveyed using the AMTB (Attitude, Motivation Test Battery). The domains used for the purposes of the study were: a) interest in English, b) parental encouragement, c) motivational

intensity, d) attitudes towards learning English, e) attitudes towards English-speaking people, f) integrative orientation, g) desire to learn English, and instrumental orientation. The results revealed that these Iranian Nonnative speakers of English learn the language for both 'instrumental' and 'integrative' reasons and their attitudes towards the target language community and its members were generally found to be highly positive. The paper also reported some micro and macro implications of the study. This study concentrated on the motivation orientations and attitudes towards the target language and its community and found that learners who are highly motivated probably hold positive attitudes towards the target language.

2.4.5 Fifth Study

Entitled: *“Exploring the Attitudes and Perceptions of Foundation Year (FY) students towards learning English, at the English Language Institute (ELI) of King Abdulaziz University (KAU) in Jeddah, Saudi Arabia” by Malallah(2000).*

This paper explores the attitudes and perceptions of Foundation Year (FY) students towards learning English, at the English Language Institute (ELI) of King Abdulaziz University (KAU) in Jeddah, Saudi Arabia. And questionnaire was used as the main tool to investigate their attitudes and perceptions towards English language learning. English is one of the required courses, the rest of which are primarily taught in Arabic. The researcher attempts to find out the students' opinions regarding the importance of English, whether they think it is difficult or not, and where the difficulty lies. The author also endeavors to examine the ways by which they try to improve their English and the frequency and areas of their use of the language. After the selection of a random sample of 47 female students of levels 3 and 4 (pre-intermediate and intermediate levels), who represent the largest majority of the students during the time of the study, a questionnaire was developed and students' responses were tabulated and analyzed. The study shows

that most students have a positive attitude towards learning English and that they try to improve their English and to use the language even though there are a lot of demands on their time and few opportunities to practice their English. The study also reflects on the obstacles confronting the students and their suggestions to facilitate the learning process. This study is far significant because it attempted to investigate students' opinions towards the importance of English and to what extent they think it is difficult. However, most students of pre-intermediate and intermediate levels have positive attitude towards learning English.

Studies upon attitudes related to language learning got much attention after Gardner influential work in 1985 (Gardner, 1985), and there is a bulk of work on attitudes of people regarding different languages and language learning, (Benson, 1991) (Balcazar, 2003), (Malallah, 2000) , (Marley, 2004), (Al- Kahtany, 1995), (Assaf, 2001), (Villa, 2002). In Pakistan, English normally has a status of second language in most of the official work, and there is sufficient research particularly exploring the attitudes of learners towards ESL and EFL context. (Pritchard, M & Nasr, A, 2004), (Joseba, 2005) through their studies show the positive aspects of attitudes for language learning and higher academic achievement. Attitudes, English learning and academic achievement is studied in relation with other aspects as well. Levine tried to established relationship between first language usage anxiety with respect to second language learning (Levine, 2003). Yang and Lau studied attitudes of learners towards English at secondary (Yang, 2003). Graham pays particular attention to attitude with respect to achievement and language learning (Graham, 2004).

2.4.6 Sixth study

“Investigating the attitudes of undergraduate students towards the study of French language as a general study course in Nigerian tertiary institutions” by Gómez Burgos and Sandra Pérez (2001).

The above study is conducted by Gómez Burgos and Sandra Pérez (2001) to investigate the attitudes of undergraduate students towards the study of French language as a general study course in Nigerian tertiary institutions using Ajayi Crowther University, Oyo, Nigeria as a case study. A total of 200 undergraduate students of this university constitute the sample for this study. The research adopted descriptive research design of survey type. The results show that area of specialization has influence on attitudes of students towards French language. Also, there is no significant difference between the male and female undergraduate students' attitude towards French language. The results further revealed that there is a significant difference in students' attitudes and the knowledge of French language. It is recommended that the Government should make French language compulsory in all tertiary institutions in Nigeria as part of efforts to make Nigeria English-French bilingual nation.

2.4.7 Seventh study

“Investigating the 12th graders’ attitudes towards learning English as a foreign Language in two secondary schools in Puerto Montt, Chile” by Shams (2008).

This paper is by Shams (2008) aims to provide the results of a research focusing on 12th graders’ attitudes towards learning English as a Foreign Language in two secondary schools in Puerto Montt, Chile. Attitude towards a language has been considered as an important factor that influences the process of learning a foreign language (Shams, 2008); for this reason, it is fundamental to identify students’ attitudes since positive attitudes towards English allow the students to have favorable orientation towards learning it (Karahana, 2007). Under this premise, this

study corresponds to a case study that includes a quantitative method of data analysis. A survey of five dimensions was conducted amongst 154 students in order to measure their attitudes towards the target language. The results show that their attitudes towards English as a foreign language are favorable; however, the dimensions related to learning English, and English as a subject at school obtained unfavorable attitudes.

2.4.8 Eighth Study

The study entitled: *“achievement motivation amongst students in Eastern Sudan MA (2009) by Salwa Abdallah”*

This study aims to investigate the level of motivation and attitudes among Eastern Sudanese students. The researcher followed TAT(thematic apperception test). The sample of this study was consisted of 56 final and semifinal students are taken a sample from college of medicine 21 males and 35females. The findings of the study indicate that the level of achievement motivation among Eastern Sudanese students is relatively high. And students who have positive attitudes reach better academic achievement.

2.4.9 Ninth Study

This study entitled: *“The Role of Attitudes towards the learning situation on motivation to learn English as a foreign language” MA (2008) by Azmi Mirghani.*

The study aims to investigate the level of third year Sudanese pupils’ motivation to learn English as a foreign language and to investigate the role of their attitudes towards learning situation on their motivation. The findings of the study showed that the third year students of Sudanese secondary schools possess an average level of motivation to learn English as a foreign language (EFL)

2.4.10 Tenth Study

“Investigating EFL students’ attitudes toward learning English language: The case study of Kashan University students” Alzwari H (2012)

This study aimed at investigating attitude of male and female English as foreign language (EFL) learners of Kashan University towards English language learning in terms of the behavioral, cognitive, and emotional aspects. To this end, a questionnaire survey administered upon a total of 30 randomly selected samples. Results of qualitative and quantitative data analysis showed a positive attitude toward English learning in three aspects of behavioral, cognitive, and emotional. In addition, there were statistically significant attitudinal differences between the two groups. Attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language researchers. Al-Mamun, Rahman, and Hassam argue that attitude is the feeling people have about their own language. Thus, attitude to language is a construct that explains linguistic behavior in particular.

2.5 Conclusion of Chapter Two

The findings of the previous studies which are stated above show that Secondary schools students have negative attitudes towards English language learning. Moreover age students who have positive attitudes towards English language learning can perform better in English subjects.

It also indicates that there is difference in attitudes of secondary school students based on gender but not the year of. So this study aims to investigate secondary school students’ attitudes towards English language learning. The researcher attempts to find out the attitudes of those students towards learning English as a second language.

2.6 Summary about Related Previous Studies

The relevant studies in this chapter investigated the role of secondary school students' attitudes towards the culture of English language learning. However, the researcher will conduct the area of EFL learners' attitudes towards English language learning in terms of their behavioral, cognitive and emotional aspects. It also explored whether there is any significant difference in the students' attitudes towards English language learning based on their demographic profiles i.e., gender and year of study. These related studies also investigated the relationship between learners' attitudes and academic achievement but the researchers did not pursue the EFL students' attitudes towards English language learning. So this current study will cover that area which was not pursued by the previous researchers. And the questionnaire was used as the main tool to collect data and investigate students' attitudes towards English language learning. There were statistically significant attitudinal differences regarding gender but not year of study. Based on the research findings, most of these students have negative attitudes towards English language learning. The respondents' obvious negative attitude towards English may lead to conclude that they are not well aware of the importance of English and learn it as a compulsory subject. Briefly, attitude concept is considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning. However, some recommendations are finally presented on investigating attitudes of EFL learners towards learning English as a second language.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction

This chapter describes the methodology of the study. In that it will describe the methods and techniques adopted, the instruments, the population, the sample and procedures of data analysis

3.1 The methodology

This study is descriptive in nature. It focuses on investigating attitudes of the Sudanese secondary school students towards English language learning. The study attempted to investigate the three aspects of the attitudes of EFL learners: behavioral, cognitive, and emotional one. And it will shed light on the area that needs attention.

3.1.1 Methods and Tools of the study

The researcher will use the descriptive analysis, and quantitative methods by virtue of the questionnaire and interview as data gathering tools to verify the hypotheses of the study and to find out answers to the questions of the study as stated earlier in chapter one. Also the researcher will use the statistical package for social Sciences (SPSS) namely; the researcher focuses on frequencies and percentages.

3.1.2 Population and sampling of the study

The geographical setting of this study is Khartoum locality. The population of the study is all of secondary school students in Sudan. A sample of 120 students was randomly selected for the questionnaire. The school which was included in the questionnaire was government school Alsalama Secondary school.

3.1.3 Instruments

The measuring instruments were a questionnaire and an interview which focused on the attitudes towards learning English language. Additionally, it aimed to explore the differences in the participants' attitudes by their demographic information. The items were taken from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). Furthermore, there were some items based on the researchers' experiences in teaching English (Appendix). On the whole, there were 30 items regarding language attitudes in terms of behavioral, cognitive, and emotional aspects of attitudes. Overall, 20 items were positive and 10 items were negative. The items were put in a 5-point Likert scale from Level 1: Strongly Disagree to Level 5: Strongly Agree. An interview also was given to (10) English language experts and specialists from Sudan University and other secondary schools in Khartoum locality.

3.1.4 Students' Questionnaire

The questionnaire was distributed to (120) the secondary school students. This questionnaire includes a covering page which introduces the topic of the research and it uses Likert-5point scale (strongly agree, agree, neutral, disagree, strongly disagree). The statements are about "Investigating the Sudanese secondary School Students' Attitudes towards Learning English Language". However, the interview was given to (10) specialists and experts of English language from different secondary schools and Universities. The questionnaire will be designed to collect information about the problem encountered the Sudanese secondary students at Khartoum Locality. The questionnaire includes (30) statements given to (120) the third-year of Sudanese secondary students. It was judged by experienced specialists and doctors from Sudan University of Science and Technology. The

responses to the interview and questionnaire were taken to an expert in statistics and the findings are as in the table of analysis.

3.1.5 Procedures of Data Analysis

The data collected thorough the questionnaire and the interview will be tabulated and treated statistically by the statistic package of social science (SPSS) programme version 24. The finding will be used to answer the relevant study questions. In addition, data collected from the interview items will be discussed in order to answer to explore whether there is statistically a significant difference in the Sudanese secondary school students' attitudes by gender and the year of study.

3.1.6 Reliability of the questionnaire

A pilot study was conducted to measure the reliability level of the questionnaire items. To do so, 30 students were randomly selected from the target population. These students did not take part in the actual study. They were required to present their personal information based on the Likert scale of the questionnaire items. By using The Statistical Package for the Social Science Program (SPSS) version 24 an analysis of item reliability was determined through the reliability coefficient test. The acceptable value of Cronbach Alpha was 0.88 which shows acceptable consistency of reliability. This shows that the questionnaire items were completely appropriate for research goals. Table below indicates the reliability of the questionnaire items in terms of the three aspects of attitude separately. The value of Cornbach's Alpha regarding the behavioral aspect is 0.85, the cognitive aspect obtained 0.87, and the Cronbach's Alpha value of the emotional aspect is 0.86.

3.1.7 Validityof the questionnaire

Validity is also a vital measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range

between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (30) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results are shown in the following table (3.1):

Reliability Statistics

Reliability	Cronbach's Alpha	No of Items
General	0.87	30
Behavioral Aspect	.85	10
Cognitive Aspect	.87	10
Emotional Aspect	.86	10

The table above shows a very high figure of reliability

3.2 Administration

English teachers in the chosen schools were required to explain the instructions of the questionnaire form to the participants due to its difficulty to the Sudanese secondary school students. Respondents were asked to signify the extent to which they agree, neutral, disagree, strongly disagree or strongly agree with the items of the questionnaire. The total administration to complete answering the questionnaire lasted about 25 minutes.

3.3 Data Analysis

The collected data was analyzed by the statistical package of social science (SPSS) Program aiming to answer the research questions quantitatively. To answer the first research question, descriptive statistics was conducted to determine the frequency, the mean, the variance and the standard deviation of the gathered data. Additionally, the independent sample T- test was conducted to answer the second research question. Moreover Chi-Square Analysis Test was the other type of statistical analysis to examine the third research question. The findings are indicated in the next section.

3.4 Summary of the Chapter

This chapter is devoted to describe the method and instruments used to collect data and analyze. The questionnaire and interview were used as measuring tools of the study. It also has described the population and sampling of the research as well as procedures for data analysis. The next chapter will present the results, data analysis and discussions of this study.

Chapter Four

Data Analysis, Results and Discussions

Chapter Four

Data Analysis, Results and Discussions

4.0 Introduction

This chapter presents and analyzes the data collected through the questionnaire which was distributed to 120 respondents who represented the Sudanese secondary school students. This chapter also presents the data collected through the interview which was given to the English language experts. The results will be used to provide answers to the research questions.

4.1 Data Analysis of the questionnaire

4.1. 1 The Behavioral Aspect of Students' Attitudes towards English Language Learning.

Statement (1): Studying English language does not help me understand other cultures.

Table (4.1) Studying English does not help in understanding cultures.

Valid	Frequency	Percentage%
Strongly agree	28	23.3
Agree	42	35.0
Neutral	21	17.5
Disagree	14	11.7
Strongly disagree	15	12.5
Total	120	100

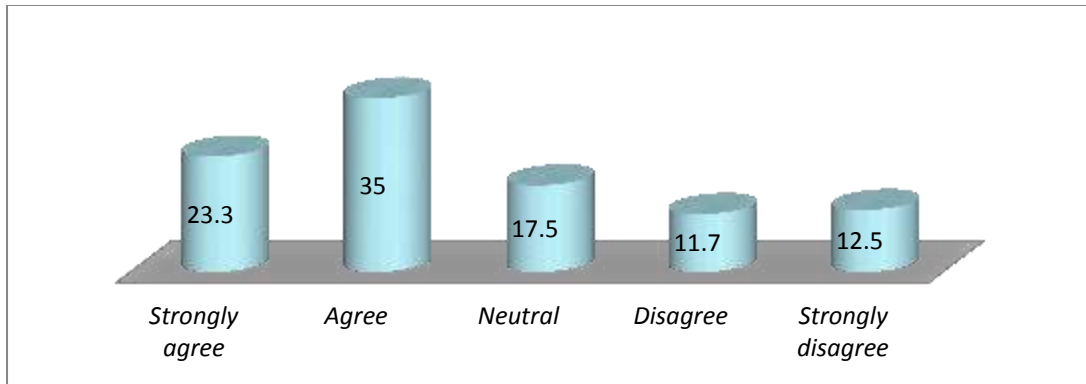


Figure (4.1) Studying English does not help in understanding cultures.

