

AN EVALUATION OF EFL STUDENTS' ATTITUDES TOWARD ENGLISH LANGUAGE LEARNING IN TERMS OF SEVERAL VARIABLES

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ABSTRACT: *The present study sheds light on the attitudes of Al-Balqa Applied University students towards learning English as a foreign language. The study also investigated the effect of the learners' gender and field of study on the attitudes they hold. The random sample of 176 students consisted of 68 (38.6%) males and 108 (61.4%) females. 67 (38.1%) of the respondents were majoring in the scientific faculties, and 109 (61.9%) were enrolled in the different faculties of humanities. The descriptive and inferential statistics revealed that the sample students held positive attitudes towards learning English. Gender was found to be an effective variable since females proved to be more positive in their attitudes. No differences were assigned to the students' academic field of study.*

KEYWORDS: Attitude, English, Foreign Language, Field of Study, Gender

INTRODUCTION

Background

English is the dominating language in today's world; it is the language of science, technology, trade and commerce. Being good in English is a precondition and a must for job seekers. Employers in the public or the private sectors evaluate applicants according to their English skills, and chances of promotion heavily rely on the employee's abilities to communicate in English. (Ihmeideh, AL-Omari & AL-Dababneh, 2010).

In Jordan, as in any other country in the Arab world, this language has received serious attention by the Ministry of Education and the Ministry of Higher Education. But in spite of the great efforts meant to improve the students' English abilities through improving schools curricula, holding teachers' training courses and introducing modern technology, the learners' attitudes towards learning this language still needs more attention. Researchers worldwide have proved that identifying students' attitude towards learning English is a key factor in steering the efforts to improve their language learning chances (AL Nooursi, 2013; Abidin, Mohammadi & Alzwari, 2012; Tahaineh & Daana, 2013).

The Definition of Attitude

In general, attitude is an individuals' reaction or evaluation of a certain situation or object depending on his / her opinions and beliefs (Abidin, Mohammadi & Alzwari 2012). For AL-Norsi (2013) and Eshghinejad (2016), attitude is viewed as "a psychological" process in which learners favor or disfavor a certain situation.

Language learning can never be separated from the learners' attitudes because these attitudes are supporting and motivating when positive and totally demotivating when negative.

Statement of the problem

The field of language attitude still needs more investigation since it can furnish the needed data for curricula planners, teachers and instructors. An understanding of the students' attitude allows educators to gain a more realistic insight into what goes inside the learners' heads, their fears, sources of anxiety and preferences instead of relying on how we as teachers view these points. This study is aimed to be a contribution to treat the deficit in our knowledge concerning the area of the attitudes of English as a foreign language students towards learning English.

Aim of the study

The aim of this study is to explore the attitudes of EFL students at AL-Balqa Applied University towards learning English. The present study also sheds light on how gender and academic field of study effect their attitudes.

Significance of the study

In spite of the plethora of research dealing with the field of students' attitudes towards learning English, the Arab world seems to suffer from a gap in the efforts in this area. Curricula planners and educators still think that they know better and that they can make the best choices and decisions depending on their own past experiences and conceptions.

This study is meant to give support for the previous body of research in order to emphasize the idea that the educational process should be structured and designed to serve the students' needs and preferences depending on their own attitudes and factors that may affect these attitudes like gender and academic field of study.

Study questions

1. What are the attitudes of AL-Balqa Applied University EFL Students towards learning English?
2. Is there any statistically significant differences in AL-Balqa Applied University EFL Students' attitudes towards learning English due to gender?
3. Is there any statistically significant differences in AL-Balqa Applied University EFL Students' attitudes towards learning English due to their academic field of study?

LITERATURE REVIEW

Attitude in general

Researchers believe that attitude forms a basic point in the process of language learning. Kiziltepe (2000) investigated the influence of attitudes and motivation on the learning of English by Turkish students. The research findings depicted that Turkish students have a positive attitude towards learning English and the British and American communities, they also reported no in-class anxiety.

