



Attitudes of EFL Students towards English Language Learning: A Study at the College of Arts, University of Kufa



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Abstract. The aim of this study is to examine the attitudes of EFL students. A person's attitude is their response to such situations. Attitudes can be behavioural, cognitive, or emotional. The instrument used in this analysis is a 21-item questionnaire. A total of 120 students were asked to complete the survey accurately. They are in various academic years, age classes, and English proficiency standards. The findings show that there are major variations in the students' attitudes. The findings also indicate that learners' attitudes are influenced by their gender. Moreover, the results reinforce that the year of study has an effect on students' attitudes. Age can also make a significant difference on the learners' attitudes.

Keywords: Aspects of attitude, attitude, effects of attitude on learning, factors affecting attitude, language and attitude.

1. Introduction

As it is known that speaking multiple foreign languages is, somewhat, a necessity. Nowadays, English language for example, it is one of the most widespread languages around the globe, and it is hard to find a country that





does not teach English as a second or foreign language. In this regard, English language is considered as one of the powerful educational tools, in which it can be used by children or students according to the needs and expectancy of the society. "Language learning is considered as the keystone of human survival. As language can state our opinions, hopes and even our dreams" (Tavil, 2009: 3). This study, however, will shed the light on the effect of gender on attitudes towards English language learning in the Department of English Language at the Faculty of Arts, University of Kufa.

1.1. The Aims of the Study

This study focuses on exploring the attitudes of EFL students at the English Department in the Faculty of Arts at University of Kufa, as well as showing how do gender and year of study play their role in affecting the students' attitudes.

1.2. The Significance of the Study

This study should give, somewhat, clear overview on the attitudes of EFL students at the University of Kufa; it also examines the relationship between attitudes of learners and other factors that affect the learning process. Therefore, the study provides a wide comprehensive picture about the attitudes of the participants, specifically, and the average learners at the University of Kufa. Thus, the teachers, students, and even text publishers will get benefit of the results of this study.

1.3. Research Questions

1. What are the attitudes of the students towards learning English as a foreign language?
2. Are there any statically significant differences in the learners' attitudes according to their gender?
3. How can attitudes vary depending on the year of study?
4. Does age matter in determining the positivity and negativity of the students' responses?

1.4. Hypotheses

1. The study assumes that there is, statically, a significant difference between attitudes of the EFL students towards learning English.
2. The study also suggests that there is, statically, a significant difference in the participants' attitudes regarding gender.





3. The work hypothesizes that there is an obvious difference between the attitudes of one year of study compared to another.
4. 'Age' can play a significant role in language learning process by affecting the attitudes of the students.

2. Literature Review

2.1. Introduction

According to Baker (1993, cited in Asghar et al., 2018), attitudes towards any language are very important to restore, maintain, and improve that certain language. The attitude of a language is what a native speaker of one language shows towards another as well as his or her mother tongue. It also clarifies the overall mindset of people towards the target language. People may prefer certain languages rather than others, especially if they consider them as a way of achieving high status, higher education, economic advantage and other matters of "self-orientation" (Al Mamun et al., 2012).

2.2. Definitions of Attitude

In general, Abu-Sanoubar (2017) remarks that attitude is defined as the reaction of a person regarding certain cases depending on the person's beliefs and opinions. AlNoursi (2013: 4) claims that attitude is "A psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour." Moreover, Yu (2010:7) states "A hypothetical construction used to explain the direction and persistence of human behaviour. It is safe to say that attitude is the overall tendency towards something."

2.3. Importance of Attitude

As described by Dehbozorgi (2012) that language attitude is considered to be the main reason for someone's accomplishment and underachievement in lingual or study environment. According to Abidin et al. (2012: 5), "Attitudes are important to us because they cannot be neatly separated from study." Moreover, Lankaran and Asl (2015) indicate that positive attitudes of a person towards learning a language can enhance the learning process; on the other hand, negative attitudes would make it harder to learn the language or might even stop the learning of the target language.

2.4. Language Attitude





Abidin et al. (2012) state that language learning not only deals with the intellectual side of learners, but it also extends to include the psychological one in order to cope with the exercise that the target language needs.

