



THE RELATIONSHIP BETWEEN MEDICAL STUDENT'S ATTITUDE TOWARDS ENGLISH LANGUAGE LEARNING AND THEIR ENGLISH LANGUAGE PROFICIENCY

¹Mehri Bagheri, ²Taghi Andi

^{1&2}Department of English Language, Sari Branch, Islamic Azad University, Sari, Iran

Corresponding author:

Mehrnazb60@gmail.com

Abstract: Among different factors contributing to foreign language learning, some factors such as attitude, orientation, motivation, and anxiety are of great importance. Among these variables, learners' attitude towards language learning is regarded as a key role in motivating the learners to learn the second language. This study was an attempt to examine the relationship between medical students' attitude towards English language learning and their English language proficiency. The attitude of medical students was taken into consideration. The researcher also examined the effect of medical students' gender on their attitude towards English language learning. To do so, Oxford Placement Test and an adopted attitude questionnaire were administered to 155 medical students of Mazandaran University of Medical Sciences in Sari. The participants were required to answer all the 30 items in the questionnaire about attitude towards English language learning. The items were put in a 5-point Likert scale format. The findings of the study disclosed that there was a small positive correlation between medical students' attitudes towards English language learning and their English language proficiency. Considering the second research question, it was concluded that there was not a significant difference between male and female participants in their attitudes towards English language learning. The result of the study showed that the overall attitude of male and female students was almost the same.

Key Words: attitude, English language proficiency, medical students

1. Introduction

English is considered as an important language in the academic world and it is a required course in Iran like many other countries. In Iran, recognizing learners' needs and finding the best strategies to develop positive attitudes towards language learning is not taken into consideration too much. According to Nunan (2000), learners' attitudes, skills, and strategies influence their underachievement or achievement. As medical students' English language proficiency is a significant standard in their achievements and employment; English language learning has been taken into consideration by language instructors as well as learners.

There might be some factors that influence language proficiency. Among these factors learners' attitude towards learning second language is of particular importance which motivates the learners to learn second language. Based on Baker (1993), students with positive attitudes will try harder to learn the language by using strategies like questioning, volunteering information and answering questions. Hence attitudes influence the rate of development and the final proficiency achieved in the target language. Fortunately, attitudes are not static; they can be changed through the learning process such as by using appropriate materials and teaching techniques. Attitudes also improve due to language learning as learners who learn well will acquire positive attitudes.

This study is significant for the following reasons. First, English as a foreign language is one of the ways of improving

the knowledge of medical sciences among medical students. Medical students have to learn English and improve their level of proficiency which is necessary to meet their goals. Although the students expose to English, but its daily use is limited and the students' proficiency does not meet the teachers' expectations. Bachman (1990) describes the language proficiency as the language ability or ability in language use and Oller (1983, cited in David, 2014) asserts that language proficiency is not a single unitary ability but that it comprises several distinct but related constructs in addition to a general construct of language proficiency.

Second, the language acquisition can happen if the students have favorable attitudes towards the English language. According to Baker (1992), attitudes as some abstracts embrace both positive and negative beliefs such as beliefs towards a language situation. Students with more favorable attitudes towards English language and English speakers are probably more successful in the language learning than otherwise.

Third, gender differences may be significant for second language learning process, teaching, and assessment. Men and women are different in their ways of learning. In fact gender would affect medical students' attitude towards English language learning. According to Keller (1983); Aacken (1999); Dornyei and Shoaib (2005) gender has been considered as an important view in second language learning which represents that females have more interests, positive behaviors and performances, in comparison to the males in second language acquisition process.

Given the importance of learners' attitudes towards learning English language and their language proficiency, the purpose of this study is to investigate what attitudes medical students have towards English language learning and how these attitudes are related to their English language proficiency. Moreover the influence of students' demographics about their attitudes towards English language learning would be investigated.

2. Review of the Related Literature

In English language acquisition, students' attitude, motivation, and understanding of language learning have been emphasized. Attitude plays an important role in language learning. According to Gardner (1983), second language learners' attitudes towards English language, towards English language learning and towards the entire language world influenced learners' level of motivation. During learning a language, learners' attitudes or motivation may be directly determined by their perceptions of language teaching and learning.

2.1 Definitions of Attitude

According to Zainol Abidin, Pour-Mohammadi, and Alzwari (2012), various definitions of attitudes from various views are taken into consideration in the area of learning language. As Allport, (1935) believe from a psychological point of view, attitude was first defined as a mental state of readiness to react to something based on experiences and influencing posterior behavior towards a specific object.