In an attempt to investigate the effect of EFL students' attitude on their use of language learning strategies (LLSs), Sadighi and Zarafshan (2006) conducted a study that analyzed the responses of 126 freshmen and seniors majoring in teaching English and English translation. The

respondents proved that their attitudes affected their use of LLSs in a significant way. To clarify things, learners who reported having positive attitudes towards users of the LLSs than those holding negative attitudes.

AL-Tamimi and Shuib (2009) conducted a study to investigate the attitudes of Petroleum Engineering student's motivation towards learning English. 81 students furnished the sample of this study and completed a questionnaire prepared by the researchers. The analysis of the participants' responses depicted that they had a positive attitudes towards learning English and the culture of the English speaking world.

In a research conducted by Malallah (2010) Kuwaiti University Students proved to have positive attitudes towards learning English and towards the native speakers of English. The study also proved the existence of a positive relationship between the respondents' attitudes and their achievement and their practical needs of the English language.

Shirbaji (2010) studied the attitudes of undergraduate students at Faculty of Humanities towards learning English as a foreign language. A large sample of 400 students (48.3% female and 51.7% males) completed a questionnaire developed by the researcher. The findings proved that the participants have a positive attitude towards learning English.

The attitude towards learning English as a foreign language among the pre-intermediate and intermediate Saudi students at The English Language Institute of King Abdulaziz University was investigated by Alkaff (2013). 47 female students formed the sample of the study and completed a questionnaire developed by researcher. The results illustrated the sample students have positive attitudes towards learning English. The participants also reported a strong tendency towards improving their English proficiency in spite of the limited chances of practicing English in their EFL society.

Al Noursi (2013) explored the attitudes of United Arab Emirates students towards learning English as a foreign language. The 196 students at a technology high school were the participants in this study. They reported having a positive attitude towards learning English. An interesting finding was also reached concerning the teacher's nativity which did not have any effect on the respondents' attitude towards EFL.

The attitudes of the Jordanian students concerning learning English was explored by Tahaineh and Dana (2013). The sample in this study consisted of 184 female students majoring in English language and literature. The participants completed the Attitude / Motivation Test Battery. The students proved to hold positive attitudes towards EFL as well as towards the English-Speaking people.

In an important study by Al Samadani and Ibnian (2015), the effect of Saudi EFL Student's attitudes towards learning English on their academic achievement was thoroughly studied depending on a sample that consisted of 112 English major students who ranged from freshmen to seniors with different grade point averages (GPA). The study findings demonstrated that the students in general have positive attitudes towards learning English. Students with high GPAs reported the highest positive attitudes towards learning English, followed by the medium GPAs students and the low GPAs students, respectively.

Ahmad (2015) explored the attitudes of undergraduate Malaysian students towards learning English. The 238 participants who completed a 30-item questionnaire depicted a positive attitude towards EFL.

Attitude and Gender

Durer and Sayar (2012) investigated the gender differences in the attitudes of 400 non-English major students in Turkey. The findings proved that both males and females showed equally positive attitudes towards learning English as a foreign language.

Soleimani and Hanafi (2013) investigated the Iranian medical students' attitudes towards English language learning. After completing a 30-item likert scale questionnaire, the 40 male and female participants' responses were analyzed. The findings highlighted that the students have a highly positive overall attitude towards English language learning. The t-test proved that the male students positive attitude was higher than that of the females'.

Eshghinejad (2016) probed the EFL students' attitudes towards learning English-Language. The researcher also studied the existence of differences due to the participants' gender. The data analysis proved that the participants hold overall positive attitudes towards English language learning. Concerning the language attitude and the gender of the respondents, it was found that the females depicted a higher positive attitude than the males proving the existence of a significant difference in the attitude towards learning English between the male and female participants.

Attitude and Academic Field of Study

Ming, Ling and Jaafar (2011) explored the attitudes of secondary school Malaysian students learning English in an attempt to promote the process of language teaching. Through analysis of survey questionnaire, the respondents proved to have an overall positive attitude towards learning English. The science students showed more interest in improving their English than the Art students. It was also found that the students who were rated as highly proficient showed higher positive attitude than the medium and lower proficiency students.