Tavil (2009) has found that the prenatal encouragement, for children, towards language learning could affect positively on the child's attitude and as a result learning the target language. Anuradha and Rengaraj (2017) claim that language-learning attitude could change depending on the personality of the learners.

Ahmed (2015: 8) indicates that "Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community". In other words, attitude is one of the keystones of person's motivation. Ahmed (2015) adds that the learners' identity, which is closely linked to the learners' way of speaking, can be affected by both attitude and motivation.

2.5. Aspects of Attitudes

Kara (2009) claims that attitudes could vary according to the behavioural, the cognitive, and the emotional state of individual's personality. "Accordingly, the attitude concept has three components i.e. behavioural, cognitive and affective" (Abidin et al., 2012: 5).

2.6. Behavioural Aspect of Attitude

Asghar et al. (2018) have stated that the behavioural aspect of attitude deals with the way of the individuals' behaviour regarding specific conditions. The positive behavioural attitude can help learners to mimic and implement the behavioural aspect, which can identify the learners of the target language (Abidin et al., 2012).

2.7. Cognitive Aspect of Attitude

Abidin et al. (2012) have claimed that the cognitive aspect of attitude includes what the language learners believe in regarding the receiving and the understanding of the information that is in the learning process. They resume by saying that "The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking the new knowledge and applying the new knowledge in many situations."



2.8. Emotional Aspect of Attitude

“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 emotion are yielded” (Feng and Chen, 2009: 94). The emotional aspect of attitude helps specifying whether an individual likes or dislikes the target language and the learning process (Asghar et al. 2018).

2.9. Attitude and Gender

Gender can play a significant role in affecting the attitude towards something, being a male, or a female can mean a lot of things such as employment, salary and so many other things.

Munir and Rehman (2015) have discovered that the attitudes of the female participants have been higher comparing them to the attitudes of the male ones. The results of Munir and Rehman study are significantly similar to the study results of Abidin, et al. (2012) in which the female students scored statistically higher than the male ones, and they have showed higher interest in learning English as a foreign language.

On the other hand, Asghar, et al. (2015) have not found any significant difference in the participants' attitudes, which the results are neutral. Moreover, Kesgin and Arslan (2015) indicate that the female participants have more positive attitude towards English language learning.

2.10. Attitude and Academic Year of Study

It is known that every stage that a student goes through is different, which has different classes, lessons and teachers; this also means it might have different attitudes that can affect the learning process. Anuradha and Rengaraj (2017) have studied first year students of engineering graduates and they have concluded that the year of study has an impact on the students' attitudes, in which the students have positive attitudes towards language learning.

Abidin et al. (2012) have not found any significant difference regarding the academic year of study in which they compared their study results with the study results of AlZahrani (2008), confirming that there is no statistically significant difference in attitudes regarding the year of study.

2.11. Attitude and Age

Fromkin et al. (2014) state that age is a significant factor in language acquisition and learning; therefore, it can affect attitudes of language learning.





They claim that the younger a person is exposed a second language the higher chances of a native are acquired like competence or fluency in the target language. Jamshidi (2012) has conducted a study in order to investigate the motivations, orientations, integrativeness, and attitudes toward Internet-based language learning context and has found that the attitudes of the participants have not been significantly different regarding their age.

2.12. Previous Studies on Language Attitude

A number of studies have been conducted on the attitudes of EFL students.

Dehbozorg (2012) studied 120 students at Marvdasht University. He has proved that the connection between the proficiency level and attitude towards language learning is not significant. His study has indicated different results to the reports given by Oller, Hudson and Liu (1977).

Abidin et al. (2012) investigated 180 participants from different specializations, basic sciences, life sciences and social sciences, at Libyan Secondary Schools. They have concluded that the students are not aware of the importance of English language learning. They have suggested that teachers should be aware of the students' feelings, beliefs and behaviours before cognitive abilities; therefore, achieving cognitive performance is required by keeping the learners' positive attitude and enjoyment towards the target language.

Al Mamun et al. (2012) have stated that the participants are using English for academic purposes, the participants, who are undergraduate students at the Life Science School of Khulna University, studied English as a part of the foreign language policy of Bangladesh. The results have confirmed that the students have high positive attitudes towards English learning; therefore, the study showed that the respondents had opined that English should be the medium of instruction in tertiary studies and that they need English in order to succeed in higher education.