The table and figure above show that there are (28) respondents in the study sample with percentage (23.3%) strongly agreed with “Studying English language does not help me understand other cultures”. There are (42) persons with percentage (35.0%) agreed with that and (21) persons with percentage (17.5%) were neutral and (14) persons with percentage (11.7%) disagreed. and (15) persons with 12.5% strongly disagree. So the behavioral aspects of students’ attitudes may help them understand English well.

Statement (2): Speaking English anywhere makes me feel worried.

Table (4.2) Speaking English anywhere makes feel worried.

Valid	Frequency	Percentage%
Strongly agree	20	16.7
Agree	40	33.3
Neutral	22	18.3
Disagree	22	18.3
Strongly disagree	16	13.3
Total	120	100

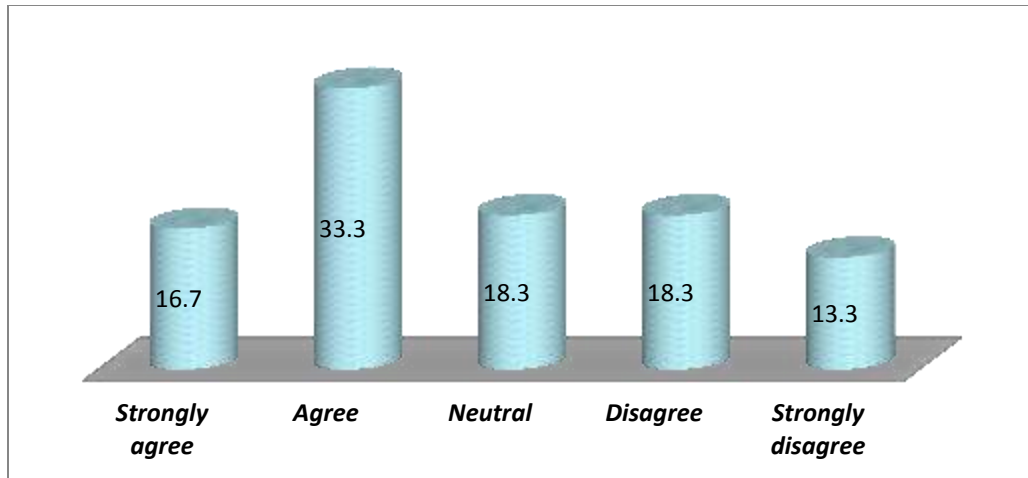


Figure (4.2) Speaking English anywhere

From the above table and figure it is clear that there are (20) persons in the study's sample with percentage (16.7%) strongly agreed with "Speaking English anywhere makes me feel worried ". There are (40) persons with percentage (33.3%) agreed with that and (22) persons with percentage (18.3%) were neutral and (22) persons with percentage (18.3%) disagreed. and (16) persons with 13.3% strongly disagree. The majority of the secondary school students feel worried when they speak English with their classmates. This indicates that the Sudanese secondary school students have negative behavioral attitudes towards learning English and speaking anywhere makes them feel worried.

Statement (3) Studying English does not help me to have a good relationship with friends

Table (4.3) Studying English does not help in having a good relationship.

Valid	Frequency	Percentage%
Strongly agree	21	17.5
Agree	33	27.5
Neutral	24	20.0
Disagree	27	22.5
Strongly disagree	15	12.5
Total	120	100

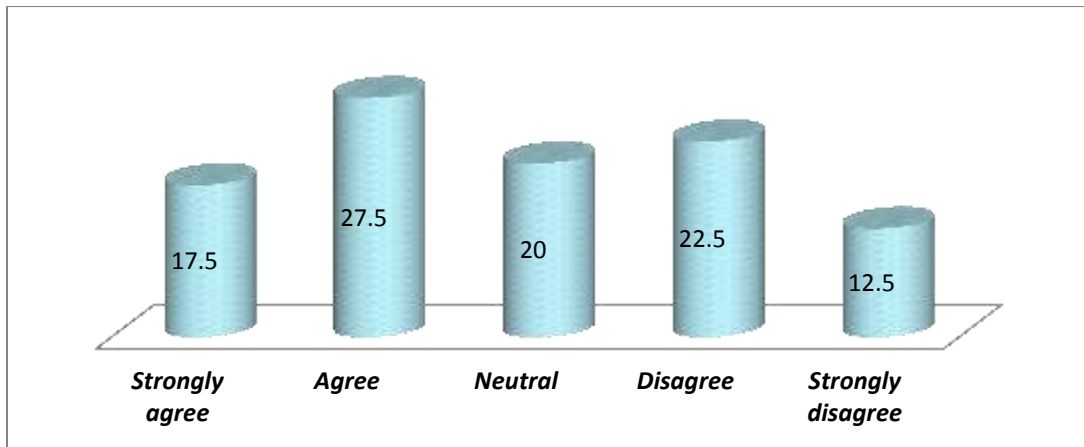


Figure (4.3) Studying English does not help in having a good relationship

It is clear from the table and figure above that there are (21) participants in the study sample with percentage (17.5%) strongly agreed with " Studying English does not help me to have a good relationship with friends". There are (33) participants with percentage (27.5%) agreed with that and (24) persons with percentage (20.0%) were neutral and (27) persons with percentage (22.5%) disagreed. and (15) students with 12.5% strongly disagree. This shows that the secondary school students hold negative behavioral attitudes towards English language learning and studying English do not help them have a good relationship with their friends.

Statement (4): I do not like to speak English in my class

Table (4.4) Not liking to speak English in the class.

Valid	Frequency	Percentage%
Strongly agree	19	15.8
Agree	28	23.3
Neutral	17	14.2
Disagree	32	26.7
Strongly disagree	24	20.0
Total	120	100

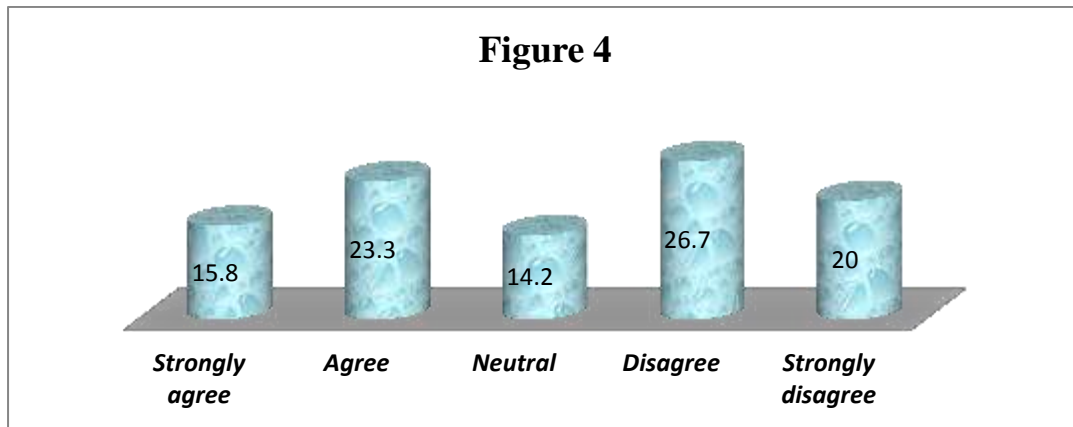


Figure (4.4) Not liking to speak English in the class.

The table and figure above show that there are (19) participants in the study sample with percentage (15.8%) strongly agreed with " I don't like to speak English in my class ". There are (28) students with percentage (23.3%) agreed with that and (17) persons with percentage (14.2%) were neutral and (32) participants with percentage (26.7%) disagreed. and (24) participants with 20.0% strongly disagree. The majority of the Sudanese secondary school students do not like speaking English in their classes which indicates that secondary school students have negative behavioral attitudes towards English language learning.

Statement (5): Studying English does not help me to get new information.

Table (4.5) Studying English does not help in getting new information.

Valid	Frequency	Percentage%
Strongly agree	28	25.0
Agree	38	23.3
Neutral	23	19.2
Disagree	21	25.8
Strongly disagree	10	6.7
Total	120	100

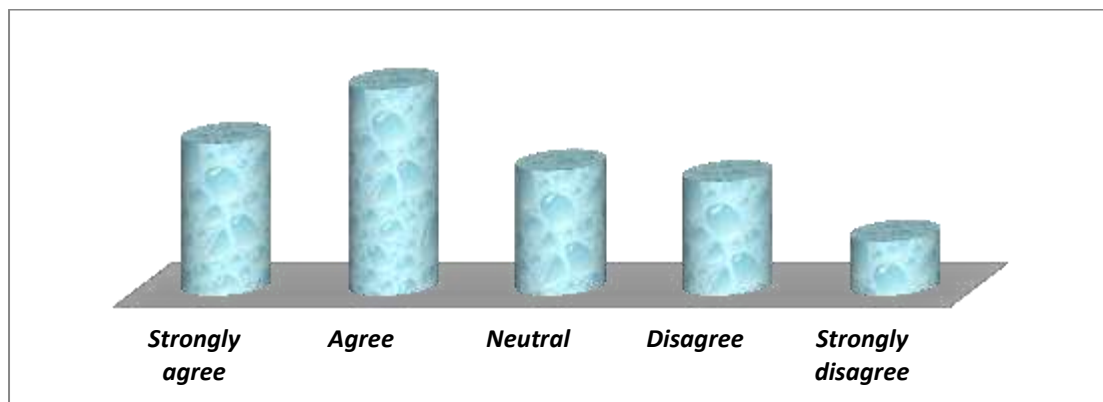


Figure (4.5) Studying English does not help in getting new information.

The table and figure above illustrate that there are (28) participants in the study's sample with percentage (25.0%) strongly agreed with " Studying English does not help me to get new information ". There are (38) persons with percentage (23.3%) agreed with that and (23) students with percentage (19.2%) were neutral and (21) persons with percentage (25.8%) disagreed. and (10) persons with 6.7% strongly disagree. This indicates that secondary school students showed negative behavioral attitudes towards English language learning.

Statement (6): I study English because it's compulsory subject at the school

Table (4.6) I Study English because it's compulsory at the school

Valid	Frequency	Percentage%
Strongly agree	36	30.0
Agree	28	23.3
Neutral	31	25.8
Disagree	17	14.2
Strongly disagree	8	6.7
Total	120	100

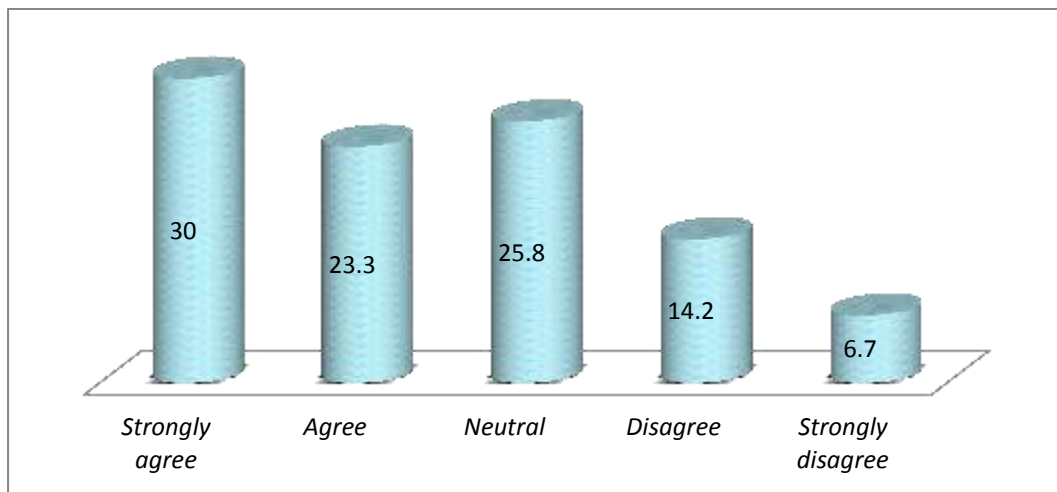


Figure (4.6) *I Study English because it's compulsory at the school.*

The table and figure above show that there are (36) participants in the study sample with percentage (30.0%) strongly agreed with "I study English because it's compulsory at the school ". There are (28) persons with percentage (23.3%) agreed with that, and (31) persons with percentage (25.8%) were neutral and (17) persons with percentage (14.2%) disagreed. and (8) persons with 6.7% are strongly disagree. This indicates that the secondary school students have negative attitudes towards English language learning in terms of their behavioral aspects of attitude.

Statement (7): I postpone my English homework as much as possible

Table (4.7) Postponing homework as much as possible:

Valid	Frequency	Percentage%
Strongly agree	43	35.8
Agree	29	24.2
Neutral	17	14.2
Disagree	19	15.8
Strongly disagree	12	10
Total	120	100

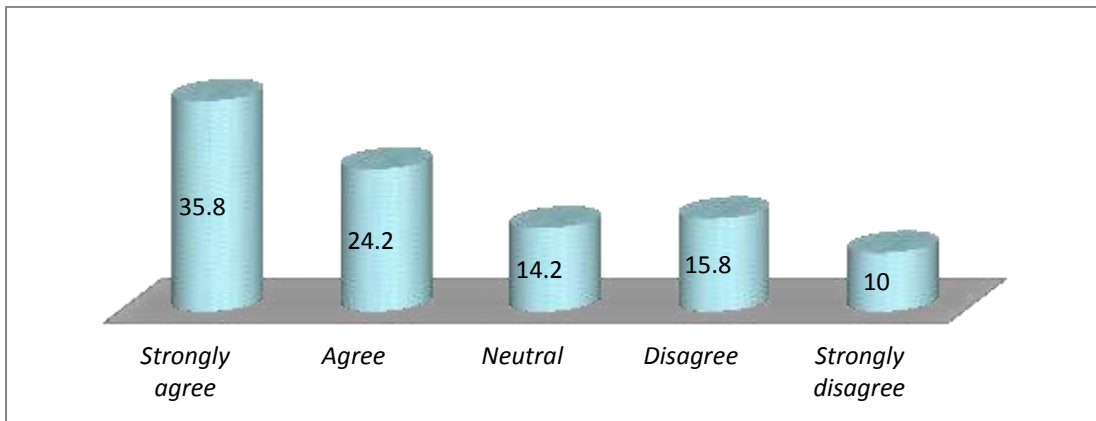


Figure (4.7): Postponing Homework as much as possible.