Abidin, Mohammadi and Alzwayr (2012) carried out a study to investigate Libyan students' EFL attitudes towards learning English language. The study also probed the existence of significant differences in the students' attitude due to their gender and field of study. The 180 participants were majoring in the three fields of social sciences, life sciences and basic sciences. The participants' depicted an overall negative attitude towards learning English. Gender proved to be effective here. The attitude of the females was slightly higher than the attitude held by the males. The findings of study also proved to produce significant differences. By way of clarification, the social sciences students proved to hold the highest positive attitude of all, followed by the students of basic sciences and life sciences respectively.

METHODOLOGY

Participants

176 low to high participants furnished the sample of this study. The sample consisted of 68 males (38.6%) and 108 (61.4%) females. 67 (38.1%) participants were majoring in Scientific faculties and 109 (61.9%) were students of the faculties of Humanities. The ages of the sample members range between 18-22 and they belong to different social classes.

Design

This study is quantitative in nature and depends on a 55-item questionnaire as an instrument.

Instrument

The instrument employed in this study is a questionnaire adapted from Gardner's (1985) attitude and motivation test battery (AMTB). The specialists who checked the validity of this questionnaire recommended that it has to be translated to Arabic. The questionnaire items were translated by two M.A translation holders and after making certain modifications, the final copy was given back to the validity team to check that no problems exist between the English and Arabic versions of the instrument.

Reliability of the Research Instrument

The researcher used Cronbach Alpha to measure the reliability of the measuring tool after conducting a pilot study. The value of Cronbach Alpha was ($\alpha = 82.04\%$) which is acceptable.

Procedure

The challenges at the Department of English and literature who were teaching the English 101 and English 102 classes were kind enough to help the researcher in distributing the Arabic version of the questionnaire on the randomly chosen five sections. The process took nearly 15 minutes.

Limitations of the study

The study is limited to English 101 and English 102 students at AL-Balqa Applied University / center Collages during the second semester of the academic year 2016-2017.

Statistical analysis

The data were analyzed via SPSS (version 20). Both descriptive and inferential statistics were employed to gain answers for the questions of the current study.

RESULTS

Q1: What are the attitudes of AL-Balqa applied university EFL students towards learning English?

In order to answer the first research questions, descriptive statistics were used. The descriptive statistics included mean and standard deviations of difference in Al-Balqa Applied University EFL students' attitudes towards learning English language. The arithmetic mean average score of the overall was (3.4432), standard deviation(1.0851), which is moderate to high. According to Oxford and Burry- Stock (1995), usage scores averaging (3.5-5.0) are called as High, (2.5-3.4) are designated moderate strategy use; and scores ranging from (1.0-2.4) are often assigned as low, table (3) shows the (mean & standard deviation) .

Table (1): Means and Standard Deviation of Al-Balqa Applied University EFL students' attitudes towards learning English language

Questions	Mean	Std. Deviation	Level	N
1-English is one of my favorite subjects	3.5455	1.1254	High	176
2-I don't like English lessons	2.4943	1.2873	Low	176
3-I like to master English because it helps me get a good job in the future.	3.9034	1.1448	High	176
4-Studying makes me have more confidence in expressing myself.	4.0909	.9275	High	176
5-I view people who know more than one language as very knowledgeable.	4.1364	.9935	High	176
6-Studying English helps me improve my personality.	4.2386	1.1807	High	176
7-To tell the truth, I study English just to pass the exams.	2.8693	1.3774	Moderate	176
8-I don't like to read instructions of advertisement in English	2.7330	1.1224	Moderate	176
9-Watching English programs is not enjoyable for me	2.2614	1.1006	low	176
10-Being good in English helps me communicate in English effectively.	4.5000	.8751	High	176
11-Being good in English helps me use modern technology effectively.	4.2614	1.0528	High	176
12-I feel bored when I listen to others while they speak English.	2.7045	1.2436	Moderate	176
13-I feel happy when I learn English.	4.0852	.8999	High	176
14-English is a very important part of any educational program.	4.3182	.8356	High	176
15-I like listening to English.	3.4205	1.2256	Low	176
16-I want to learn as much English as I can.	4.0852	1.0077	High	176
17-Studying English is important because it will allow me to meet and establish friendships with people from different cultures.	4.2557	.8668	High	176
18-I always try to postpone doing my English homework.	3.3920	1.1855	Moderate	176
19-I would feel comfortable speaking English outside the class.	3.8580	1.1500	High	176
20-studying English makes me able to create new thoughts.	3.6534	.9676	High	176
21-learning English is not important.	2.4375	.8728	Low	176
22-I enjoy me English class more than any other class.	3.2045	1.1177	Moderate	176
23-I believe that English is difficult and complicated to learn.	2.5682	1.1788	Moderate	176