Lankaran and Asl (2015) have studied the kinds of motivational factors and attitudes of 100 students at the University of Tabriz. The study has showed similar motivational factors and attitudes among the participants towards language learning. Moreover, the study concluded that some people are not interested in learning a foreign language; therefore, the students have indicated unwillingness to learn English as a foreign language, the ideas that held by the participants are similar or even the same regarding learning English.

Learning a foreign language, such as English, is influenced by a variety of circumstances. One of the primary aspects that have been extensively





examined is the learners' attitude toward learning English. Students' attitudes, according to Smith (1971), make the experience simpler or more difficult in a foreign language classroom. Nunan (2000) argues that learners' attitudes, as well as the abilities and techniques they employ, impact their ability to acquire and comprehend the intricacies of language. Furthermore, Gardner (1985) believes attitude to be a factor in motivation.

3. Methodology, Data Analysis, and Discussions

3.1. Research Design

This paper is quantitative by its nature; it includes a 21-item questionnaire as an instrument. The participants are 120 college students. They have been asked to reply to the given statements genuinely.

The questionnaire has been influenced according to the attitude's questionnaire test employed by Eshghinejad (2016), the Attitude and Motivation Test Battery by Gardener (1985), and a Behavioural, Cognitive, Emotional Attitudes questionnaire (as cited in Abidin et al., 2012).

The questionnaire contains 21 items (see appendix 1) concerning language attitudes in terms of behavioural (first 7 items), cognitive (second 7 items), and emotional (third 7 items) aspects of attitudes. The statements have been scaled according to Likert scale. The scale is within five levels (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree).

3.2. Participants

The participants in this paper are 120 college students at the English Department at the Faculty of Arts - University of Kufa. They are at different years of study, age groups, and different knowledge levels of English language. The participants are 30 seniors, 30 juniors, 30 sophomores, and 30 freshmen. There are 60 males and 60 females. Moreover, they are grouped by age as (1 = 18-21 yrs.), (2 = 22-25 yrs.), (3 = 26-30 yrs.), (4 = 31-35 yrs.), and (5 = 36+ yrs.).

3.3. Data Analysis and Discussions

Both SPSS and Microsoft Excel programs are used in analysing the collected data. The questionnaire contained 21 items. The statements are classified into three groups behavioural, cognitive and emotional, seven items for each, and are analysed according to gender, year of study and age groups, which are put into 5 age groups. The implemented methods of analysis are





means comparison, one-way ANOVA using SPSS and calculating the average of means using Excel.

Table 1. Behavioural attitudes mean regarding gender

Table 1: Behavioural Attitudes Means Regarding Gender

	Gender	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Average
Male	Mean	4.6000	4.1833	3.1667	2.8333	2.7000	2.7000	4.2000	3.4833
	N	60	60	60	60	60	60	60	
	Std. Deviation	0.61617	0.92958	1.26446	1.32980	1.45323	1.22544	1.05445	
Female	Mean	4.4167	3.9000	3.2333	2.7167	2.7167	2.9000	4.2167	3.4429
	N	60	60	60	60	60	60	60	
	Std. Deviation	0.69603	0.89632	1.16977	1.18023	1.24997	1.16007	1.05913	
Total	Mean	4.5083	4.0417	3.2000	2.7750	2.7083	2.8000	4.2083	3.4631
	N	120	120	120	120	120	120	120	
	Std. Deviation	0.66099	0.92032	1.21337	1.25331	1.34973	1.19241	1.05237	