Based on Montana and Kasprzyk (2008), Attitude is influenced by someone's beliefs about results or attributes of performing the behavior (behavioral beliefs), gained importance by evaluations of those results or attributes. Hence, a person who has strong beliefs that positively evaluated results will result from performing the behavior will have a positive attitude towards the behavior. On the contrary, a person who has strong beliefs that negatively evaluated results will result from the behavior will have a negative attitude. As Chapman and McKnight (2002) states attitude is your general tendency or your mental starting point for seeing life and the people and events in it.

Gardner (1985, cited in Soleimani & Hanafi, 2013) states that attitude is the amount of a person's instinction and feelings, prejudice, preconceived ideas, fears, threats, and convictions about any intended topic. Based on Gardner (1985), attitude is thus connected to a learner's values and beliefs and encourages or discourages the choices made in all areas of activity, whether academic or informal. According to Gardner (1985) attitudes are parts of motivation in language learning. As he asserts motivation is the combination of effort and desire to accomplish the goal of learning the language and favorable attitudes towards learning the language.

2.1.1 Attitude within Personal Factor

Attitudes affect students unconsciously and therefore it is hard to find their influence readily or unambiguously (McGroarty, 2000). Many studies by Oller, Hudson and Liu (1977) and Chihara and Oller, (1978) showed that attitudinal variables were related positively with proficiency level. However, McGroarty (2000) argues that positive attitudes do not necessarily lead to language success if these attitudes are not accompanied by effective strategies that allow students to take advantage of instructional chances, and if they are not obviously presented to them.

According to Tseng (2013), Students are simply influenced by the attitudes and examples of their peers, teachers, and parents, concerning language study. Also, social and institutional language policies influence students as they are presented in courses of language study, both first and second language, in schools.

2.1.2 Attitude within School Factor

Teachers unconsciously use their own language socialization background in their classroom discourse styles, and this may result in problems when students are from different socialization backgrounds (Poole, 1992). The main goals of formal education are to teach reading and writing, and schools play a key role in creating and standardizing a national written language, but according to McGroarty (2000) schools are definitely not the only place which forms language norms. Both print and electronic media lead to the creating, maintaining, and changing of language norms (Tseng, 2013). According to Wright (1999), school represents itself as a comparatively weak predictor of scores on the other hand inside-school factors, teachers and textbook, were represented as strong influences. Textbooks have great impact on students' attitudes towards culture, and there was significant relationship between this impact and attitudes for many learners (McGroarty, 2000).

2.1.3 Attitude within Social Factor

Language learners' attitudes and determinations of learning results are influenced by Social factors. According to Brown (2000), Social context creates attitudes and these attitudes develop in the early age of a child. Factors such as parents, peers as well as contact with different cultures result in developing attitudes.

The social context is known as the most important element which influences language learning. According to a general assumption, learning occurs at two different settings: natural setting and educational setting. Various types and levels of second language proficiency are related to these settings. Accordingly, there can be significant variation among learners within each setting (Ellis, 1994). Based on Schuman (1978), learners are different in extent to which they live successfully in different cultures, and social factors affect learners to use the second language to communicate.

2.1.4 Attitude within Family Factor

It is believed that there is a relationship between culture, family, and learning achievement. Browne (1986) found out that families support and encourage their students during their school assignment. According to Boocock (1972), and Vollmer (1986), it is believed that parents' expectations have a great impact on children's academic achievement. Furthermore, family is the main factor of cultural transmission, and the effect of culture is passed from parents to child by certain habits, skills, and styles that improve their children's cognitive abilities (Farkas, 1996).

2.1.5 Attitude within Ethnicity Factor

Ellis (1994) asserts that ethnic identity is the factor that has attracted his attention the most. An ethnic group is a group of people that has the same native language, the same nationality and in most cases the same religion. How fast an individual learns a second language depends upon the learners' motivation. If the learners are prompted to learn the new language and feel that it can be used, they will learn it better than those who do not think that they need it (Ellis 1994).

According to Leung, Harris and Rampton (1997), there is a neat one to one agreement between ethnicity and language.

This view has tended to conceptualize second language learners as a linguistically diverse group (from non-English speaking backgrounds) but with similar language learning needs. Language use and beliefs of ethnicity and social identity are linked inextricably.