The table and figure above show that there are (43) students in the study's sample with percentage (35.8%) strongly agreed with "I postpone my English homework as much as possible ". There are (29) participants with percentage (24.2%) agreed with that, and (17) students with percentage (14.2%) neutral and (19) persons with percentage (15.8%) disagreed and (12) persons with 10.0% are strongly disagree. This reveals that secondary school students have a negative attitude towards English language learning in terms of their behavioral aspects of attitudes.

Statement (8): I study English just to pass exams

Table (4.8) studying English to pass Exams

Valid	Frequency	Percentage%
Strongly agree	41	34.2
Agree	33	27.5
Neutral	18	15.0
Disagree	17	14.2
Strongly disagree	11	9.2
Total	120	100

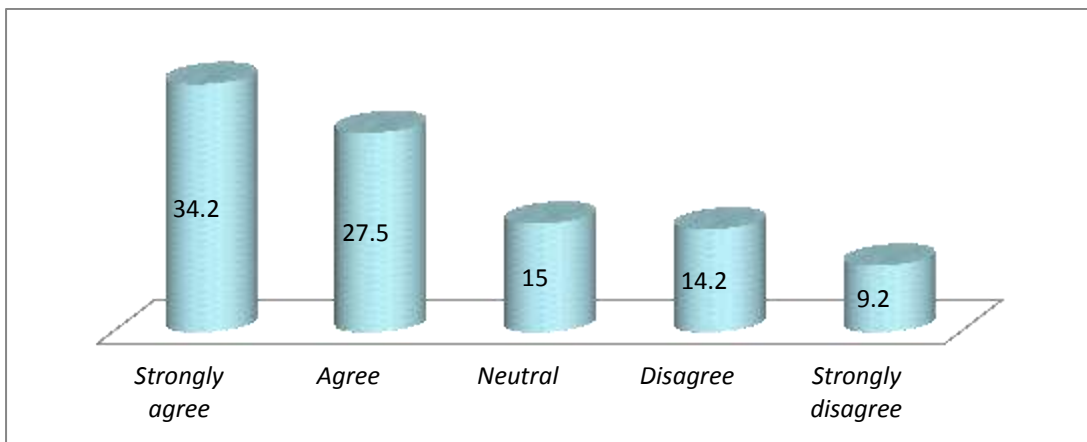


Figure (4.8) Studying English to Pass Exams

The above table and figure illustrate that there are (41) students in the study sample with percentage (34.2%) strongly agreed with the statement “I study English just to pass exams ”. There are (33) persons with percentage (27.5%) agreed with that and (18) respondents with percentage (15.0%) were neutral and (17) participants with percentage (14.2%) disagreed. and (11) persons with 9.2% strongly disagree. It’s clear that the vast majority of the secondary school students study English just pass exams. This indicates that the students showed negative behavioral attitudes towards learning English language.

Statement (9): I do not look forward to studying more English in the future

Table (4.9) Not looking forward to studying more English in the future

Valid	Frequency	Percentage%
Strongly agree	57	47.5
Agree	33	27.5
Neutral	18	15.0
Disagree	8	6.7
Strongly disagree	4	3.3
Total	120	100

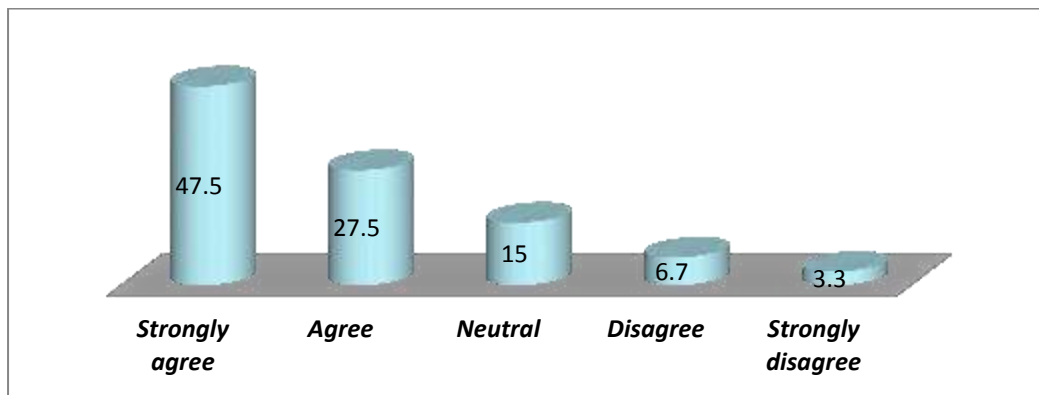


Figure (4.9): Not looking forward to studying more English in the future.

It is clear from the above table and figure that there are (57) respondents in the study's sample with percentage (47.5%) strongly agreed with "I do not look forward to studying more English in the future". There are (33) persons with percentage (27.5%) agreed with the statement and (18) respondents with percentage (15.0%) were neutral and (8) persons with percentage (6.7%) disagreed. and (4) persons with 13.3% strongly disagree. The vast majority of the secondary school students do not look forwards to studying more English in their distant future which shows that they have negative attitudes towards English language learning in terms of their behavioral aspects of attitudes.

Statement (10): When I miss the class, I never care about friends for the homework that has been taught.

Table (4.10) Not caring about friends for the homework that has been taught.

Valid	Frequency	Percentage%
Strongly agree	39	32.5
Agree	39	32.5
Neutral	17	14.2
Disagree	10	8.3
Strongly disagree	15	12.5
Total	120	100

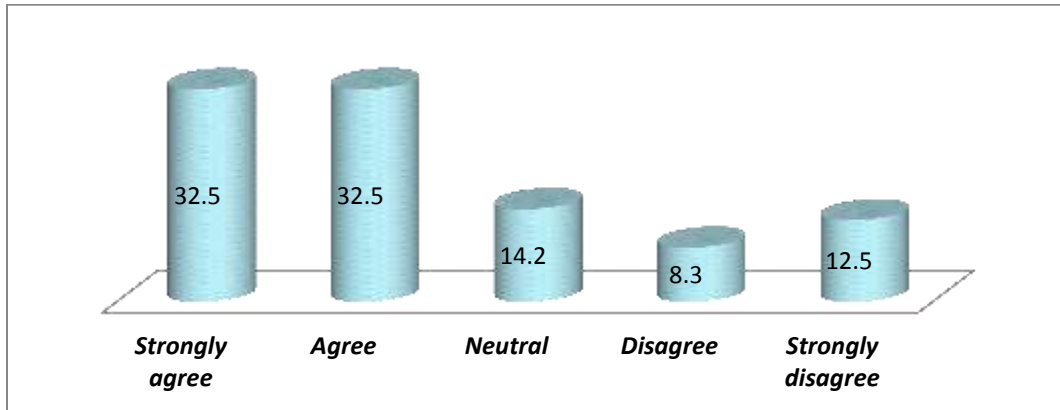


Figure (4.10) Not caring about friends for the homework that has been taught.

The above table and figure show that there are (39) respondents in the study sample with percentage (32.5%) strongly agreed with " When I miss the class, I never care about friends for the home work that that has been taught". and (39) respondents with (32.5%) agreed with and (17) persons with percentage (14.5%) were neutral and (10) respondents with percentage (8.3%) disagreed and (15) persons with 12.3% strongly disagree. Most of the Sudanese secondary school students never care about their friends or teachers for the homework that has been taught when they miss the class and this indicates that they hold negative attitudes towards English language learning regarding their behavioral aspects of attitudes.

4.2 The Students' Cognitive Aspect of Attitudes towards Learning English Language.

Statement (11): Using 11 (mother tongue) in teaching helps me understand English language.

Table (4.11): Using L1 in teaching English.

Valid	Frequency	Percentage%
Strongly agree	28	23.3
Agree	39	32.5
Neutral	16	13.3
Disagree	23	19.2
Strongly disagree	14	11.7
Total	120	100

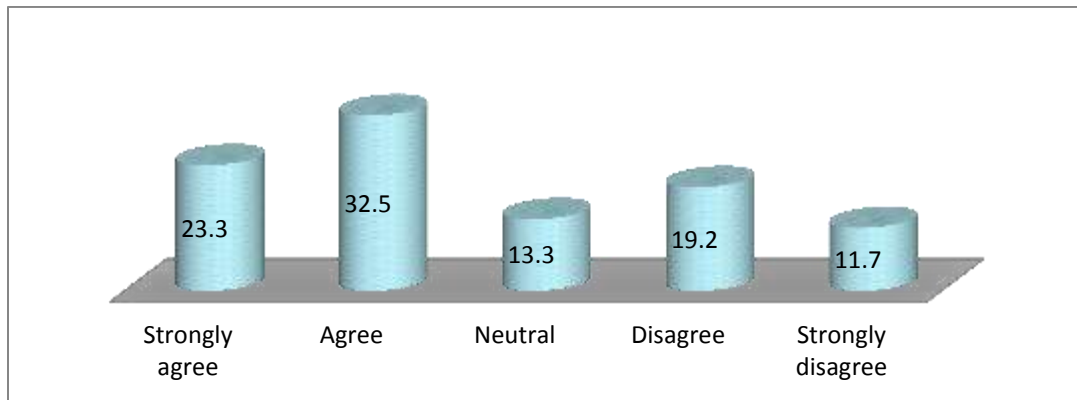


Figure (4.11) Using L1 in teaching English

It is clear from the above table and figure that there are (28) participants in the study sample with percentage (23.3%) strongly agreed with "Using 11 (mother tongue) in teaching helps me understand English language". There are (39) students with percentage (32.5%) agreed with that and (16) respondents with percentage (13.3%) were neutral and (23) persons with percentage (19.2%) disagreed. and (14) persons with 11.7% strongly disagree. This shows that secondary school students have negative attitudes towards learning English language in term of their cognitive aspects of attitudes.

Statement (12): Being good at English will not help me study other subjects well

Table (4.12): Being good at English will not help to study other subjects.

Valid	Frequency	Percentage%
Strongly agree	44	36.7
Agree	32	26.7
Neutral	23	19.2
Disagree	9	17.5
Strongly disagree	12	10.0
Total	120	100

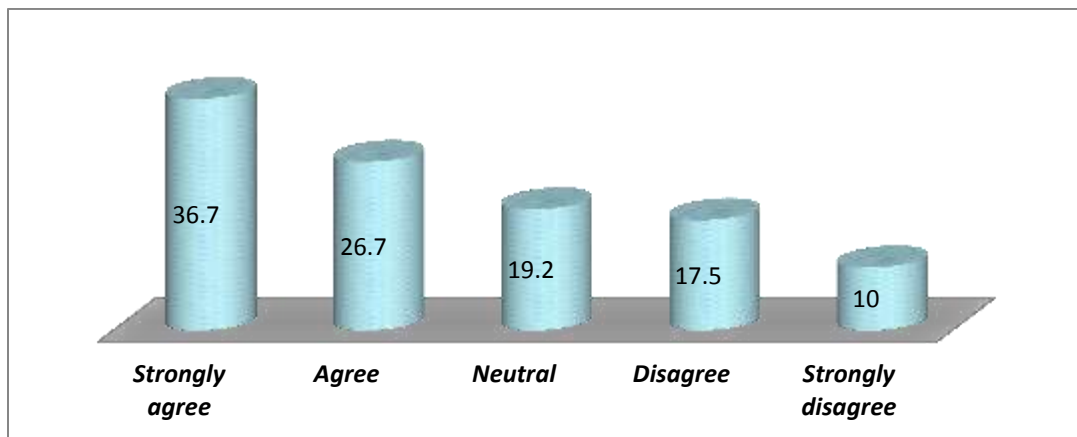


Figure (4.12): Being good at English will not help to study other subjects

The table and figure above show that there are (44) students in the study sample with percentage (36.7%) strongly agreed with " Being good at English will not help me study other subject well". There are (32) persons with percentage (26.7%) agreed with that and (23) persons with percentage (19.2.3%) were neutral and (9) persons with percentage (17.5%) disagreed. and (12) persons with 110.0% strongly disagree. This indicates that the Sudanese secondary schools students showed negative cognitive attitudes towards learning English language. Moreover, the secondary students tend to study English in their mother tongue.

Statement (13): I can study English language to develop myself

Table (4.13) Being able to study English to develop oneself.

Valid	Frequency	Percentage%
Strongly agree	47	39.2
Agree	35	29.2
Neutral	20	16.7
Disagree	10	8.3
Strongly disagree	8	6.7
Total	120	100

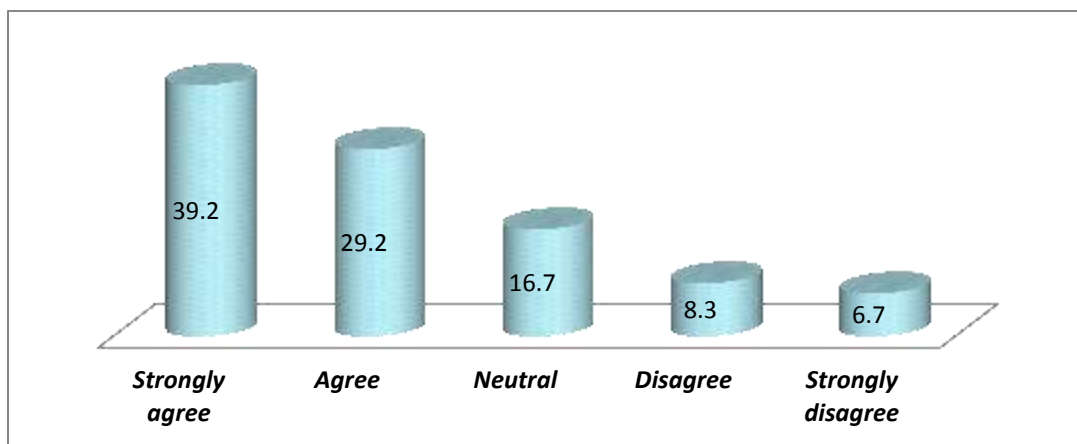


Figure (4.13) Being able to study English language to develop oneself.