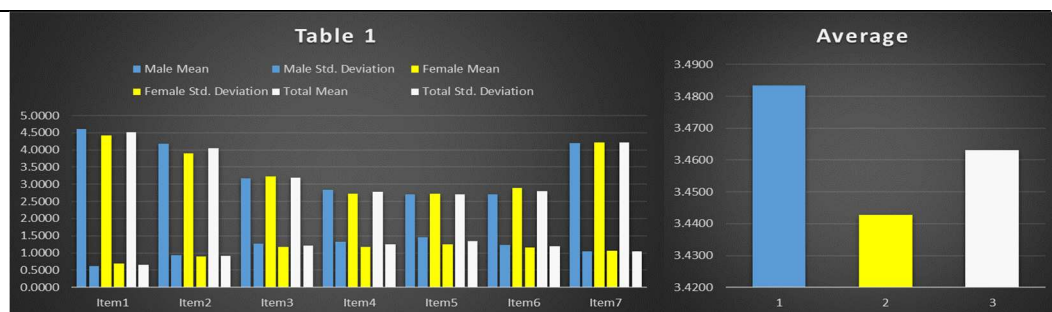


Figure 1. Behavioural attitudes mean regarding gender

The results of means comparison show that males scored higher than females regarding behavioural aspect of attitude. The first items indicate that males have a positive behavioural attitude regarding language learning. Moreover, the results confirm that there is a statically significant difference between genders. The males scored the average of (3.4833) in the behavioural aspect of attitude towards language learning. On the other hand, females scored



lower than the males by an average of (3.4429) in the behavioural aspect of attitude towards language learning.

Table 2. Behavioural attitudes mean regarding year of study

Table 2: Behavioural Attitudes Means Regarding Year of Study

Year		Item1	Item2	Item3	Item4	Item5	Item6	Item7	Average
Freshman	Mean	4.9000	3.9667	3.4333	3.1000	2.4667	2.4333	4.5000	3.5429
	N	30	30	30	30	30	30	30	
	Std.								
	Deviation	0.30513	0.99943	1.25075	1.34805	1.25212	1.30472	0.97379	
Sophomore	Mean	4.1333	4.0000	3.0333	2.5333	2.8000	2.9333	3.7667	3.3143
	N	30	30	30	30	30	30	30	
	Std.								
	Deviation	0.81931	0.90972	0.96431	1.10589	1.37465	0.86834	1.38174	
Junior	Mean	4.5000	4.2000	3.1333	2.9000	3.1333	2.3667	4.2000	3.4905
	N	30	30	30	30	30	30	30	
	Std.								
	Deviation	0.62972	0.88668	1.38298	1.24152	1.33218	1.21721	0.92476	
Senior	Mean	4.5000	4.0000	3.2000	2.5667	2.4333	3.4667	4.3667	3.5048
	N	30	30	30	30	30	30	30	
	Std.								
	Deviation	0.57235	0.90972	1.24291	1.27802	1.38174	1.04166	0.71840	
Total	Mean	4.5083	4.0417	3.2000	2.7750	2.7083	2.8000	4.2083	3.4631
	N	120	120	120	120	120	120	120	

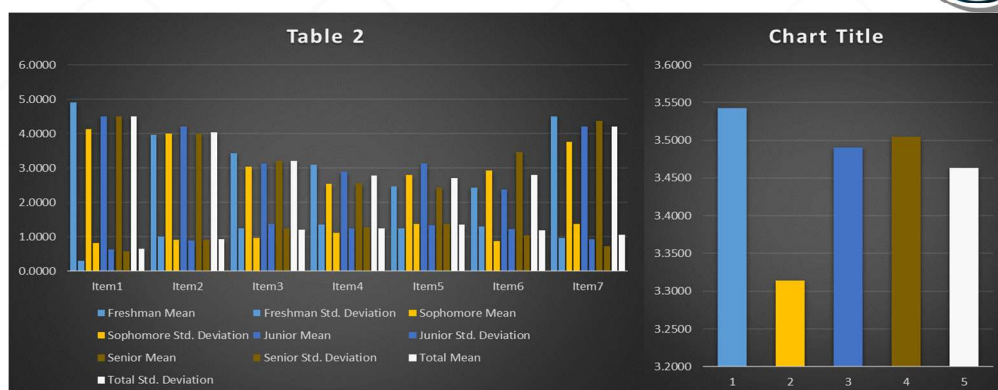


Figure 2. Behavioural attitudes mean regarding year of study

The results display that the first-year students and senior students have higher averages in behavioural attitudes towards learning English language in which the freshmen scored the highest by an average of (3.5429), while the sophomore students showed the lowest scores by an average of (3.3143). The junior students recorded an average (3.4905). Finally, the senior students scored an average of (3.5048). The results indicate that the year of study can determine the behavioural aspect of attitudes.