24-I like to master English to help me resume my education.	3.6761	.9697	High	176
25-I like to read stories and poems in English.	3.2273	1.0821	Moderate	176
26-Studying English make me proud of myself.	3.7784	1.1523	High	176
27-Learning English is not an important goal in my life	1.9773	1.0847	Low	176
28-I like to learn English because it helps me travel abroad.	4.0682	.9417	High	176
29-My aptitude towards learning English is high.	3.4375	.8529	Moderate	176
30-Studying English causes fear for me.	3.1364	1.2755	Moderate	176
31-Speaking English increase my self-confidence.	3.6023	1.0314	High	176
32-I can understand what others say in English.	3.7614	1.1759	High	176
33-I hate English	2.2159	1.3089	Moderate	176
34-I think that writing in English is not easy.	2.8182	1.4465	Moderate	176
35-Studying English brings positive emotions for me.	3.8352	.9509	High	176
36-Studying English is important because it will allow me to be more at ease with people who speak English.	4.1932	1.0675	High	176
37-Studying English helps me to have good relationships with my friends.	3.9318	1.0669	High	176
38-I am interested in improving my English.	4.0455	.8540	High	176
39-Frankly speaking, I really have little interest in learning English.	3.0057	1.0057	Moderate	176
40-I never take the feedback I receive in my English class seriously.	3.0000	1.0420	Moderate	176
41-I feel happy when I write notes and instructions in English.	3.8182	1.1166	High	176
42-I feel bored when listen to others while they speak English.	2.7386	1.2783	Moderate	176
43-I never ask my classmates or instructors about the content of the English classes that I miss.	2.3864	1.0630	Low	176
44-Learning English is a great experience.	4.1080	.8450	High	176
45-I like learning English because it helps me know more about other cultures.	4.1648	.9327	High	176

46-I cannot make summaries in English.	2.6534	1.3435	Moderate	176
47-I cannot take down notes in English while listening to a speech or a lecture.	2.6193	1.1600	Moderate	176
48-English is one of my favorite courses.	3.6477	1.0587	High	176
49-Studying English is important because will be able to interact more easily with speakers of English .	4.0795	1.1386	High	176
50-Being good in English will help me do better in the other subjects that I study.	4.0227	1.1512	High	176
51-Studying English is important because other people will respect me more if know English.	3.7102	1.2147	High	176
52-I think that learning English is dull.	2.5795	1.3069	Moderate	176
53-Students who claim they get nervous in English classes are just making excuses.	2.8125	1.0332	Moderate	176
54-I haven't got any great wish to learn more than the basics of English.	2.8409	1.1797	Moderate	176
55-Studying English is important because I will need it for my career.	4.4716	.8137	High	176
Total	3.4432	1.0851	Moderate	176

Table (1): shows that the mean average for the answers about the " difference in Al-Balqa Applied University EFL students' attitudes towards learning English language " (3.4432), was "moderate" and the standard deviation was (1.0851). As Shown in Table (3), there were positive attitudes toward the above questions because their mean were greater than the mean of the scale (3), but in different percentage. The item which gained the highest mean about attitudes is number (10) "Being good in English helps me communicate in English effectively." The means reached (4.5000) and the standard deviation was (0.8751). This item with the lowest means (1.9773) was number (27) " learning English is not an important goal in my life."

Q2: Are there any statistically significant differences in Al-Balqa Applied University EFL students' attitudes towards English language learning due to gender?

In order to answer this research question, the Independent Samples T-Test was employed to determine differences between the attitudes held by the male and female participants. Table (2) shows the dependent Samples T-Test.