The above table and figure illustrate that there are (47) participants in the study sample with percentage (39.2%) strongly agreed with “I can study English language to develop myself “. There are (35) respondents with percentage (16.7%) agreed with that and (20) persons with percentage (8.3%) were neutral and (10) persons with percentage (6.7%) disagreed. and (8) persons with 10.0% strongly disagree. This shows that the Sudanese secondary school students’ attitude towards learning English is positive.

Statement (14): I cannot summarize the important points in the English subject.

Table (4.14) Being unable to summarize the important points in the English subject.

Valid	Frequency	Percentage%
Strongly agree	34	28.3
Agree	36	30.0
Neutral	22	18.3
Disagree	20	16.7
Strongly disagree	8	6.7
Total	120	100

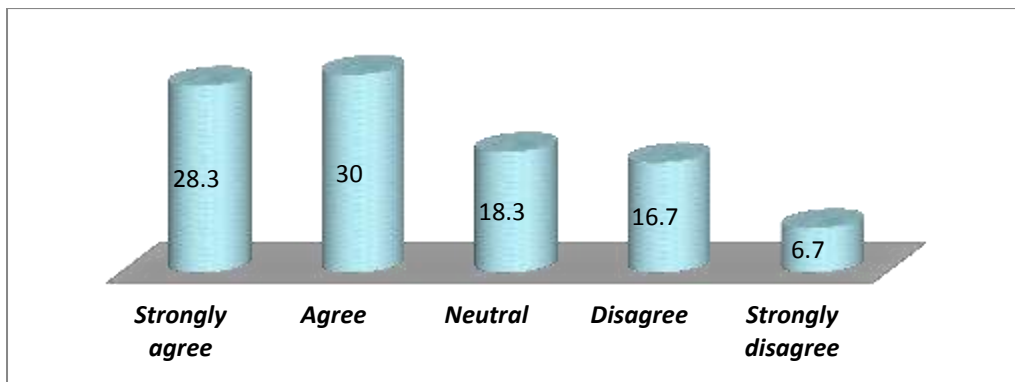


Figure (4.14) Being unable to summarize the important points in the English subject.

The above table and figure show that there are (34) participants in the study sample with percentage (28.3%) strongly agreed with "I cannot summarize the important points in the English subject". There are (36) persons with percentage (30 %) agreed with that, and (22) students with percentage (18.3%) were neutral that, and (20) persons with percentage (16.7%) disagreed. and (8) persons with 6.7% strongly disagree. This indicates that the Sudanese secondary school students have negative attitudes towards learning English in terms of their cognitive aspects of attitudes and they cannot summarize important points in English subject.

Statement (15): I don't participate in the English class.

Table (4.15): Not participating in English class.

Valid	Frequency	Percentage%
Strongly agree	39	32.5
Agree	38	31.7
Neutral	20	16.7
Disagree	13	10.8
Strongly disagree	10	8.3
Total	120	100

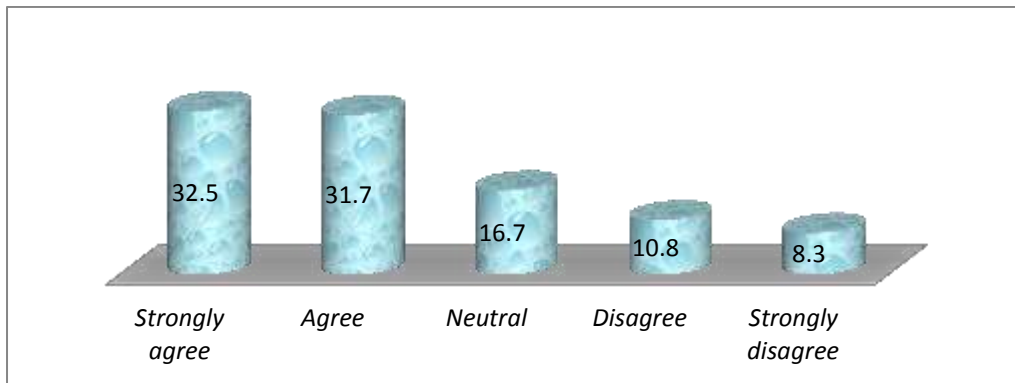


Figure (4.15) Not participating in English class.

It is clear from the above table and figure that there are (39) students in the study sample with percentage (32.5%) strongly agreed with "I don't participate in the English class ". There are (38) persons with percentage (31.7%) agreed with that and (20) students with percentage (16.7%) were neutral and (13) persons with percentage (10.8%) disagreed. and (10) persons with 8.3% strongly disagree. The majority of the respondents do not participate in the English class. This shows that the Sudanese secondary school students have cognitive negative attitudes towards learning English language and they do not like participating in English classes.

Statement (16): I cannot apply the knowledge from English subject in my real life

Table (4.16): Being unable to apply the knowledge from English subject in real life.

Valid	Frequency	Percentage%
Strongly agree	26	21.7
Agree	39	32.5
Neutral	20	16.7
Disagree	20	16.7
Strongly disagree	15	12.5
Total	120	100

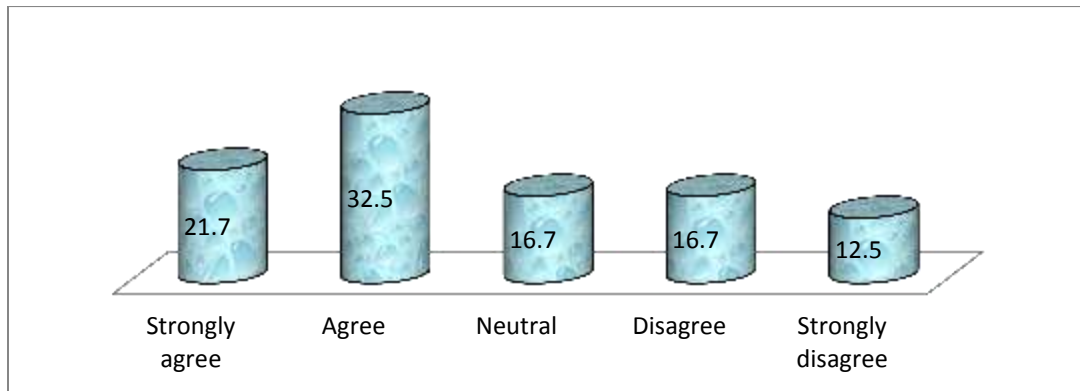


Figure (4.16) Being unable to apply the knowledge from English subject in real life.

The above table and figure show that there are (26) participants in the study sample with percentage (21.7%) strongly agreed with " I cannot apply the knowledge from English subject in my real ". There are (29) participants with percentage (32.5%) agreed with that and (20) students with percentage (16.7%) were neutral and (20) students with percentage (16.7%) disagreed. and (15) persons with 2.7% strongly disagree. This indicates that the secondary school students hold negative attitudes towards learning English.

Statement (17): I cannot write letters to my friends in English

Table (4.17) Not being able to write letters to friends in English

Valid	Frequency	Percentage%
Strongly agree	23	19.2
Agree	41	34.2
Neutral	24	20.0
Disagree	16	13.3
Strongly disagree	16	13.3
Total	120	100

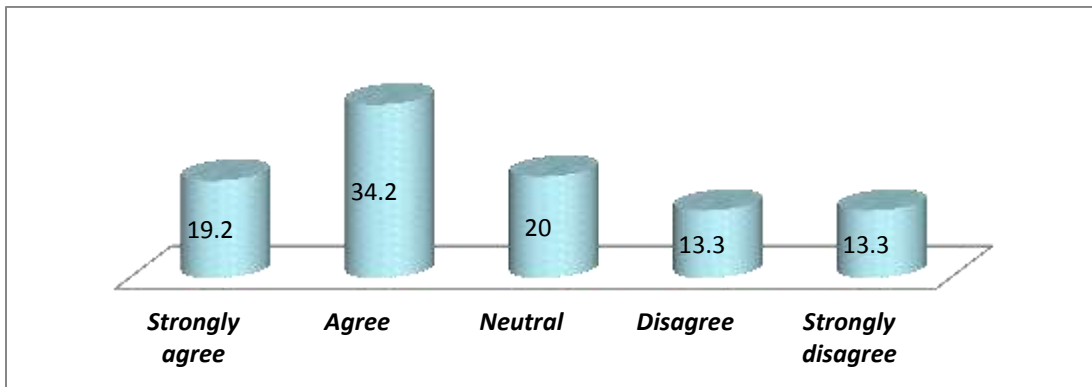


Figure (4.17): Not being able to write letters to friends in English

The table and figure above illustrate that there are (23) students in the study sample with percentage (19.2%) strongly agreed with " I cannot write letters to my friend in English ". There are (41) persons with percentage (34.2%) agreed with that and (24) students with percentage (20.0%) were neutral and (16) persons with percentage (13.3%) disagreed. and (16) persons with 13.3% are strongly disagree. The majority of the participants cannot write letters to their friends in English language. This shows that the secondary school students have negative attitudes towards learning English in terms of their cognitive aspects of attitudes.

Statement (18): I am able to analyze the content in English

Table (4.1 8) Being able to analyze the content in English

Valid	Frequency	Percentage%
Strongly agree	30	25.0
Agree	34	28.3
Neutral	21	17.5
Disagree	19	15.4
Strongly disagree	6	5
Total	120	100

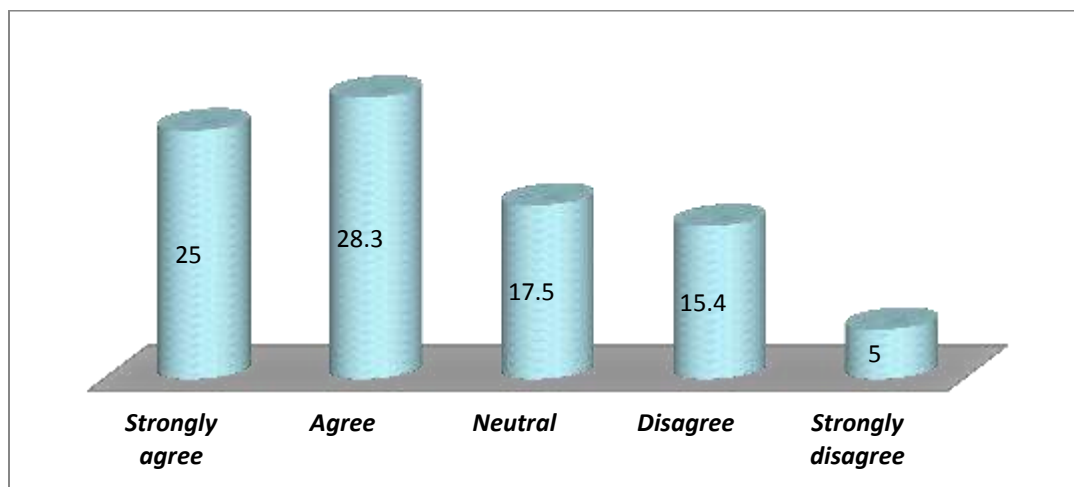


Figure (4. 18) Being able to analyze the content in English

From the table and figure above it is clear that there are (30) participants in the study sample with percentage (25.0%) strongly agreed with " I am able to analyze the content in English ". There are (34) participants with percentage (28.3%) agreed with that, and (21) students with percentage (17.5%) were neutral and (19) students with percentage (15.4%) disagreed and (6) respondents with 5.0% are strongly disagree. This indicates that the Sudanese students of secondary school showed positive attitudes to learning English language.

Statement (19): In my opinion, English language is difficult to learn

Table (4.19): Learning English language is difficult.

Valid	Frequency	Percentage%
Strongly agree	34	28.3
Agree	42	35.0
Neutral	24	20.0
Disagree	13	10.8
Strongly disagree	7	5.8
Total	120	100

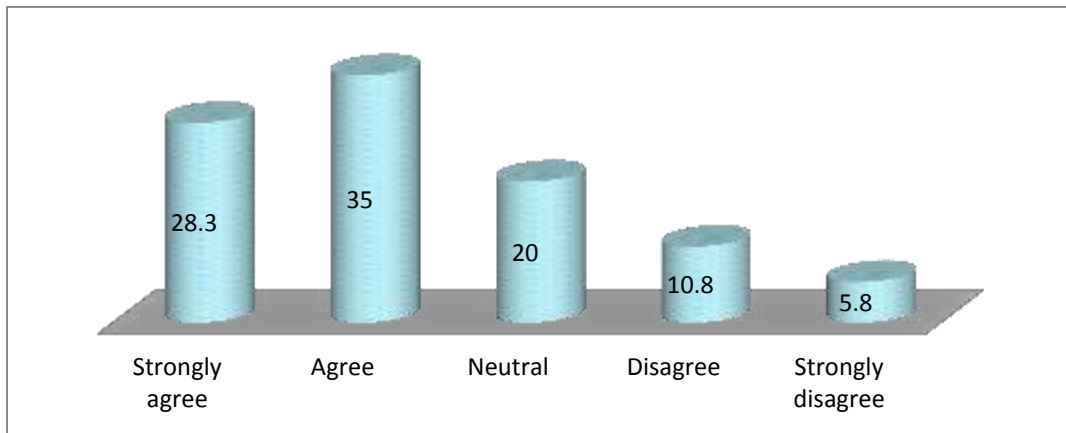


Figure (4.19) Learning English language is difficult.

The table and figure above illustrate that there are (34) students in the study sample with percentage (28.3%) strongly agreed with “In my opinion, English language is difficult to learn”. There are (42) persons with percentage (35.0%) agreed with that and (24) students with percentage (20.0%) were neutral and (13) persons with percentage (10.8%) disagreed. and (7) persons with 15.8% strongly disagree. The majority of the respondents think that English is difficult to learn. This shows that the Sudanese secondary school students have negative cognitive attitudes towards learning English language.

Statement (20): I think native speakers of English are better than foreign ones in teaching.