2.2 Aspects of Attitude

A broad definition of attitudes is suggested by Wenden (1991) who classifies attitude into three components namely cognitive, affective and behavioral. Based on Zainol Abidin, et al., (2012) the 'cognitive' component is made up of the beliefs and thoughts about the object of the attitude. The 'affective' component includes the person's feelings towards an object. And, the 'behavioral' component relates to individual's consisting actions or trend to adopt special learning behaviors.

2.2.1 Behavioral Aspect of Attitude

The behavioral aspect covers a person's actions or tendency to follow special learning behaviors. The behavioral aspect is about the way a person acts or reacts in special positions. Zainol Abidin, et al., (2012) believe that behavioral aspect is concerned with one's consisting actions or trends to follow particular learning behaviors. As a matter of fact, the productive language learning helps the learners to distinguish themselves from the native speakers and gain different features of behaviors which identify the members of the second language community.

Based on Darabad (2013) the behavioral aspect of attitude is about the way an individual acts and reacts in specific situations. Actually, the successful language learning helps the learners to identify themselves with the native speakers of that language and achieve or adopt several aspects of behaviors which characterize the members of the target language community.

2.2.2 Cognitive Aspect of Attitude

According to Darabad (2013) Cognitive aspect is made up of the learners' beliefs about the knowledge that they gain and their realizing in the language learning process. This aspect consists of four stages:

- a) Relating the previous knowledge with new one
- b) Making new knowledge
- c) Checking out new knowledge
- d) Utilizing the new knowledge in many situations

2.2.3 Emotional or Affective Aspect of Attitude

Emotional or affective aspect of attitude deals with the one's emotions towards an object, with or against, likes or dislikes. Based on Feng and Chen (2009, cited in Gajalakshmi, 2013), learning process is a process of particular importance. Various emotional elements influence the learning process. The teachers and their students participate in different emotional activities and various emotional results are produced. The learner's inner feelings and emotions based on Choy and Troudi (2006), affect their views and their attitudes towards the second language.

There are five factors in the attitudes of a typical language learning situation: the learner, the teacher, the learner's peers and parents, and the speakers of the language (Spolsky, 1969). This view is extended by Larsen-Free man and Long in 1999, they provide five major factors in language learning: parents, peers, learning situation, teachers, and ethnicity.

2.3 Language Proficiency

English as a foreign language is taught at school and university. Although the students are exposed to English, its daily use is limited and the students' proficiency does not meet the teachers' expectations. Although English is necessary for higher education, most Iranian students cannot speak English fluently. English language proficiency is applied in different contexts. However English language learning is comprehended to be a hard process.

Stern (1983) defines proficiency as the actual performance of a learner in a given language, and it includes the mastery of (a) the forms, (b) the linguistic, cognitive, affective and sociocultural meanings of those forms, (c) the capacity to use the language with focus chiefly on communication and minimum attention to form, and (d) the creativity in language

use. Bachman (1990) describes language proficiency as the language ability or ability in language use and Oller (1983, cited in David, 2014) asserts that language proficiency is not a single unitary ability but that it comprises several distinct but related constructs in addition to a general construct of language proficiency. Bachman and Palmer (1996, cited in Hamidi & Montazeri, 2014) believe that learner's language proficiency level is defined as his or her knowledge of L2 grammar and vocabulary, which is a subcomponent of general language ability.

According to Cloud, Genesee and Hamayan (2000), language proficiency has been defined as the ability to use a language accurately and appropriately in its oral and written forms in a variety of settings. This definition comprises four aspects of language namely listening, speaking, reading and writing. The first two aspects represent oral proficiency is in most cases developed outside the university environment without any exposure to written language.

2.4 Related Studies

With the great need and interest in learning English as a second language, it is important to study and understand the factors that can influence the learning process. Language achievement has shown to be related to several factors, one of which is learners' emotional intelligence (Abdolmanafi, Hamidi, & Gorgani, 2014). However, the present study did not take into consideration the role of any kind of intelligence; rather, it tried to find the role of attitude. Participants' attitudes and perceptions towards the foreign language are the most important factors. To investigate EFL learners' attitudes towards English language learning, various studies have been done internationally. For instance, based on Baker (1992), attitude is a hypothetical construct used to explain the direction and persistence of human behavior. As Starks and Paltridge (1996) assert, language learning is directly related to the EFL learners' attitudes towards language.