Table 3. Behavioural attitudes mean regarding age

Table 3: Behavioural Attitudes Means Regarding Age

Age	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Average
Mean	4.6667	3.9111	3.3778	2.9778	2.5111	2.6222	4.4667	3.5048
18-21	N	45	45	45	45	45	45	
Std. Deviation	0.63960	0.97286	1.15383	1.23378	1.21771	1.19257	0.89443	
Mean	4.4898	4.0612	3.0204	2.5714	2.8980	2.8571	4.1633	3.4373
22-25	N	49	49	49	49	49	49	
Std. Deviation	0.64944	0.87579	1.19878	1.20761	1.48948	1.24164	1.00720	
Mean	4.2667	4.4000	3.2667	2.8667	2.4667	3.0000	3.8667	3.4476
26-30	N	15	15	15	15	15	15	
Std. Deviation	0.79881	1.05560	1.38701	1.59762	1.24595	1.00000	1.35576	



	Mean	4.4000	3.8000	3.2000	2.8000	3.6000	2.8000	4.0000	3.5143
31-35	N	5	5	5	5	5	5	5	
	Std. Deviation	0.54772	0.44721	1.30384	0.83666	1.34164	1.09545	0.70711	
	Mean	4.1667	4.1667	3.1667	2.6667	2.5000	3.1667	3.6667	3.3571
36+	N	6	6	6	6	6	6	6	
	Std. Deviation	0.40825	0.75277	1.47196	1.21106	1.22474	1.47196	1.63299	
	Mean	4.5083	4.0417	3.2000	2.7750	2.7083	2.8000	4.2083	3.4631
Total	N	120	120	120	120	120	120	120	
	Std. Deviation	0.66099	0.92032	1.21337	1.25331	1.34973	1.19241	1.05237	

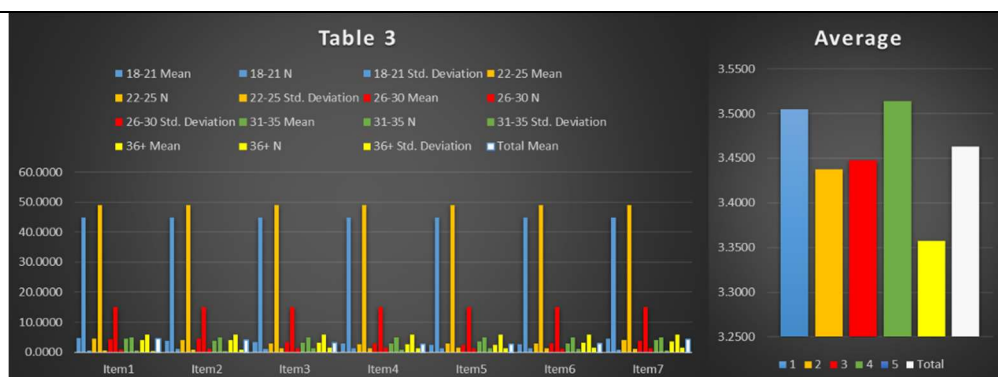


Figure 3. Behavioural attitudes mean regarding age

Here, the findings demonstrate that relatively older and the younger participants have higher behavioural attitudes towards language learning in contrast to the younger ones. The increase of the means of younger participants could be due to the higher numbers of the participants.

The participants of group 4 (31-35 yrs.) scored the highest by an average of (3.5143). The participants of group 1 (18-21 yrs.) scored an average of (3.5048). The participants of age group 3 (26-30 yrs.) scored an average of (3.4476). The participants of age group 2(22-25) scored relatively lower than group 3 (26-30 yrs.) by an average of (3.4373). The older group is group 5 (36+ yrs.) that has showed significantly the lowest scores by an average of (3.3571).