Table (4.20) Native speakers of English are better than foreign ones in teaching

Valid	Frequency	Percentage%
Strongly agree	28	23.3
Agree	50	41.7
Neutral	18	15.0
Disagree	11	9.2
Strongly disagree	13	10.8
Total	120	100

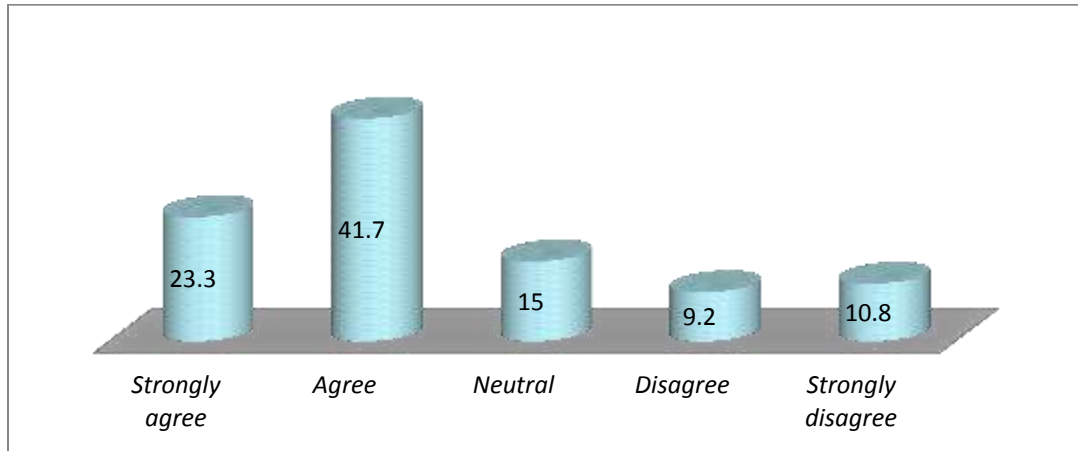


Figure (4.20) Native speakers of English are better than foreign ones in teaching. It is clear from the table and figure above that there are (28) participants in the study sample with percentage (23.3%) strongly agreed with “I think native speakers of English are better than foreign ones in teaching”. There are (50) respondents with percentage (41.7%) agreed with that and (18) students with percentage (15.0%) were neutral and (11) students with percentage (9.2%) disagreed. and (13) persons with 110.8% strongly disagree. The vast majority of the participants think that native speakers of English are better than Sudanese ones in teaching which indicates their negative attitudes towards learning English language in terms of their cognitive aspects of attitudes.

4.3 The Emotional Aspect of Students' Attitudes towards Learning English Language.

Statement (21): I feel relaxed whenever i have to speak in my English class.

Table (4.21): Not feeling relaxed when speaking in English

Valid	Frequency	Percentage%
Strongly agree	29	24.2
Agree	30	25.0
Neutral	32	26.7
Disagree	19	15.8
Strongly disagree	10	8.3
Total	120	100

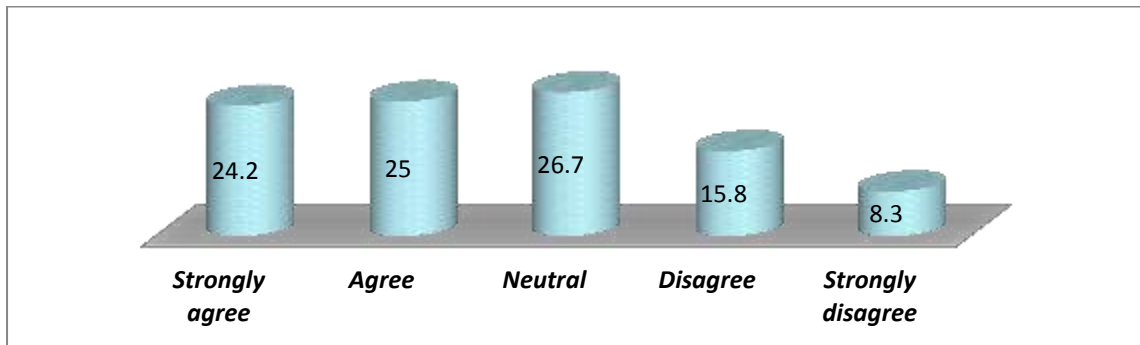


Figure (4.21) Not feeling relaxed when speaking in English.

The table and figure above that there are (29) respondents in the study sample with percentage (24.2%) strongly agreed with “I don’t feel relaxed whenever I have to speak in my English class”. There are (30) persons with percentage (26.7%) agreed with that and (32) students with percentage (15.8%) were neutral and (19) respondents with percentage (9.2%) disagreed. and (10) respondents with 8.3% strongly disagree. Most of the respondents do not feel relaxed while speaking English in their classes. This shows that the Sudanese Secondary school students showed negative attitudes towards learning English in terms of their emotional aspects of attitudes.

Statement (22): I have little interest in my English class.

Table (4.22) having little interest in English class.

Valid	Frequency	Percentage%
Strongly agree	36	30.0
Agree	27	22.5
Neutral	20	16.7
Disagree	20	16.7
Strongly disagree	17	14.2
Total	120	100

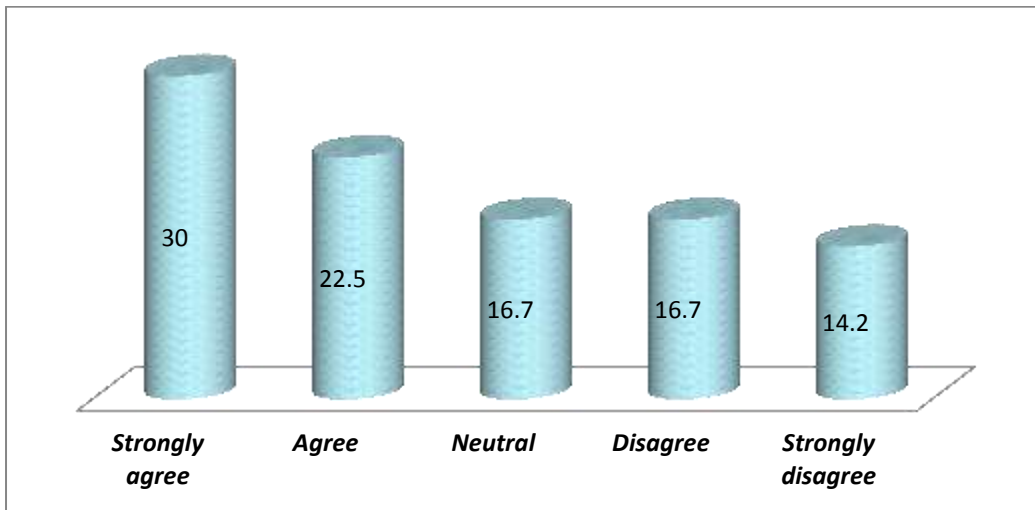


Figure (4.22) having little interest in my English class.

It is clear from the above table and figure that there are (36) respondents in the study sample with percentage (30.0%) strongly agreed with “I have little interest in my English class”. There are (27) respondents with percentage (22.5%) agreed with that and (20) students with percentage (16.7%) were neutral and (20) persons with percentage (17.7%) disagreed. and (17) respondents with 14.2% strongly disagree. This shows that the secondary school students showed negative emotional attitudes towards learning English and they have little interest in their English classes.

Statement (23): I like to speak English the way native speakers do.

Table (4.23): Speaking English the way native speakers do.

Valid	Frequency	Percentage%
Strongly agree	37	30.8
Agree	35	29.2
Neutral	17	14.2
Disagree	15	12.5
Strongly disagree	16	13.3
Total	120	100

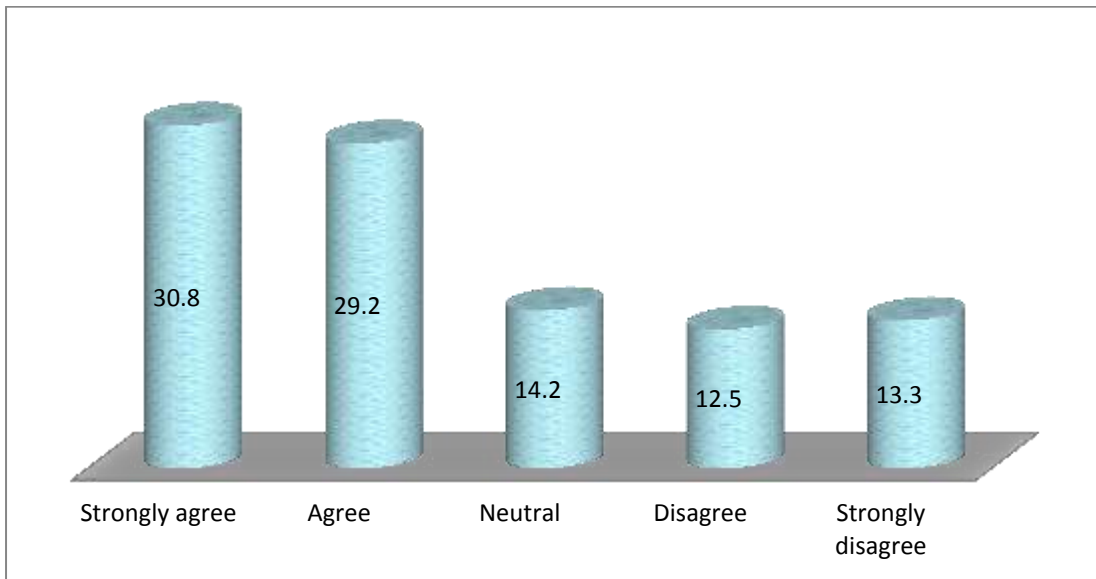


Figure (4.23): Speaking English the way native speakers do.

The table and figure above show that there are (37) respondents in the study's sample with percentage (30.8%) strongly agreed with "I like to speak English the way native speakers do ". There are (35) students with percentage (29.2%) agreed with that and (17) students with percentage (14.2%) were neutral and (15) respondents with percentage (12.2%) disagreed. and (16) students with 13.3% strongly disagree. This indicates that the Sudanese secondary school students have positive emotional attitudes towards learning English.

Statement (24): I wish I could have many English speaking friends

Table (4.24): Wishing to have many English speaking friends

Valid	Frequency	Percentage%
Strongly agree	54	45.0
Agree	33	27.5
Neutral	18	15.0
Disagree	11	9.2
Strongly disagree	4	3.3
Total	120	100

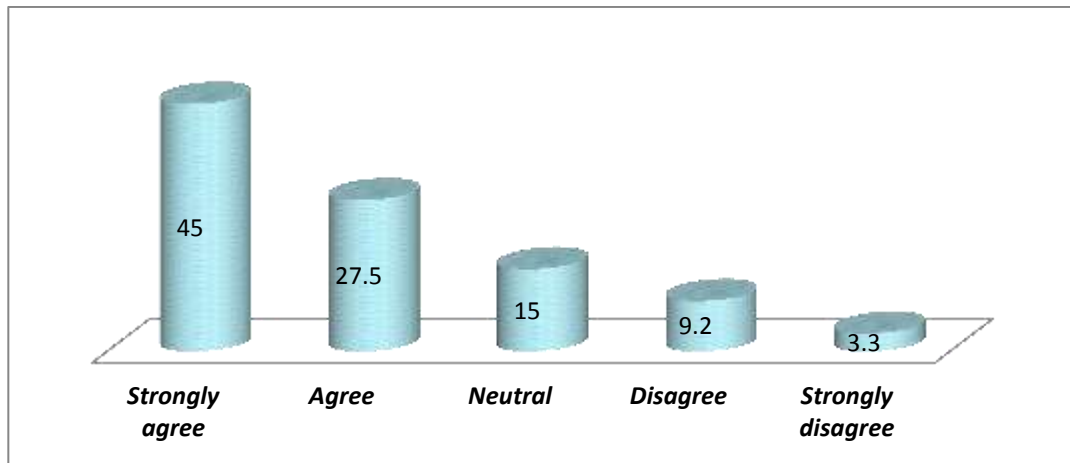


Figure (4.24): Wishing to have many English speaking friends.

The table and figure above show that there are (54) respondents in the study sample with percentage (45.0%) strongly agreed with "I wish I could have many English speaking friends ". There are (33) persons with percentage (27.5%) agreed with that and (18) students with percentage (15.0%) were neutral and (11) participants with percentage (9.2%) disagreed. and (4) persons with 3.3% strongly disagree. This indicates that the students showed positive emotional attitudes towards learning English.

Statement (25): I am not satisfied with my performance in English class.

Table (4.25): Being not satisfied with the performance in class.

Valid	Frequency	Percentage%
Strongly agree	48	40.0
Agree	35	29.2
Neutral	15	12.5
Disagree	10	8.3
Strongly disagree	12	10.0
Total	120	100

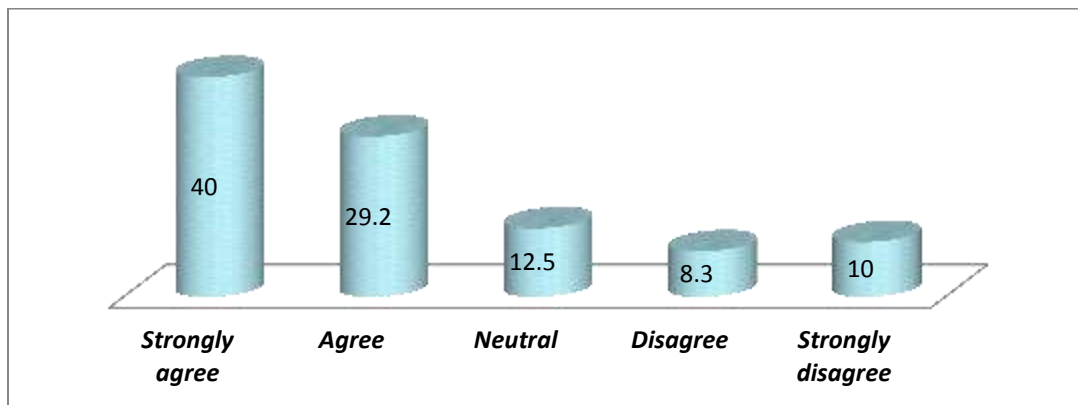


Figure (4.25): Being not satisfied with the performance in class.

The table and figure above illustrate that there are (48) respondents in the study's sample with percentage (40.0%) strongly agreed with "I am not satisfied in my performance in English languages class". There are (35) participants with percentage (29.2%) agreed with that and (15) students with percentage (12.5%) were neutral and (10) persons with percentage (8.3%) disagreed and (12) persons with 10.0% strongly disagree. This shows that the Sudanese secondary school students showed negative emotional attitudes towards learning English and they do not feel satisfied with their performance in English language.

Statement (26): I do not feel happy when studying English language

Table (4.26): Not feeling happy when studying English.