Inal, Evin, and Saracaloglu (2003) assert that attitude shows our feelings and determines our behaviors towards learning. Hence, behavior is related to attitude, as the latter extremely influences the former. Thus, attitude plays a key role in second language learning since it determines the learners' behaviors during the learning process. Several researchers emphasize the importance of attitude in language learning. For example, Inal et al. (2003) declare that identifying the attitude of the students is crucial for both the learner and the academic program.

The results of the study on Iranian medical students' attitudes towards learning English by Arani (2004) indicated that most of the EFL learners had positive attitudes towards learning English. Shams (2008) explored learners' attitudes towards English language learning. The results indicated that most of the language learners had positive attitudes towards English language learning. Based on Al Tamimi and Shuib (2009), it is also conceived that learners' motivation in language learning is influenced by their language learning attitudes.

In Chalak and Kassaian (2010) study the Iranian undergraduate EFL learners' attitude and motivation towards English language learning and the target language community were explored. The research focused on the motivation orientations of the students and their attitudes towards the target language and its community. The results indicated that these Iranian nonnative speakers of English learned 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 results of a study conducted by Latif, Fadzil, Bahroom, Mohammad, and San (2011) to find the relationships between attitudes, motivation, anxiety and instrumental orientation and English language learning demonstrated that all these variables were correlative with learners' performance, with attitude having a positive effect. Also Dehbozorgi (2012) investigated the effects of attitude towards language learning on Iranian EFL students' proficiency. Correlation results were not substantial between attitude towards English language learning and proficiency. In study done by Soleimani and Hanafi (2013) the results indicated that the attitude of male students was higher than female students. Also their study showed that Iranian medical students have positive attitude regarding English language learning.

To sum up all the mentioned studies done in order to affirm the significance of identifying language learners' attitudes towards English learning. The issue of Iranian medical students' attitudes has not been sufficiently discussed. This study aims at investigating the relationship between medical students' attitude towards English language learning and their Eng-

lish language proficiency.

2.5 Research Questions

The following research questions will be addressed in this study:

1. Is there any relationship between medical students' attitudes towards English language learning and their English language proficiency?
2. Does gender have any effect on medical students' attitudes towards English language learning?

3. Methodology

3.1 Participants

For the purpose of this study one hundred and fifty five participants were invited. They were medical students of Mazandaran University of Medical Sciences in Sari, Iran. Out of one hundred and fifty five, eighty eight students were considered homogenized after running the OPT based on one standard deviation above and one standard deviation below the mean. The participants were all medical students, 38 male and 50 female medical students, aging from 19 to 24, studying medicine, semester 1 to 6. The participants were selected using simple random sampling technique.

3.2 Instruments

The instruments were Oxford Placement Test of Proficiency (OPT) and a questionnaire of attitude which adopted from the attitude questionnaire employed in a study by Soleimani and Hanafi (2013). The reliability of this questionnaire was calculated by the mentioned researchers to be 0.90.

3.3 Procedure

First, the researcher invited one hundred and fifty five medical students from Mazandaran University of Medical Sciences to take part in the Oxford Placement Test (OPT) in order to have homogenized participants. In the first session, medical students took OPT test. Eighty eight medical students were considered homogenized based on one standard deviation above and below the mean (\pm SD). In the second session, the homogenized students answered the questionnaire of attitude to find their attitudes towards English language learning. The attitude scores and proficiency scores were then correlated with each other.

4. Results and Data Analysis

In order to have homogenized participants in terms of their general English language proficiency, the Oxford Placement Test (OPT) was administered.

Table 4.1 Descriptive Statistics of the OPT Score

| OPT Test | N | | Mean | Median | Mode | Std. Deviation | Variance | Minimum | Maximum |
|----------|-------|---------|---------|--------|-------|----------------|----------|---------|---------|
| | Valid | Missing | | | | | | | |
| | 155 | 0 | 30.8452 | 30.000 | 30.00 | 9.28911 | 86.288 | 7.00 | 59.00 |

Out of one hundred and fifty-five participants, eighty-eight were considered as homogenous members based on one standard deviation above and below the mean (\pm SD).