Table 2: Independent Samples T-Test for identification

Gender Section	Male (N= 68)		Female (N=108)		T	Sig
	Mean	S.D	Mean	S.D		
Attitudes towards learning English language	3.3965	0.3120	3.4431	0.3012	0.985	0.044

Table (2) shows that there are significant statistical differences at ($\alpha \leq 0.05$) level in the respondents' attitudes towards learning English language due to gender in favor of the female.

Q3: Are there any a statistically significant differences in Al-Balqa Applied University EFL students' attitudes towards learning English language due to their field of study?

In order to answer the first research questions, descriptive statistics were used. The descriptive statistics included mean and standard deviations of Al-Balqa Applied University EFL students' attitudes towards learning English language, the Independent Samples T-Test was utilized to determine any differences in the students attitudes due to their field of study (faculties of humanities and the scientific faculties). Table (3) shows the the results obtained from the dependent Samples T-Test.

Table 3: Independent Samples T-Test for identification (statistically significant difference in Al-Balqa Applied University EFL students' attitudes towards learning English language due to their field of study)

Field Section	Scientific Faculties (N= 67)		Humanities (N=109)		T	Sig
	Mean	S.D	Mean	S.D		
Attitudes towards learning English language	3.4643	0.2642	3.4010	0.3270	1.339	0.066

Table 3: shows that there are no significant statistical differences at ($\alpha \leq 0.05$) level in Al-Balqa Applied University EFL students' attitudes towards learning English language due to their field of study.

DISCUSSION

The present study is an attempt to nourish the reservoir of a research dealing with the English as a foreign language Students' attitudes towards learning English worldwide and in the Arab world in particular. It also takes into the role the learners' gender and field of study play in this respect.

Concerning the first question “What are the attitudes of AL-Balqa applied university EFL students towards learning English?”, the result of descriptive analysis revealed that the 176 participants’ overall attitude is highly positive ($M=3.4432$, $S.D=1.0851$). This result is consistent with a good number of results illustrated in the wide range of studies tackling this question like Al Noursi (2013), Tahaineh and Dana (2013), Chalak and Kassaian (2010), Ahmed (2015) and malallah (2010), whose participants proved to hold highly positive attitudes towards learning English language. The finding of the current study echoes and supports studies by AL-Tamimi and Shuib (2009) which proved the positive attitude of petroleum Engineering undergraduates in Yemen, and Shirbagi (2010) whose participants depicted a favourable attitude towards learning English as a foreign language.

The current study however, is not consistent with a limited number of students in which the participants revealed having negative attitudes towards learning English language.

The study conducted by Abdin, Mohammadi and Alzwarei (2012) revealed that the Libyan learners hold negative attitudes towards learning English.

AL-Zahrani (2008) found that his Saudi participants depicted a negative attitude towards learning English as a foreign language. The researcher justified this attitude as being a result of the inappropriate practices and techniques employed by some teachers and instructors.

A closer study of table (1) in the current study shows that the respondents showed low to moderate attitudes towards the negative items in the questionnaire (2, 7, 8, 9, 12, 18, 21, 27, 33, 40, 43, 46, 53). For example, the participants depicted a low attitude towards “I don’t like English lessons”, “learning English is not important”, “learning English is not an important goal in my life”, and “I haven’t got any great wish to learn more than the basics of English”. They also responded moderately to the items like “Frankly speaking. I really have little interest in learning English”, “I hate English”, “I always try to postpone doing my English homework”, and “to tell the truth, I study English just to pass the exams”. A good indicator is revealed when we see that “Studying English causes fear for me” is ranked moderately ($m=3.1364$, $S.D=1.2755$). This means that teachers can still play an important role in improving the learners’ attitude towards English by eliminating the sources of anxiety in their classes. Another important finding revealed in this study is that the participants depicted more positive attitudes towards the productive skills (speaking and writing). Their response was high concerning “I would feel comfortable speaking English outside the class” ($M=3.8580$, $S.D=1.1500$) and “Speaking English increases my self-confidence” ($M=3.6023$, $S.D=1.0314$). Their attitudes towards the writing skill was reported to be moderate to high. “I think that writing in English is not easy” ($M=2.8182$, $S.D=1.4465$) and “I cannot make summaries or take down notes in English” ($M=2.6534$, $S.D=1.3435$) were moderately ranked, while “I feel happy when I write notes and instructions in English” ($M=3.8182$, $S.D=1.1166$) was ranked high. The items dealing with the input skills (reading and listening) were ranked as low to moderate. “I don’t like to read instructions or advertisements in English” ($M=2.7330$, $S.D=1.1224$) and “I like to read stories and poems in English” ($M=3.2273$, $S.D=1.0821$) were all moderately ranked. The learners attitudes concerning the items related to the listening skill were reported to be low to moderate “I feel bored when I listen to others while they speak English” was ranked as moderate ($M=2.7045$, $S.D=1.2436$) and “I like to listen to English” ($M=2.4205$, $S.D=1.2256$) was low.