Valid	Frequency	Percentage%
Strongly agree	31	25.8
Agree	39	32.5
Neutral	19	15.8
Disagree	17	14.2
Strongly disagree	14	11.7
Total	120	100

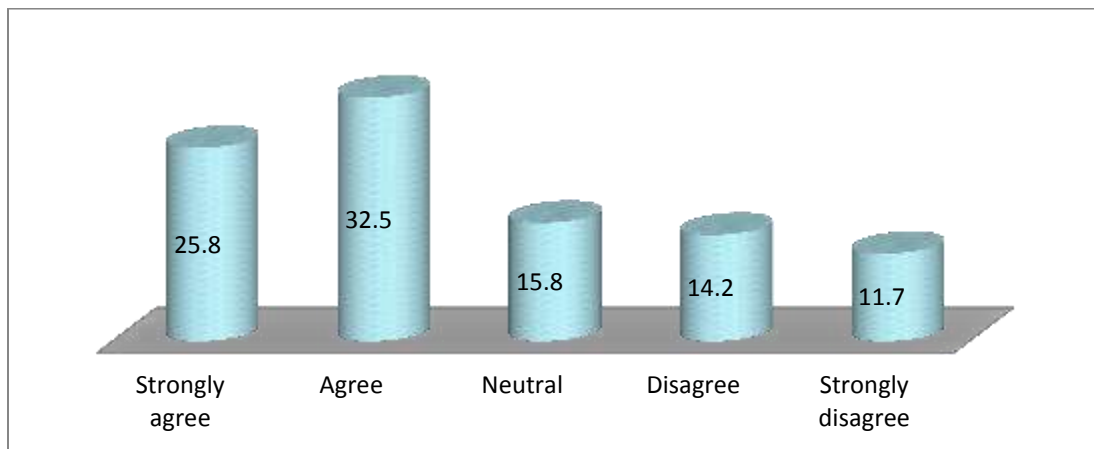


Figure (4.26): Not feeling happy when studying English.

The table and figure above show there are (31) respondents in the study's sample with percentage (25.8%) strongly agreed with "I do not feel happy when studying English language ". There are (39) participants with percentage (32.5%) agreed with that and (19) students with percentage (15.3%) were neutral and (17) persons with percentage (14.2%) disagreed. and (14) students with 11.7% strongly disagree. This indicates that the secondary school students showed negative emotional attitudes towards English language learning and they do not feel happy when studying it.

Statement (27): I feel nervous when i communicate in English with others

Table (4.27): Feeling nervous when communicating in English with others

Valid	Frequency	Percentage%
Strongly agree	30	25.0
Agree	35	29.2
Neutral	20	16.7
Disagree	22	18.3
Strongly disagree	13	10.8
Total	120	100

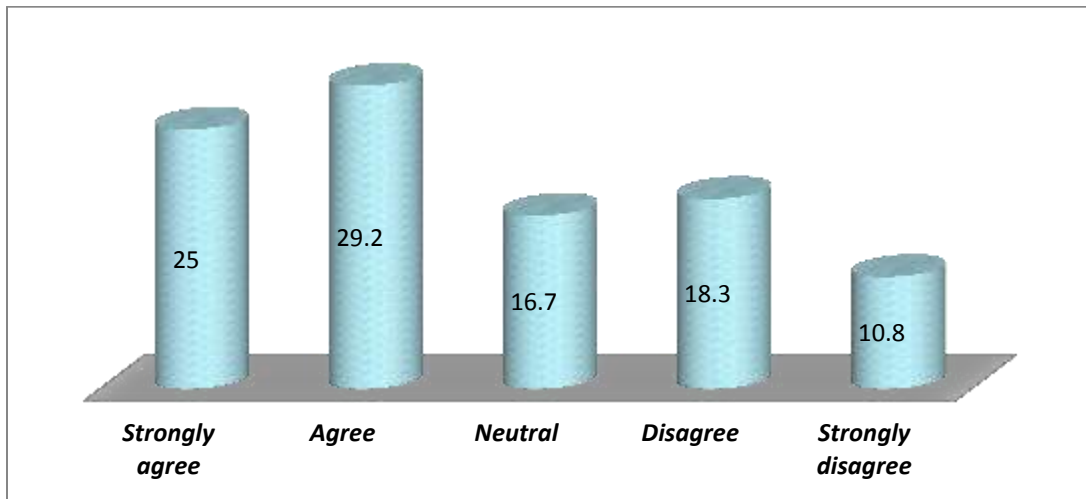


Figure (4.27): Feeling nervous when communicating in English with others

It is clear from the table and figure above that there are (30) respondents in the study's sample with percentage (25.0%) strongly agreed with "I feel nervous when I communicate in English with others". There are (35) persons with percentage (29.2%) agreed with that and (20) students with percentage (16.7%) were neutral and (22) participants with percentage (18.3%) disagreed. and (13) persons with 10.8% strongly disagree. This shows that the secondary school students showed negative emotional attitudes towards learning English and they feel nervous when communicating in English with others.

Statement (28): I feel comfortable when I have to answer questions in English Classes.

Table (4.28): Feeling with comfort when answering questions in English.

Valid	Frequency	Percentage%
Strongly agree	14	11.7
Agree	6	5.0
Neutral	22	18.3
Disagree	48	40.0
Strongly disagree	30	25.0
Total	120	100

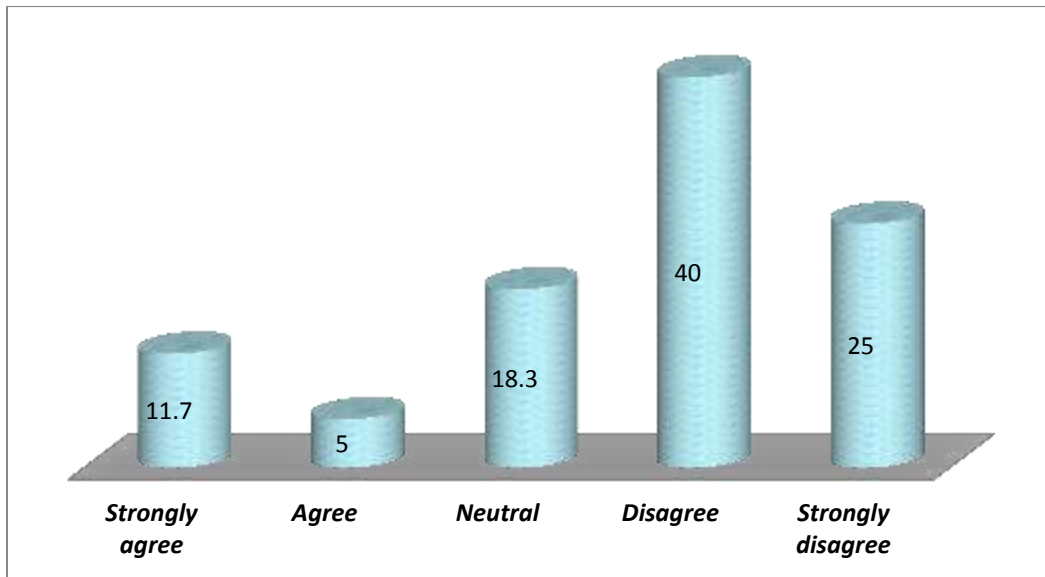


Figure (4.28): Feeling with comfort when answering questions in English

The table and figure above illustrate that there are (14) respondents in the study sample with percentage (11.7%) strongly agreed with "I feel comfortable when I have to answer questions in my English class". There are (6) persons with percentage (5.0%) agreed with that and (22) students with percentage (18.3%) were neutral and (48) participants with percentage (40.0%) disagreed. and (30) persons with 25.0% strongly disagree. This indicates that the Sudanese secondary school students have negative attitudes towards learning English.

Statement (29): Studying English makes me have more confidence in expressing myself.

Table (4.29): Studying English makes one more confident.

Valid	Frequency	Percentage%
Strongly agree	38	21.7
Agree	30	25.0
Neutral	22	18.3
Disagree	24	20.0
Strongly disagree	6	5.0
Total	120	100

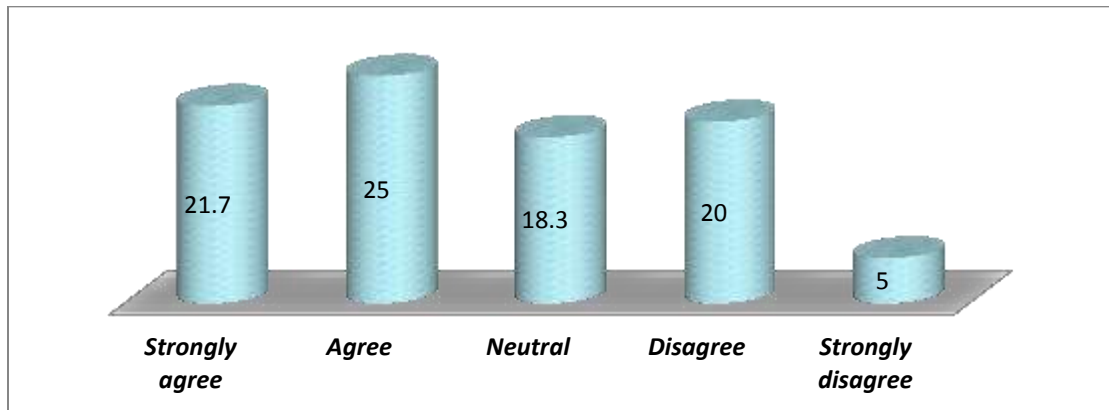


Figure (4.29): Studying English makes one more confident.

It is clear from the table and figure above that there are (28) respondents in the study sample with percentage (21.7%) strongly agreed with “Studying English makes me have more confidence in expressing myself”. There are (30) persons with percentage (25.0%) agreed with that, and (22) students with percentage (18.3%) were not sure that, and (24) persons with percentage (20.0%) disagreed. and (6) persons with 15.0% are strongly disagree. This shows that the hypothesis is rejected.

Statement (30): I like studying English classes.

Table (4.30): Studying English Classes.

Valid	Frequency	Percentage%
Strongly agree	14	11.7
Agree	6	5.0
Neutral	10	8.3
Disagree	48	40.0
Strongly disagree	42	35.0
Total	120	100

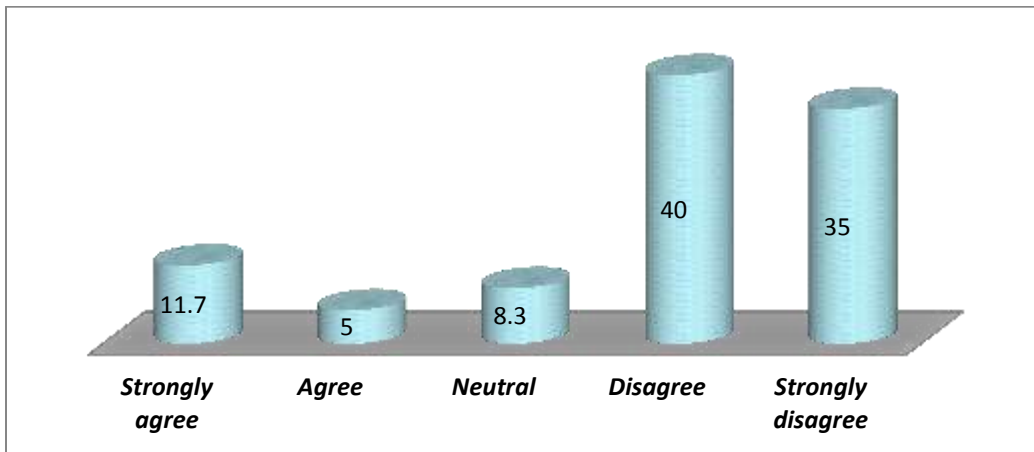


Figure (4.30): Studying English classes.

The table and figure above show that there are (14) respondents in the study sample with percentage (11.7%) strongly agreed with “I like studying English”. There are (6) students with percentage (5.0%) agreed with that and (10) students with percentage (8.3%) were neutral and (48) persons with percentage (40.0%) disagreed. and (42) persons with 35.0% strongly disagree. This indicates that the Sudanese secondary school students showed negative emotional attitudes towards learning English language and they do not like studying English.

4.4 Hypotheses testing by using chi-square Test

Chi – square test formula:

$$X^2 = \sum_{i=1}^n \frac{(O_i - E)^2}{E_i}$$

Whereas:

O_i = sample frequencies

E_i = expected frequencies

$\sum_{i=1}^n$ = the summation

n = the number of the sample individuals

i = 1 .2 .3 ... n

this is the calculated chi- square value which we always compare it with tabulated value at the specific significance level and degree of freedom And then the significant values determinate if there is statistically differences between the sample frequencies and sample frequencies that by comparing the probability value with the significance value (0.05) . and if the probability value is smaller than the significance value 0.05 this indicate that there is statistically differences between the sample frequencies and sample frequencies and then we compare the real mean with the hypothesized mean of the statement and find out if it's less than hypothesized mean this is enough evidence for the no acceptance of the respondents to the statement and if its greater this indicate that most of the respondents are agree with the statement

Table (4. 31): Chi-Square Test Results of the Respondents' Answers to the Questions of the Hypothesis One

Nom	Statement	mean	SD	Chi square	p-value
1	Studying English does not help me understand other cultures	2.8	0.9	22	0.00
2	Speaking English anywhere makes me feel worried	3.1	0.6	23	0.00
3	Studying English help me to have a good relationship with friends	2.8	0.7	24	0.00
4	I don't like to speak English in my class	2.5	0.8	22	0.00
5	Studying English does not help me to get new information	2.7	0.4	25	0.00
6	I study English because it's compulsory at the school	3.0	0.7	26	0.00
7	I postpone my English homework as much as possible	2.7	0.6	29	0.00
8	I study English just to pass exams	2.5	0.4	27	0.00
9	I do not look forward to studying more English in the future	2.7	0.4	25	0.00
10	When I miss the class , I never care about friends for the home work that that has been taught	3.0	0.9	29	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (1) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Studying English language does not help me understand other cultures.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (2) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Speaking English anywhere make me feel worried.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (3) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Studying English does not help me to have a good relationship with friends.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support

the respondent who agreed with the statement “I don't like to speak English in my class.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (5) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Studying English does not help me to get new information.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (6) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This shows that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “I study English because it's compulsory at the school.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (7) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This shows that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “I postpone my English homework as much as possible.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (8) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “I study English just to pass exams”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (9) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This shows that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “I look forward to studying more English in the future.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (10) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “When I miss the class, I never care about friends for the home work that that has been taught

According to the previous results, the first hypothesis of study is verified.