Table 4.2 Descriptive Statistics for the Homogenized Participants

| | N | Minimum | Maximum | Mean | Std. Deviation | Variance |
|--------------------|----|---------|---------|----------|----------------|----------|
| OPT H | 88 | 21.00 | 39.00 | 28.8977 | 5.00584 | 25.058 |
| Attitude H | 88 | 89.00 | 119.00 | 103.7045 | 6.32666 | 40.027 |
| Valid N (listwise) | 88 | | | | | |

Table 4.2 above shows the descriptive statistics for the homogenized participants (88) along with their attitude score who took the OPT test. In order to run an appropriate t-test, the researcher had to meet one assumption; normality of data distribution; table 4.3 below shows the result.

Table 4.3 Test of Normality for the Homogenized OPT Participants and their Attitude Score

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| OPT H | .096 | 88 | .044 | .960 | 88 | .008 |
| Attitude H | .086 | 88 | .133 | .989 | 88 | .688 |

a. Lilliefors Significance Correction

As it can be seen in table 4.3 above, the Sig value of the Shapiro-Wilk Test is higher than 0.05 for the attitude score but lower than 0.05 for the OPT score, meaning that the two sets of scores are not normally distributed. Therefore, the best test for relationship would be the Spearman Rank-Order correlation.

Table 4.4 Result of the Spearman Rank-Order Correlation

| | | Attitude H | OPT H |
|----------------|------------|-------------------------|-------|
| Spearman's rho | Attitude H | Correlation Coefficient | 1.000 |
| | | Sig. (2-tailed) | .037 |
| | | N | 88 |
| | OPT H | Correlation Coefficient | .223* |
| | | Sig. (2-tailed) | .037 |
| | | N | 88 |

*. Correlation is significant at the 0.05 level (2-tailed).

The Spearman's Rank Order correlation was run to determine the relationship between medical students' attitudes towards English language learning and their English language proficiency. There was a small positive correlation between medical students' attitudes towards English language learning and their English language proficiency, which was statistically significant ($r_s(86) = .223, p = .037 < 0.05$). Thus, it could be concluded that the null-hypothesis "there is no relation-

ship between medical students' attitudes towards English language learning and their English language proficiency" was rejected, meaning that in this particular case Iranian medical students' attitudes towards English language learning was related to their English language proficiency, though the relationship was not that strong.

In order to run an appropriate t-test, the researcher had to meet one assumption; normality of data distribution.

Table 4.5 Test of Normality for Attitude Scores of Males and Females

| | Male Female H | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------------------------|---------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Attitude H dimension1 | male | .090 | 38 | .200* | .967 | 38 | .306 |
| | female | .108 | 50 | .197 | .984 | 50 | .706 |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

As it can be seen in table 4.5 above, the Sig value of the Shapiro-Wilk Test is higher than 0.05 for both sets of scores, meaning that the two sets of scores are normally distributed. Therefore, the best test for mean comparison would be the independent t-test.

Table 4.6 Descriptive Statistics for the Attitude Scores of Males and Females

| | MaleFemaleH | N | Mean | Std. Deviation | Std. Error Mean |
|--------------------------|-------------|----|----------|----------------|-----------------|
| Attitude H dimension1 | male | 38 | 104.4474 | 5.91698 | .95986 |
| | female | 50 | 103.1400 | 6.62404 | .93678 |

As it can be seen in table 4.6 above, the mean and standard deviation for the male and female groups are 104.44, 5.91 and 103.14, 6.62 respectively. An independent t-test was run to compare the mean scores of male and female participants.

Table 4.7 Result of the Independent t-test for Comparison of Males and Females

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | |
|------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
| Attitude H | Equal variances assumed | .946 | .333 | .960 | 86 | .340 | 1.30737 | 1.36218 |
| | Equal variances not assumed | | | .975 | 83.708 | .332 | 1.30737 | 1.34123 |

As it can be seen in table 4.7 above, the assumption of the homogeneity of variances has been met too ($F = .946$, $p = .333 > 0.05$). Therefore, we look at the first row to analyze the data. As table 4.7 shows, the probability of $t (.960)$ had the sig of (.340), that is much higher than the significance level of 0.05 ($t (86) = .960$, $p > 0.05$). Based on the results, it could be

concluded that there was not a significant difference between the mean scores of males and females on their attitude scores. Thus, the null-hypothesis “there is no difference between male and female participants in their attitudes towards English language learning” was accepted.

5. Conclusion and Discussion

Attitude is considered as one of the most important elements of language learning. Concerning the learners' attitude towards English language learning, it seems that learning English is a required subject for most of the learners in EFL contexts. The results of this study indicated that there was a small positive correlation between medical students' attitudes towards English language learning and their English language proficiency. Thus, it could be concluded that in this particular case medical students' attitudes towards English language learning were related to their English language proficiency, though the relationship was not that strong.