Table 4. Cognitive attitudes mean regarding gender

Table 4: Cognitive Attitudes Means Regarding Gender								
Gender	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Average
Male	Mean	4.4167	4.2667	4.3167	3.4000	3.6667	2.7500	4.1167
	N	60	60	60	60	60	60	60
	Std.							
	Deviation	0.74314	1.02290	0.83345	1.25144	1.06829	1.25718	0.86537
Female	Mean	4.1333	4.1500	4.1500	3.2833	3.8000	2.6833	4.1333
	N	60	60	60	60	60	60	60
	Std.							
	Deviation	1.09648	0.97120	0.91735	1.09066	0.87914	1.24181	0.76947
Total	Mean	4.2750	4.2083	4.2333	3.3417	3.7333	2.7167	4.1250
	N	120	120	120	120	120	120	120
	Std.							
	Deviation	0.94346	0.99491	0.87671	1.17033	0.97647	1.24471	0.81542

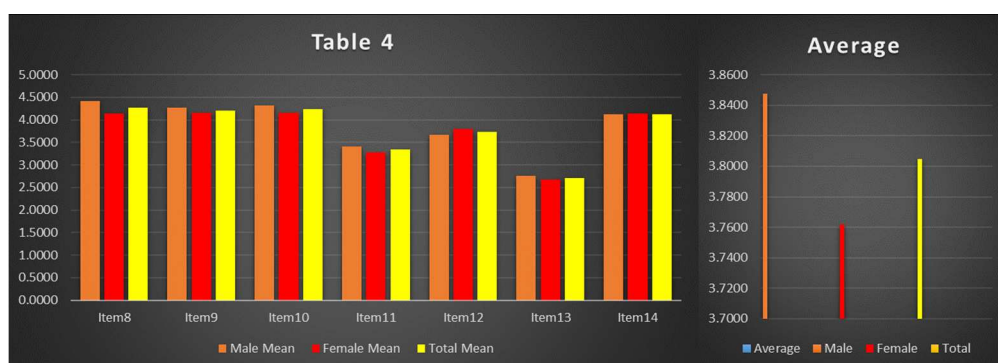


Figure 4. Cognitive attitudes mean regarding gender

In studying the results of the cognitive aspect of attitudes, it is clearly seen that the males have the highest cognitive attitudes than the females in which males scored an average of (3.8476), while the females scored significantly lower by an average of (3.7619).

Table 5. Cognitive attitudes mean regarding year of study

Table 5: Cognitive Attitudes Means Regarding Year of Study

Year	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Average
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Freshman	Mean	4.3667	4.0333	4.3333	3.2000	3.6000	2.6667	4.2333	3.7762
	N	30	30	30	30	30	30	30	
	Std. Deviation	0.88992	0.88992	0.92227	1.18613	1.22051	1.26854	0.89763	
Sophomore	Mean	3.9333	3.8333	4.1333	2.8000	3.5000	2.9333	4.0000	3.5905
	N	30	30	30	30	30	30	30	
	Std. Deviation	1.20153	1.31525	0.77608	1.15669	0.97379	1.28475	0.87099	
Junior	Mean	4.2000	4.5000	4.3333	3.8667	3.7667	2.5000	4.0667	3.8905
	N	30	30	30	30	30	30	30	
	Std. Deviation	0.96132	0.62972	0.84418	0.89955	0.77385	1.22474	0.86834	
Senior	Mean	4.6000	4.4667	4.1333	3.5000	4.0667	2.7667	4.2000	3.9619
	N	30	30	30	30	30	30	30	
	Std. Deviation	0.49827	0.89955	0.97320	1.19626	0.82768	1.22287	0.61026	
Total	Mean	4.2750	4.2083	4.2333	3.3417	3.7333	2.7167	4.1250	3.8048
	N	120	120	120	120	120	120	120	
	Std. Deviation	0.94346	0.99491	0.87671	1.17033	0.97647	1.24471	0.81542	