Table (4.32): Chi-Square Test Results of Respondents' Answers to the Questions of the Hypothesis Two:

No.	Statement	mean	SD	Chi square	p-value
1	Using ll (mother tongue) teaching helps me understand English language	2.3	0.6	26	0.00
2	Being good at English will help me study other subject well	3.0	0.8	27	0.00
3	I study English language to develop my self	2.6	0.7	24	0.00
4	I can not summarize the important points in the English subject	2.6	0.9	22	0.00
5	I don't participate in the English class	2.5	0.4	25	0.00
6	I cannot apply the knowledge from English subject in my real life	3.0	0.7	25	0.00
7	I cannot write letters to my friend in English	2.7	0.6	28	0.00
8	I am able to analyze the content in English	2.5	0.4	22	0.00
9	In my opinion , English language is difficult to learn	2.7	0.4	25	0.00
10	I thing native speakers of English are better than foreign ones in teaching	3.0	0.7	27	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (1) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Using 11 (mother tongue) teaching helps me understand English language.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (2) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Being good at English will not help me study other subject well .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (3) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "I study English language to develop myself.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support

the respondent who agreed with the statement “I cannot summarize the important points in the English subject.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (5) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “I don't participate in the English class.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (6) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “I cannot apply the knowledge from English subject in my real life.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (7) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This shows that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “I cannot write letters to my friends in English.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (8) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “I am able to analyze the content in English.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (9) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “In my opinion , English languages is difficult to learn.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (10) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This shows that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “I think native speakers of English are better than foreign ones in teaching.

According to the previous result the second hypothesis of the study is verified.

Table (4.33): Chi-Square Test Results of Respondents' Answers to the Questions of the Hypothesis Three:

Nom	Statement	mean	SD	Chi square	p-value
1	I don't feel relaxed whenever i have to speak in my English class	2.5	0.7	26	0.00
2	I have a little interest in my English class	3.0	0.3	27	0.00
3	I like to speak English the way native speakers do	2.8	0.9	25	0.00
4	I wish if I could have many English speaking friends	2.5	0.8	22	0.00
5	I am not satisfied in my performance in English languages class	2.7	0.8	26	0.00
6	I feel happy when studying English language	3.0	0.7	25	0.00
7	I feel nervous when I communicate in English with others	2.7	0.6	23	0.00
8	I don't get anxious when I have to answer questions in my English class	2.5	0.4	28	0.00
9	Studying English makes me have more confidence in expressing myself	2.7	0.4	25	0.00
10	I don't like studying English	2.0	0.7	4.3	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (1) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "I don't feel relaxed whenever I have to speak in my English class

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question (2) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "I have a little interest in my English class.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (3) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I like to speak English the way native speakers do".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support

the respondents who agreed with the statement “I wish if I could have many English speaking friends”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (5) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This shows that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “I am not satisfied in my performance in English classes.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (6) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “I feel anxious when studying English language.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (7) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement, feel nervous when i communicate in English with others.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (8) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “I don’t get anxious when i have to answer questions in my English class.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (9) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Studying English makes me have more confidence in expressing myself”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (10) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “I don’t like studying English

According to the previous result testing the third hypothesis of the study is verified.

4.5 The Second Instrument of the Study is an Interview for English language Experts.

Question One: To what extend do you think secondary schools students have positive or negative attitudes towards English language learning?

Table (4.34): The students' attitudes towards learning English

Valid	Frequency	Percentage
Positive	3	30%
Negative	7	70%
Total	10	100%

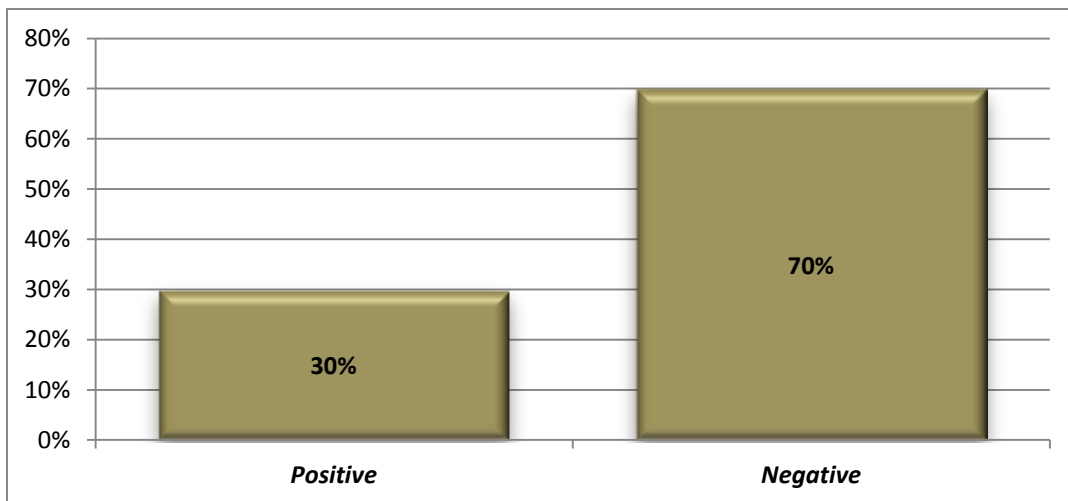


Figure (4.31): The students' attitudes towards learning English.

From the table and figure above it's clear that most of the interview sample (7) people with percentage 70% think that The Sudanese secondary school students have negative attitudes towards English language learning .Only 3 persons with 30% answered positive .The finding shows that the Sudanese secondary school students have negative attitudes towards learning English language.

Question Two: To what extent do you believe EFL students behavioral attitudes towards English can inhibit English language learning?

Table (4.35): Students’ behavioral attitudes towards English can inhibit learning English.

Valid	Frequency	Percentage
No effect	4	40%
effect	6	60%
Total	10	100%

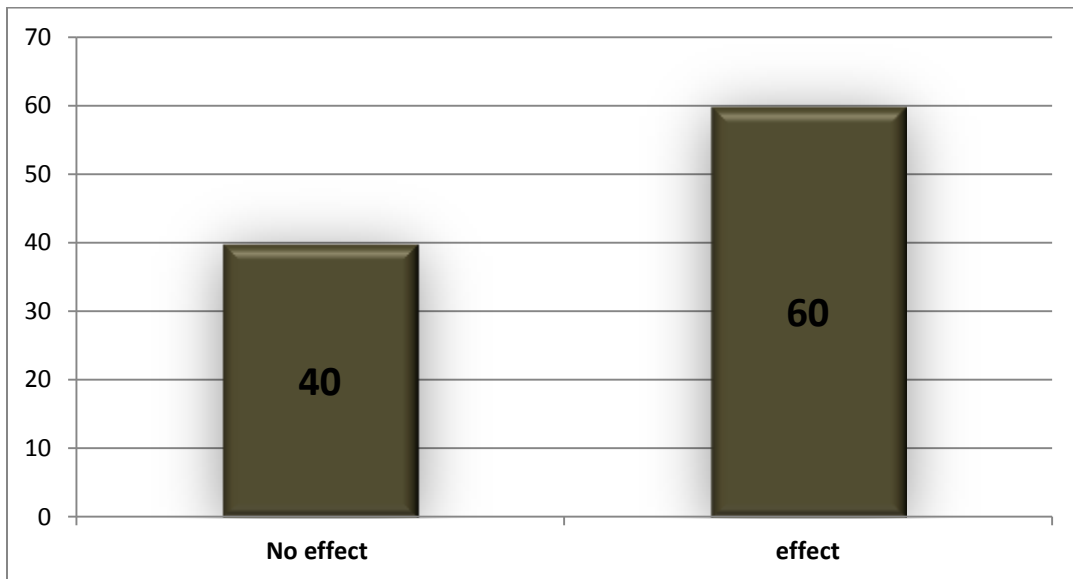


Figure (4.32): Students behavioral attitudes towards English can inhibit English learning.

The table and figure above show that the majority of English language experts (6) people with percentage 60% think that EFL students’ behavioral attitudes towards English can inhibit English language learning. Only (4) persons with 40% their answer is positive. This indicates that the behavioral aspects of EFL learners’ attitudes can inhibit them from learning English language.

Question (3): To what extent do you think there is a significant difference in attitudes of EFL learners by year of study?

Table (4.36): Differences in the attitudes of EFL learners by the year of study?

Valid	Frequency	Percentage
difference	8	80%
No difference	2	20%
Total	10	100%

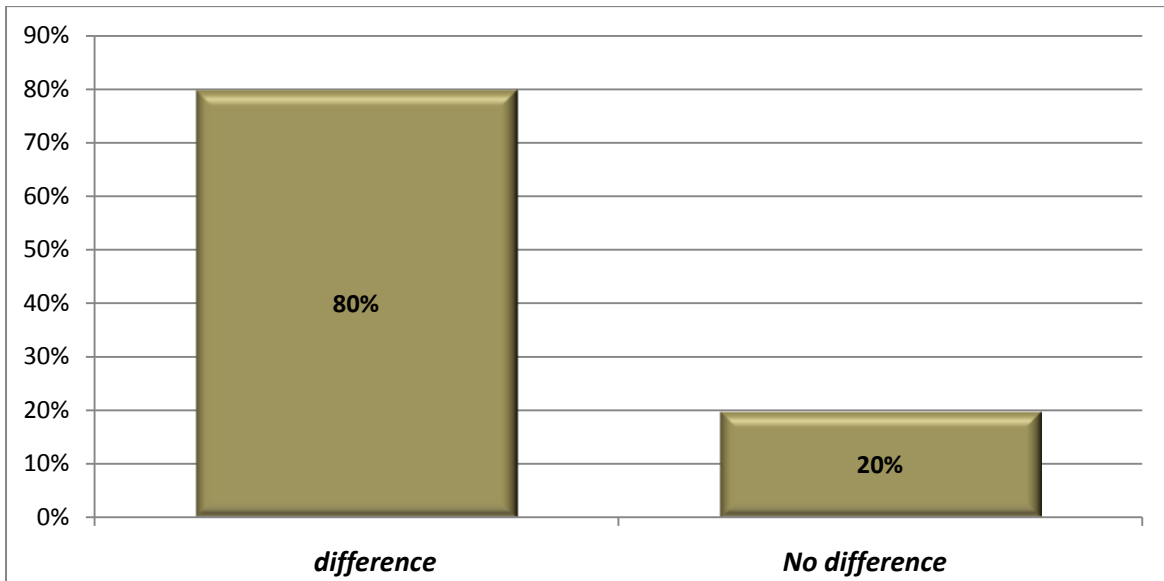


Figure (4.33): Differences in Attitudes of EFL Learners by The Year of Study.

The table and figure above illustrate that most of the English language experts (8) people with percentage 80% think that there is a significant difference in attitudes of EFL learners by the year of study. Only (2) persons with 20% think that there is no a significant difference in the attitudes of EFL learners towards learning English by the year of study. This shows that there is statistically a significant difference in attitudes of EFL learners by year of study.

Question (4): To what extent do you do you think E F L students are able to analyze the content in English?

Table (4.37): E F L students are unable to analyze the content in English.

Valid	Frequency	Percentage
Able	3	30%
Unable	7	70%
Total	10	100%

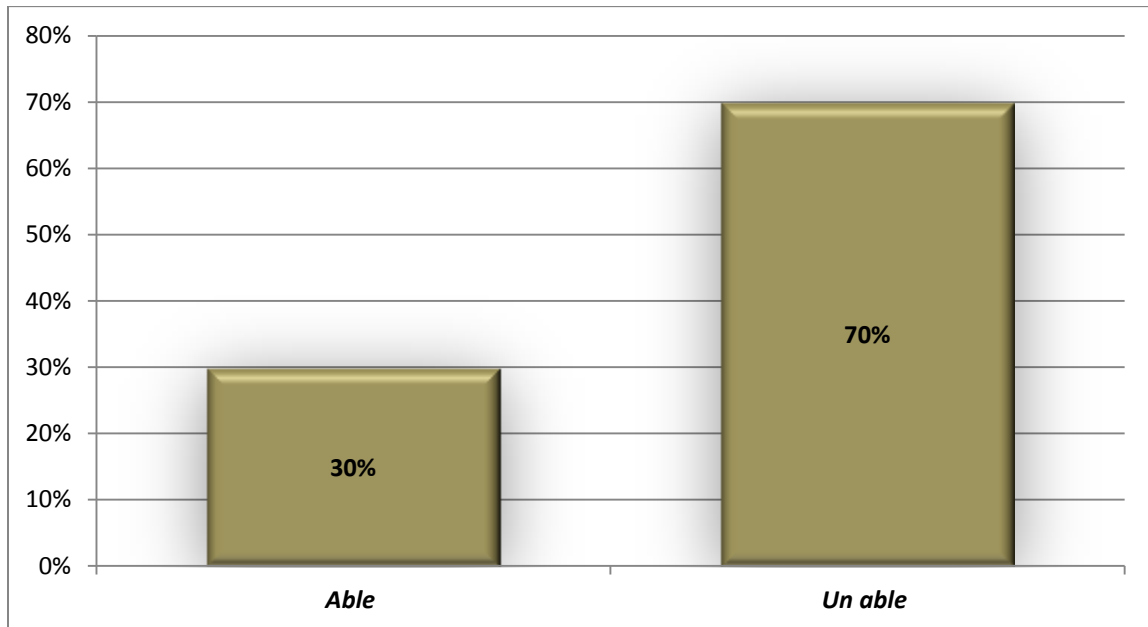


Figure (4.34): E F L students are unable to analyze the content in English

The table and figure above shows that most of English language experts (7) people with percentage 70% think that the secondary school students are unable to analyze the content in English .Only (3) people with percentage 30% think that secondary school students are able to analyze the contents in English. This indicates that EFL learners showed negative cognitive attitudes towards English language learning in terms of their cognitive aspects of attitudes.

Question (5): To what extent do you feel EFL learners are anxious when answering questions in the classroom?

Table (4.38): EFL learners are anxious when answering questions in the classroom.