Likewise, in Johnson (2012) study the attitude of Japanese non- English major EFL learners was examined. These EFL learners exhibited a range of attitudes towards learning English. Their positive attitudes related positively with their proficiency levels, with higher level students sounding the weakest dislike for English. Amazingly enough, the results of a study by Jahin and Idrees (2012) indicated no significant correlation between EFL major students' attitudes towards English language learning and their overall English language proficiency.

Regarding the current study's second research question, it could be concluded that there was not a significant difference between male and female participants in their attitudes towards English language learning. The result of our study showed that the overall attitude of male and female students is the same.

But some studies indicated different results considering the impact of gender on attitude. Zainol Abidin, et al., (2012) study revealed attitudinal differences regarding gender. It is not clear whether the gender difference can be attributed to a type of socialization that predisposes males to have a better attitude towards English language learning. In contrary to the findings of our study, Shoaib and Dornyei (2005) stated that female second language learners have more positive attitudes and performances compared with the male learners.

Considering the importance of attitude many studies have been done worldwide to investigate the students' attitude towards English language learning. The results of these studies were the same as the results of my study. The results of the study done by Karimkhanlouei (2013), indicated that positive attitudes and high motivation have a strong affect on the students' interest in learning.

In Al Noursi (2013) study, applied technology high school students' attitudes towards learning the English language were explored. The results showed that most of the participants had positive attitudes towards learning the English Language.

Based on a study by Alkaff (2013), the results showed 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. As a result, in most cases attitude has a direction relationship with English language learning.

References

- [1] Aacken, S. V. (1999). What motivates L2 learners in acquisition of kanji using CALL: A case study. *Computer Assisted Language Learning*, 12 (2), 113–136.
- [2] Abdolmanafi-Rokni, S.J., Hamidi, H., & Gorgani, T. (2014). Investigating the relationship between emotional intelligence and language achievement: A case of TEFL and Non- TEFL university students. *International Journal of Language Learning and Applied Linguistics World*, 5 (3), 117-127.
- [3] Alkaff, A.A. (2013). Students' attitudes and perceptions towards learning English. *Arab World English Journal*, 4(2), 106-121.
- [4] Allport, G. W. (1935). Attitudes. In C. Murchison (Ed.), *A handbook of social psychology*. Worcester, MA: Clark University Press.
- [5] Alnoursi, O. (2013). Attitude towards learning English: The case of the UAE Technological High School. *Educational Research*, 4 (1), 21-30.
- [6] Al-Tamimi, A., & Shuib, M. (2009). *Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology*. Retrieved May 10, 2014, from http://www.ukm.my/ppbl/Gema/abstract_for_pp_29_55.pdf
- [7] Arani, J. (2004). *Issues of learning EMP at university: An analysis of students' perspectives*. Retrieved June 1, 2014, from <http://www3.telus.net/linguisticsissues/emp>
- [8] Bachman, L. F. (1990). *Fundamental consideration in language teaching*. Oxford: Oxford University Press.
- [9] Baker, C. (1992). *Attitudes and language*. Clevedon: Multilingual Matters.
- [10] Barker, D. (1988). Diagnostic tests and examination results. *Assessment and Evaluation in Education*, 13 (1), 1-15.
- [11] Boocock, S. P. (1972). *An introduction to sociology of learning*. Boston: Houghton Mifflin Co.
- [12] Brown, H. D. (2000). *Principles of language learning and teaching*. White Plains, NY: Addison Wesley Longman.
- [13] Browne, W. M. (1986). *A look at the success of young Asians*. New York: New York times.
- [14] Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA Online Journal of Language Studies*, 10(2), 37-56.
- [15] Chapman, E.N., & Mcknight, W. (2002). *Attitude: Your most priceless possession*. Canada: Crisp Publications Inc.
- [16] Chihara, T., & Oller, J. (1978). Attitudes and proficiency in EFL: A Sociolinguistic study of adult Japanese speakers. *Language Learning*, 28, 55-68.
- [17] Choy, S. C. & Troudi, S. (2006). An investigation into the changes in perceptions of and attitudes towards learning English in a Malaysian college. *International Journal of Teaching and Learning in Higher Education*, 18(2), 120-130.
- [18] Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston, MA: Heinle & Heinle.
- [19] Darabad, A.M. (2013). Attitude towards foreign language, corrective feedback, and oral accuracy. *International Journal of Linguistics*, 5 (2), 116-134.
- [20] David, F. (2014). English language proficiency as a predictor of academic achievement among EFL students in Nigeria. *Journal of Education and Practice*, 5(9), 38-41.
- [21] Dehbozorgi, E. (2012). Effects of Attitude towards Language Learning and Risk-taking on EFL Students' Proficiency. *International Journal of English Linguistics*, 2(2), 41-48.
- [22] Dornyei, Z. & Shoaib, A. (2005). Affect in lifelong learning: Exploring L2 motivation as a dynamic process. In Nunan, D. & Benson, P. (Eds.) *Learners' stories: Difference and diversity in language learning*. Cambridge University Press: UK.
- [23] Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- [24] Farkas, G. (1996). *Human capital or cultural capital? Ethnicity and poverty groups in an urban school district*. New York: Aldine de Gruyter.
- [25] Gajalakshmi. (2013). High school students' attitude towards learning English language. *International Journal of Scientific and Research Publications*, 3(9), 1-7.