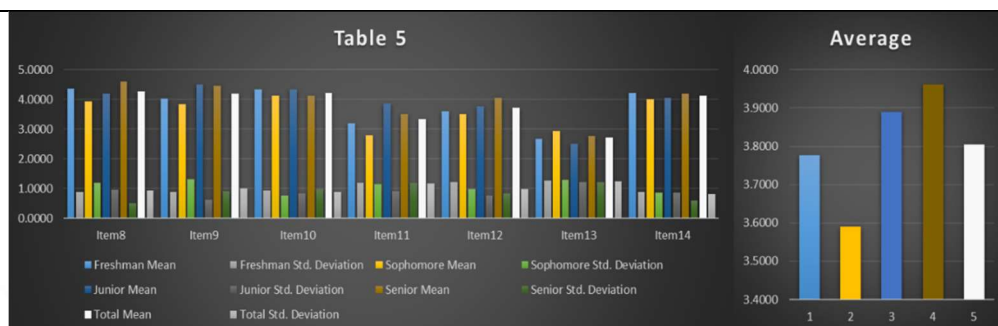


Figure 5. Cognitive attitudes mean regarding year of study

The results indicate that the senior and junior students scored the highest in terms of cognitive attitude towards English language learning. In which, senior students scored the highest by an average of (3.9619), and the junior students scored slightly lower by an average of (3.8905). Freshmen students



scored lower than the junior students did by an average of (3.7762). The sophomore students scored the lowest by an average of (3.5905).

Table 6. Cognitive attitudes mean regarding age

Table 6: Cognitive Attitudes Means Regarding Age

Age	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Average
Mean	4.1556	4.0667	4.2889	3.2000	3.6667	2.5333	4.2000	3.7302
18-21	N	45	45	45	45	45	45	
Std. Deviation	1.08619	0.93905	0.84267	1.07872	1.12815	1.15994	0.89443	
Mean	4.3673	4.3265	4.2245	3.3469	3.8776	2.6939	4.2245	3.8659
22-25	N	49	49	49	49	49	49	
Std. Deviation	0.83401	1.08758	0.84817	1.33153	0.90445	1.37241	0.79753	
Mean	4.2667	4.1333	4.2000	3.3333	3.4667	3.0000	3.8667	3.7524
26-30	N	15	15	15	15	15	15	
Std. Deviation	0.88372	1.06010	1.08233	1.04654	0.91548	1.06904	0.74322	
Mean	4.0000	4.6000	4.2000	3.8000	3.4000	3.6000	3.8000	3.9143
31-35	N	5	5	5	5	5	5	
Std. Deviation	1.22474	0.54772	1.30384	0.44721	0.54772	1.51658	0.44721	
Mean	4.6667	4.1667	4.0000	4.0000	4.0000	2.8333	3.6667	3.9048
36+	N	6	6	6	6	6	6	
Std. Deviation	0.51640	0.75277	0.63246	1.09545	0.63246	0.75277	0.51640	
Mean	4.2750	4.2083	4.2333	3.3417	3.7333	2.7167	4.1250	3.8048
Total	N	120	120	120	120	120	120	
Std. Deviation	0.94346	0.99491	0.87671	1.17033	0.97647	1.24471	0.81542	

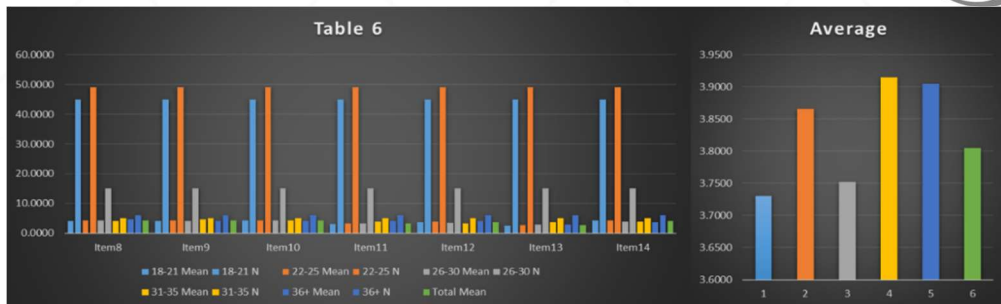


Figure 6. Cognitive attitudes mean regarding age

The results show that older participants have higher scores than the younger participants regarding cognitive aspect of attitudes towards language learning. The participants of age group 4 (31-35 yrs.) scored the highest by an average of (3.9143), and followed by group 5 (36+ yrs.), which scored an average of (3.9048). The participants of age group 2 (22-25 yrs.) scored an average of (3.8659). The participants of group 3 (26-30 yrs.) scored an average of (3.7524). Last, the participants of age group 1 (18-21 yrs.) have scored the lowest scores by an average of (3.7302).