The participants proved to be aware of the importance of mastering English in our modern world. Items related to the importance of English for their education, using technology and for careers are ranked high. "I like to master English because it helps me get a good job in the future" (M=3.93034, S.D=1.1448), "Being good in English helps me communicate in English effectively" (M=3.930340, S.D=0.8751), "English is a very important part of any educational program" (M=4.3182, S.D=0.8356) are just a few examples of these high rankings. Students also depicted an awareness of the fact that English can improve their personalities. "Studying English makes me more confidence in expressing myself" (M=4.09, S.D=0.9275), "Studying English makes me proud of myself" (M=3.7784, S.D=1.1523) and "Studying English brings positive emotions for me" (M=3.8352, S.D=0.9509) were ranked high. These rankings are the best explanation of the high positive attitude reported by the participants in the current study. English is being positively received because of reasons related to finding better chances of education and careers as well as enhancing their self-esteem and self-image.

Concerning the second question in the study "Is there any statistically significant differences in Al Balqa Applied University EFL students' attitudes towards learning English due to gender?", the independent samples T-Test was used. It proved the existence of significant statistical differences at ($\alpha \leq 0.05$) in the students' attitudes due to gender in favor of the females as illustrated in table (2). This result is in line with Abidin, Mohammadi and Alzwari (2012). The mean score of the language attitude as reported by the female students was 2.7599 and the standard deviation was 0.54763. The male participants, on the other hand, had a mean of 2.4856 and a standard deviation that mounted to 0.6.298. To clarify things, these results illustrate that although all the participants depicted a negative attitude towards learning English, the female attitude was slightly less negative. The reason behind this difference, the researcher say, is due to difference in the teaching strategies and activities by teachers while teaching female students.

The finding of this study are consistent with Kobayashi (2002) whose study proved that Japanese females hold higher positive attitude towards learning English than their male counterparts. The reason behind this situation is due to social aspects because English is viewed as a more suitable academic and career field for women in the Japanese society which marginalizes the women's status. Eshghinejad (2016) results and findings are supported by the findings of the present study. Iranian female participants proved to hold higher positive attitudes towards learning English Gomleksiza (2010) also proved the existence of gender differences concerning the students' attitudes towards English. The female participants proved to have more positive attitudes towards EFL. The male participants in Solimani and Hanafi (2013) reported holding a higher positive attitude by the females.

The result of the present study, however, are not in line with Durer and Sayar (2012) who found that their male and female participants reported having similar positive attitudes towards language learning.

To answer the third question in this study "Are there any statistically significant differences in Al-Balqa Applied university EFL students' attitudes towards learning English due to their academic field of study?", the t-test was employed the results obtained and illustrated in table (3) depicted the existence of now statistically significant differences in Al-Balqa Applied University EFL students' attitude towards learning English language due to their field of study at ($\alpha \leq 0.05$). This result is not consistent with Ming, Ling and Jaafar whose art and science students reported different positive attitudes towards language learning. The science students reported significantly higher positive attitudes than the arts students. The reason behind the

difference is because the science students are more proficient in English. The current findings are also not consistent with Abidin, Mohammadi and Alzwari (2012) who found significant differences in their participants' attitudes towards English language learning due to their field of study. To clarify things, the social sciences students reported higher attitudes than the basic sciences students in spite of the overall negative attitude towards language.