- [26] Gardner, R.C. (1983). Learning another language: A true Social Psychological Experiment. *Journal of Language and Social Psychology*, 2, 219-239. <http://dx.doi.org/10.1177/0261927X8300200209>
- [27] Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. London: Edward Arnold.
- [28] Hamidi, H., & Montazeri, M. (2014). *Dictionary of second language acquisition*. Retrieved February 15, 2015, from <http://www.iranelt.com/index.php/introduction-to-sla>.
- [29] İnal, S., Evin, İ. & Saracaloğlu, A. S. (2003). The Relation between Students' Attitudes towards Foreign Language and Foreign Language Achievement. Paper presented at Approaches to the Study of Language and Literature, First International Conference Dokuz Eylül University Buca Faculty of Education, İzmir, Turkey. Retrieved September 24, from <http://dergiler.ankara.edu.tr/dergiler/27/754/9618.pdf>
- [30] Jahin, J.H., & Idrees, M.W. (2012). EFL major student teachers' writing proficiency and attitudes towards learning English. *Umm Al-Qura University Journal of Educational & Psychologic Sciences*, 4(1), 10-72.
- [31] Johnson, Y. (2012). Attitudes towards EFL learning and extensive reading in Japanese engineering students. *Japanese ELT Journal*, 10, 65-81, 2012. Retrieved May 26, 2014, from www3.muroran-it.ac.jp/hlc/2012/07johnsonY.pdf
- [32] Karimkhanlouei, G. (2013). Breathing life into ESP classrooms: The role of motivation and attitudes. *Journal of Medical Education Development*, 6(12). 89-94.
- [33] Keller, J. (1983). Motivational design of instruction. In Reigeluth, C. (ed). *Instructional design theories and models*. Hillsdale, NJ; Lawrence Erlbaum.
- [34] Khatib, M., Sarem, S. N., & Hamidi, H. (2013). Humanistic education: Concerns, implications and applications. *Journal of Language Teaching and Research*, 4 (1), 45-51.
- [35] Latif, L.A., Fadzil, M., Bahroom, R., Mohammad, W., & San, N.M. (2011). The role of motivation, attitude, anxiety and instrumental orientation in influencing learners' performance in English as a second language in OUM. Retrieved August 8, 2014, from <http://eprints.oumedu.my/56>.
- [36] Leung, C., Harris, R., & Rampton, B. (1997). The idealized native speaker, reified ethnicities, and classroom realities. *TESOL Quarterly*, 31(3), 29-32.
- [37] McGroarty, M. (2000). Language Attitudes, Motivation and Standards. In L.S. McKay & H. N. Hornberger (Eds.), *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press.
- [38] Montano, D.E., & Kasprzyk, D. (2008). Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. In K. Glanz, B. Rimer & K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice*. San Francisco, CA: Jossey-Bass, 67-96.
- [39] Nunan, D. (2000). *Language teaching methodology*. Harlow: Pearson Education Ltd.
- [40] Oller, J. W., Hudson, A., & Liu, Phyllis, F. (1977). Attitudes and attained proficiency in ESL: A sociolinguistics study of native speakers of Chinese in the United States. *Language Learning*, 27, 1-27.
- [41] Poole, D. (1992). Language socialization in the second language. *Language Learning*, 42, 593-616.
- [42] Schumann, J. (1978). The Acculturation model for second language acquisition. In Gingras, R. (Ed.), *Second Language Acquisition and Foreign Language Teaching*. Arlington, VA: center for Applied Linguistics.
- [43] Shams, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research*, 2(2), 121-144.
- [44] Soleimani, H., & Hanafi, S. (2013). Iranian medical students' attitudes towards English language learning. *International Research Journal of Applied and Basic Sciences*, 4 (12), 3816-3823.
- [45] Spolsky, B. (1969). Attitudinal aspect of second language learning. *Language Learning*, 19, 271-283.
- [46] Starks, D., Paltridge, B. (1996). A note on using sociolinguistic methods to study nonnative attitudes towards English. *World Englishes*, 15 (2), 217-224.
- [47] Stern, H., (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.