Valid	Frequency	Percentage
Anxious	8	80%
Not anxious	2	20%
Total	10	100%

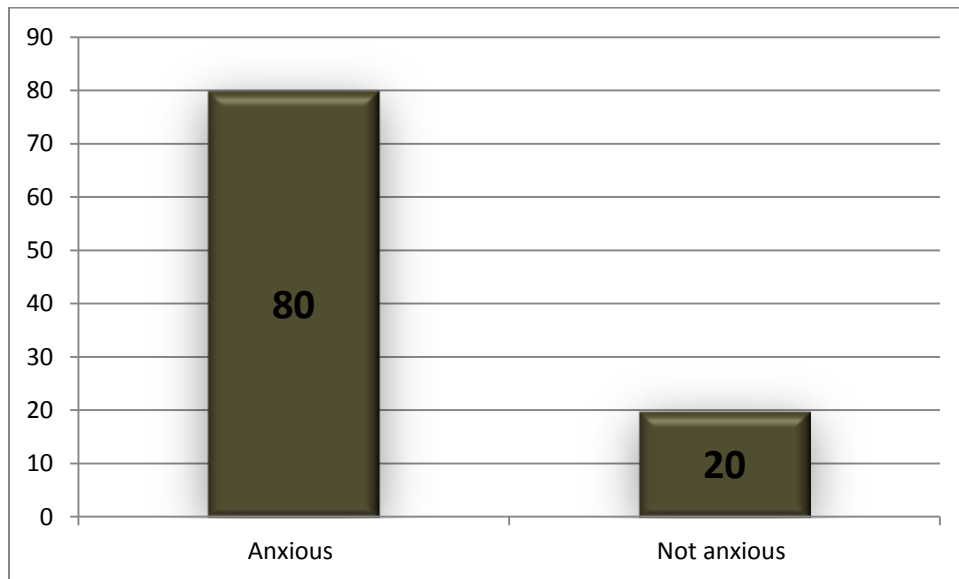


Figure (4.35): EFL learners are anxious when answering questions in the classroom.

The above table (5) it's clear that (8) people of interview sample with percentage 80% thinks that the Sudanese secondary school students are anxious when answering questions in the classroom. Whereas (2) people with percentage 20% think that the students are not anxious when answering questions in the classroom. This shows that the secondary school students showed positive emotional attitudes towards learning English.

Question (6): To what extent do you think there is a significant difference in attitudes of EFL students towards Learning English by gender?

Table (4.39) Differences in attitudes of EFL students towards learning English by gender.

Valid	Frequency	Percentage
There are differences	6	60%
There are no differences	4	40%
Total	10	100%

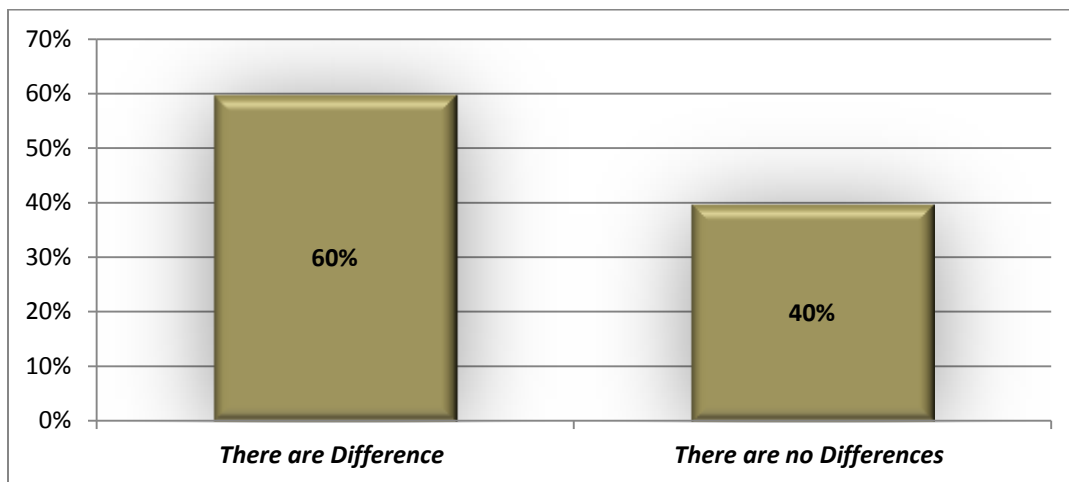


Figure (4.36): Differences in attitudes of EFL students towards learning English by gender.

The table and figure above show that (6) experts of English language with percentage 60% think that there are significant differences in attitudes of the Sudanese secondary students towards English language learning by gender .And (4) people with percentage 40% think that there are no significant differences in attitudes of EFL students towards learning English language in terms of gender. The finding of the study indicates that there are statistically significant differences in attitudes of the Sudanese secondary school students by gender.

Table (4.40): One sample T-TEST for the questions of the interview

Questions	N	mean	SD	t-value	DF	p-value
1	10	1.4	2.2	12.7	9	0.00
2	10	1.5	1.81	7.75	9	0.00
3	10	1.3	0.3	4.2	9	0.00
4	10	1.2	0.4	3.3	9	0.00
5	10	1.1	1.2	4.1	9	0.00
6	30	1.3	6.00	15.51	9	0.00

The calculated values of T – TEST for the significance of the differences for the respondents’ answers in all questions is greater than the tabulated value of T – TEST at the degree of freedom (9) and the significant value level (0.05%) which was (2.34). This indicates that, there is statistically significant difference at the level (0.05 %) among the answers of the respondents. This shows that the hypotheses are verified.

4.6 The reliability of the interview

Table (4.41) Reliability Statistics of the interview

Cronbach's Alpha	N of Items
.88	10

The above table shows the reliability of the interview which was 0.88 .That means if the interview is redistributed the percentage will remain the same.

4.7 Verification of the study hypotheses

In the light of the data analysis of results tries to verify to what extent the hypotheses are verified or rejected. The answer for question one of the studies comes from the questionnaire in the table (4.1) which shows that the secondary school students have negative behavioral attitudes towards learning English. In addition, they think English does not help them in understanding other cultures. The finding of this study also indicates that respondents showed negative cognitive attitudes towards learning English in table (4.13) and they cannot study English to develop themselves. The answer for the second question comes from the interview of English language experts “statistical differences in attitudes of the EFL students by their year of study in table (4.33). This shows that there are statistically significant differences in attitudes of EFL students by the year of study in the light English specialists’ experience. So the three hypotheses of the study are confirmed.

4.8 Summary of the Chapter

This chapter has presented the analysis of data and discussion gathered from the two measuring instruments: questionnaire and interview. The findings show that the Sudanese secondary school students have negative attitudes towards learning English as a foreign language in terms of the three aspects of attitudes: behavioral, cognitive, and emotional one. It also pointed out the areas of significant differences in attitudes of EFL learners by gender and the year of study.

The results of this analysis and discussion will be used in Chapter Five to provide answers for the research questions.

Chapter Five

Recommendations and Suggestions for
further Studies

Chapter Five

Main findings, Conclusions, Recommendations and Suggestions for Further Research

5.0 Introduction

The previous chapter has included the analysis of data collection and results. This chapter will summarize these results the threads of the study together by answering the research questions and verifying the hypotheses and it will present recommendations of the study. It also will suggest some further research areas and conclusion.

5.1 Findings

The study is proposed to investigate EFL Students' Attitudes towards Learning English at the Sudanese secondary schools. A descriptive study was carried out and results are analyzed and discussed in relation to the research hypotheses. As the analysis and discussion in the chapter show the finding from this study:

1. The secondary school students have negative attitudes towards learning English in terms of the behavioral, cognitive, and emotional aspects of attitudes.
2. There is statistically a significant difference in attitudes of EFL students towards English language learning by the year of study.
3. There is statistically a significant difference in attitudes of EFL students towards English language learning by gender.

Verification of Study Hypotheses:

5.1.1 Question One and Hypothesis One

Q1: What is the type of attitudes that Sudanese secondary school students have towards English language learning in terms of their behavioral, cognitive and emotional aspects?

H1: Sudanese secondary school students have negative attitudes towards learning English language.

The answer to question one comes from the questionnaire and the data collected from this section was summarized in table (4.1) which shows that the secondary school students hold negative attitudes towards learning English in terms of their behavioral aspect. This means that the secondary school students think that studying English does not help them in understanding other cultures.

5.1.2 Question Two and Hypothesis Two

Q2: To what extent is there a significant difference in the Sudanese secondary school students' attitudes towards learning English language by the year of study?

H2: There is no significant difference in Sudanese secondary school students' attitudes towards learning English language by the year of study.

The answer to question two comes from the interview and the data collected from this section was summarized in table (4.33) which shows that there is statistically a significant difference in the Sudanese secondary school students' attitudes in terms of the year of study.

5.1.3 Question Three and Hypothesis Three

Q3: To what extent is there a significant difference in Sudanese secondary school students' attitudes towards learning English language by the gender?

H3: There is no significant difference in Sudanese secondary school students' attitudes towards learning English language by gender.

The answer to question three comes from the interview of the English language experts and the data collected from this section was summarized in table (4.36) which shows that there is statistically a significant difference in the Sudanese secondary school students' attitudes in terms of gender.

So the third question is answered and the three hypotheses are verified.

In sum, all the three questions and have been answered positively and all three hypotheses have been verified by data which came from the questionnaire and the interview.

5.2 Recommendations

Based on the study above, the researcher offers the following recommendations:

1. Teachers of English are recommended to create an encouraging atmosphere in the English classes to promote the students' attitudes towards English language learning.
2. Teachers also should motivate the students to learn English, highlighting its importance as much as possible.
3. Teachers are recommended to implement the appropriate methods and activities of teaching English language effectively.
4. Furthermore, they should integrate up-to-date materials and supplementary resources in addition to English textbooks. This can help them to capture students' attention to learn English successfully.
5. They are also recommended to teach the English curriculum as it is supposed to be taught, focusing on the communicative approach

6. Furthermore, the curriculum makers should review the content and the design of curriculum to meet the needs and the interests of the students.
7. Teachers of English are recommended to use the Direct Method to teach their students directly without any mediation of translation into learners' mother tongue.
8. Secondary school teachers should take into account the importance of EFL learners' behavioral, cognitive aspects of attitudes when teaching English.
9. EFL teachers should respect and think about students' feelings, beliefs and behaviors before the cognitive abilities.
10. They are recommended to consider that the EFL learners have different perceptions and attitudes about learning other languages due to their differences regarding gender, year of the study and specialization. Thus, taking all these issues into account, the curriculum design should be reevaluated so that EFL students could see something different concerning the activities, content, topics, tasks, teaching practices etc. and be more motivated to learn English language effectively.

5.3 Suggestions for Further studies

Throughout this study, researcher has noticed that the following areas need to be researched:

1. Investigating the Role of EFL learners' Attitudes towards Learning English.
2. The effectiveness of Direct Approach to EFL Students' Attitudes towards English language learning.
3. The effect of EFL learners' Attitudes on the Academic Achievement.
4. Students' Attitudinal Factors in Learning English as a Foreign Language.
5. Students' Motivation towards Learning English Language.
6. Investigating Teachers' Attitudes towards the SIPNE Series.
7. Investigating Teachers' Attitudes towards communicative Method in Teaching English.

5.4 Conclusions

This chapter presented the conclusions and recommendations of the study. The conclusions provided answers to the research questions and verified the hypotheses. Also recommendations were offered and suggestions for further research were proposed.

The respondents' obvious negative attitude towards learning English language may lead to conclude that they are not well aware of the importance of English language and learn it as a compulsory subject. Briefly, attitude concept is considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning. EFL teachers should respect and think about students' feelings, beliefs and behaviors before the cognitive abilities. English curriculum and classroom activities should involve affective aims according to the students' needs and their individual differences to build up positive attitudes towards English. It is so important to study learners' personalities. Cognitive performance can be achieved if the EFL learners possess

positive attitudes and enjoy acquiring the target language. For that reason, the affective perspective, especially attitude, should be considered in language research.

5.5 Summary of the Chapter

This chapter has presented the conclusions and recommendations of the study. In addition, recommendations were offered and suggestions for further research were proposed.

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Appendices

Appendices

Appendix (1)

Questionnaire: Attitudes of EFL Secondary School Students towards Learning English Language

Dear student,

The main goal of this study is to investigate attitudes of the Sudanese secondary school students towards learning English language in terms of the behavioral, cognitive and emotional aspects of attitude. Also this study aims to explore whether there is any significant difference in Sudanese secondary school students' attitudes towards learning English language according to their demographic profile i.e. gender, and year of study. Your answers will help EFL teachers and educators to understand EFL learners' needs and overcome any difficulties and challenges they may have with English language.

Part One: Demographic profile:

A) Year of study

1. Third Year

B) Gender

1. Male

2. Female

Part Two: Attitudes towards English Language

To what extent do you agree with the following items? The following items ask about your attitudes toward learning the English language.

Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perceptions towards English language. Use the scale below to answer the questionnaire items.

SD= Strongly Disagree D= Disagree N= Neutral A= Agree SA= Strongly Agree.

Note: Tick (√) only one option for each item in the questionnaire.

No	Items	SD	D	N	SA	A
1	Studying English does not help me understand other cultures.					
2	Speaking English anywhere makes me feel worried					
3	Studying English does not help me to have good relationships with friends					
4	I don't like to speak English in my class					
5	Studying English does not help me get new information.					
6	I Study English because it's compulsory at school					
7	I postpone my English homework as much as possible					
8	I study English just to pass the exams					
9	I do not look forward to studying more English in the future					
10	When I miss the class, I never ask my friends or teachers for the homework on what has been taught					
11	Using L1(mother tongue)in teaching helps me understand English language					
12	Being good at English will help me study other subjects well					

13	I can study English language to improve my personality					
14	I cannot summarize the important points in the English subject content by myself					
15	I cannot do classroom activities in English					
16	I cannot apply the knowledge from English subject in my real life					
17	I cannot summarize the important points in the English subject content by myself					
18	I am able to think and analyze the content in English language					
19	In my opinion, English language is difficult and complicated to learn					
20	I think native teachers of English are better than non-native ones					
21	I am not relaxed whenever I have to speak in my English class					
22	I have little interest in my English class					
23	I like to speak English the way native speakers do					
24	I wish I could have many English speaking friends					

25	I am not satisfied with my performance in the English subject					
26	I feel happy when studying English language					
27	I feel excited when I communicate in English with others					
28	I don't get anxious when I have to answer a question in my English class					
29	Studying English makes me have more confidence in expressing myself					
30	I do not like studying English					

Appendix (2)

An interview to English language Experts

“Investigating Attitudes of EFL Students towards English language learning”

1. To what extent do you think secondary school students have positive or negative attitudes towards English language learning?

.....

2. To what extent do you believe EFL students’ behavioral attitudes towards English can either inhibit or enhance English language learning?

.....

.....

3. To what extent do you think linguistic competence of EFL learners can significantly develop their oral production?

.....

.....

4. To what extent do you think EFL students are able to think and analyze the content in English?

.....

.....

5. To what extent do you believe EFL learners are anxious when answering questions in the classroom?

.....

.....

6. To what extent do you think there is a significant difference in the attitudes of EFL students in terms of the gender?

.....