RECOMMENDATIONS

In the light of the findings of the current study pedagogical and research recommendations are proposed.

Pedagogical recommendations

Curricula planners as well as teachers are invited to seriously deal with findings of the studies related to the students' attitudes since these findings can give indicators concerning how the EFL learners think and what they favor. These studies can help teachers develop certain techniques and strategies and abandon others.

Recommendations for future research

Researchers in both EFL and ESL countries are invited to conduct more research in the field of learners' attitudes towards language learning. The effect of gender and field of study still needs more efforts since it suffers from a noticeable deficit.

Studies dealing with how gender and field of study affect the learners' attitude towards English language learning will inspire educators to design new more successful teaching techniques and activities to meet the students' needs.

CONCLUSION

In the light of the findings of statistical analysis, illustrated that Al-Balqa Applied University students hold high to moderate positive attitudes towards learning English language. It was also proved that there are significant statistical differences at ($\alpha \leq 0.05$) level in the students' attitudes towards learning English language due to gender, in favor of the females. Considering the other variable which is the respondents' field of study, it was revealed that there are no significant statistical differences at ($\alpha \leq 0.05$) level in Al-Balqa Applied University EFL students' attitudes towards learning.

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Appendix

Questionnaire

Gender : Male Female

Major :

Statement	Strongly disagrees	Disagree	Neither agree nor disagree	Agree	Strongest agree
1-English is one of my favorite subjects					
2-I don't like English lessons					
3-I like to master English because it helps me get a good job in the future.					
4-Studying makes me have more confidence in expressing myself.					
5-I view people who know more than one language as very knowledgeable.					
6-Studying English helps me improve my personality.					
7-To tell the truth, I study English just to pass the exams.					
8-I don't like to read instructions of advertisement in English					
9-Watching English programmes is not enjoyable for me					
10-Being good in English helps me communicate in English effectively.					
11-Being good in English helps me use modern technology effectively.					

12-I feel bored when I listen to others while they speak English.					
13-I feel happy when I learn English.					
14-English is a very important part of any educational program.					
15-I like listening to English.					
16-I want to learn as much English as I can .					
17-Studying English is important because it will allow me to meet and establish friendships with people from different cultures.					
18-I always try to postpone doing my English homework.					
19-I would feel comfortable speaking English outside the class.					
20-studying English makes me able to create new thoughts.					
21-learning English is not important.					
22-I enjoy me English class more than any other class.					
23-I believe that English is difficult and complicated to learn.					
24-I like to master English to help me resume my education.					
25-I like to read stories and poems in English.					
26-Studying English make me proud of myself.					
27-Learning English is not an important goal in my life					
28-I like to learn English because it helps me travel abroad.					
29-My aptitude towards learning English is high.					
30-Studying English causes fear for me.					
31-Speaking English increase my self-confidence.					
32-I can understand what others say in English.					
33-I hate English					

34-I think that writing in English is not easy.					
35-Studying English brings positive emotions for me.					
36-Studying English is important because it will allow me to be more at ease with people who speak English.					
37-Studying English helps me to have good relationships with my friends.					
38-I am interested in improving my English.					
39-Frankly speaking, I really have little interest in learning English.					
40-I never take the feedback I receive in my English class seriously.					
41-I feel happy when I write notes and instructions in English.					
42-I feel bored when listen to others while they speak English.					
43-I never ask my classmates or instructors about the content of the English classes that I miss.					
44-Learning English is a great experience.					
45-I like learning English because it helps me know more about other cultures.					
46-I cannot make summaries in English.					
47-I cannot take down notes in English while listening to a speech or a lecture.					
48-English is one of my favorite courses.					
49-Studying English is important because will be able to interact more easily with speakers of English .					
50-Being good in English will help me do better in the other subjects that I study.					

51-Studying English is important because other people will respect me more if know English.					
52-I think that learning English is dull.					
53-Students who claim they get nervous in English classes are just making excuses.					
54-I haven't got any great wish to learn more than the basics of English.					
55-Studying English is important because I will need it for my career.					