- [48] Tseng, M. (2013). The relationship between attitudes towards foreign culture and English proficiency level in Taiwanese Students of English as a foreign language. *Study in English Language Teaching*, 1(2), 264-274.
- [49] Vollmer, F. (1986). The relationship between expectancy and academic achievement: how can it be explained? *British Journal of Educational Psychology*, 56, 64-74.
- [50] Wenden A. (1991). *Learner Strategies for Learner Autonomy*. London: Prentice Hall.
- [51] Wright, M. (1999). Influences on learner attitudes towards foreign language and culture. *Educational Research*, 41(2), 197-109.
- [52] Zainol Abidin, M.J., Pour-Mohammadi, M., & Alzware, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, 8 (2), 119-134. doi:10.5539/ass.v8n2p119.

**Appendix: Questionnaire of Attitude towards English Language Learning
By Hassan Soleimani and Somayeh Hanafi (2013)**

Part One: Demographic Profile

Please read the statements below carefully and select the appropriate choices.

A) Gender:

1. Female
2. Male

B) Year of study:

1. First year
2. Second year
3. Third year

Part Two: Attitudes towards English Language Learning

To what extent do you agree with the following items? Remember there is no right or wrong answers; just answer as accurately as possible. Use the scale below to answer the questionnaire items.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree.

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

Table: Description

| No | Items | 1 | 2 | 3 | 4 | 5 |
|----|---|----|---|---|---|----|
| | | SD | D | N | A | SA |
| 1 | Speaking English anywhere makes me feel worried. | | | | | |
| 2 | I like to give opinions during English lessons. | | | | | |
| 3 | I am able to make myself pay attention during studying English. | | | | | |
| 4 | When I hear a student in my class speaking English well, I like to practice speaking with him/her. | | | | | |
| 5 | Studying English makes me have more confidence in expressing myself. | | | | | |
| 6 | I am not relaxed whenever I have to speak in my English class. | | | | | |
| 7 | I like to practice English the way native speakers do. | | | | | |
| 8 | When I miss the class, I never ask my friends or teachers for the homework on what has been taught. | | | | | |
| 9 | I do not feel enthusiastic to come to class when the English is being taught. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 10 | I do not pay any attention when my English teacher is explaining the lesson. | | | | | |
| 11 | Studying English is important because it will make me more educated. | | | | | |
| 12 | I have more knowledge and more understanding when studying English. | | | | | |
| 13 | I like my English class so much; I look forward to studying more English in the future. | | | | | |
| 14 | I cannot summarize the important points in the English subject content by myself | | | | | |
| 15 | Frankly, I study English just to pass the exams. | | | | | |
| 16 | In my opinion, people who speak more than one language are very knowledgeable. | | | | | |
| 17 | Studying English helps me communicate in English effectively. | | | | | |
| 18 | I am able to think and analyze the content in English language. | | | | | |
| 19 | I am not satisfied with my performance in the English subject. | | | | | |
| 20 | In my opinion, English language is difficult and complicated to learn. | | | | | |
| 21 | I feel excited when I communicate in English with others. | | | | | |
| 22 | I don't get anxious when I have to answer a question in my English class. | | | | | |
| 23 | Studying foreign languages like English is enjoyable. | | | | | |
| 24 | Studying English makes me have good emotions (feelings). | | | | | |
| 25 | I enjoy doing activities in English. | | | | | |
| 26 | I do not like studying English. | | | | | |
| 27 | I wish I could speak English fluently. | | | | | |
| 28 | Studying English subject makes me feel more confident. | | | | | |
| 29 | To be honest, I really have little interest in my English class. | | | | | |
| 30 | Knowing English is an important goal in my life. | | | | | |