Table 7. Emotional attitudes mean regarding gender

Table 7: Emotional Attitudes Means Regarding Gender

Gender	Item15	Item16	Item17	Item18	Item19	Item20	Item21	Average
Male	Mean	3.2667	4.3333	4.3667	2.5833	3.8833	3.8000	4.0000
	N	60	60	60	60	60	60	60
	Std.							
	Deviation	1.23325	0.79547	0.68807	1.13931	0.99305	1.03825	1.07357
Female	Mean	3.2500	4.0833	4.3167	2.8167	4.0667	4.0167	4.0833
	N	60	60	60	60	60	60	60
	Std.							
	Deviation	1.22992	1.02992	0.85354	1.34658	0.77824	0.87317	1.04625
Total	Mean	3.2583	4.2083	4.3417	2.7000	3.9750	3.9083	4.0417
	N	120	120	120	120	120	120	120
	Std.							
	Deviation	1.22643	0.92487	0.77238	1.24752	0.89313	0.96141	1.05636

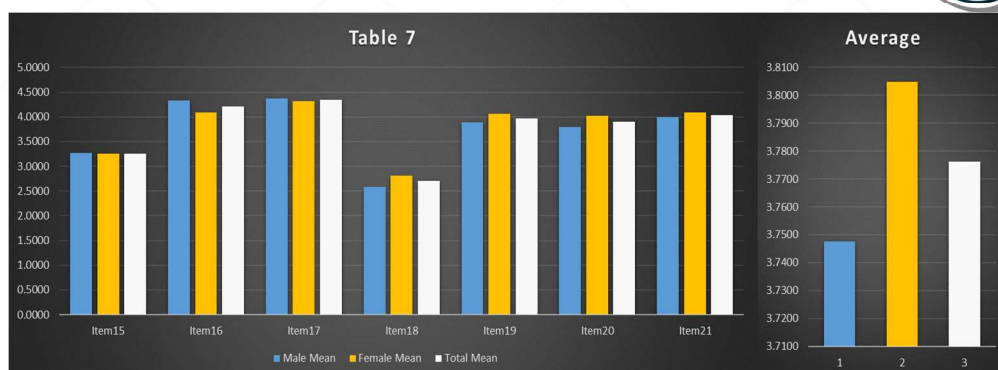


Figure 7. Emotional attitudes mean regarding gender

The results state that females scored higher than the males regarding the emotional aspect of attitude. In which, the females scored an average of (3.8048), while the males scored significantly lower by an average of (3.7476). Although, there are some statistical increases among the means of the third items, the overall percentage was determined by the female participants.

Table 8. Emotional attitudes mean regarding year of study

Table 8: Emotional Attitudes Means Regarding Year of Study

Year	Item15	Item16	Item17	Item18	Item19	Item20	Item21	Average	
Freshman	Mean	3.4000	4.5667	4.5333	2.6333	4.3000	3.9333	4.3333	3.9571
	N	30	30	30	30	30	30	30	
	Std.								
	Deviation	1.16264	0.67891	0.73030	1.15917	0.70221	0.82768	0.99424	
Sophomore	Mean	3.1667	3.7667	4.2000	3.0667	3.6667	3.7667	3.7333	3.6238
	N	30	30	30	30	30	30	30	
	Std.								
	Deviation	1.08543	1.10433	0.84690	1.43679	1.02833	1.04000	1.14269	
Junior	Mean	3.3000	4.2000	4.2000	3.0333	4.0000	3.9333	3.8667	3.7905
	N	30	30	30	30	30	30	30	
	Std.								
	Deviation	1.44198	0.96132	0.71438	1.12903	0.78784	0.94443	1.07425	
Senior	Mean	3.1667	4.3000	4.4333	2.0667	3.9333	4.0000	4.2333	3.7333
	N	30	30	30	30	30	30	30	



Total	Std.	1.23409	0.74971	0.77385	1.01483	0.94443	1.05045	0.93526
	Deviation							
	Mean	3.2583	4.2083	4.3417	2.7000	3.9750	3.9083	4.0417
	N	120	120	120	120	120	120	120
	Std.	1.22643	0.92487	0.77238	1.24752	0.89313	0.96141	1.05636
	Deviation							

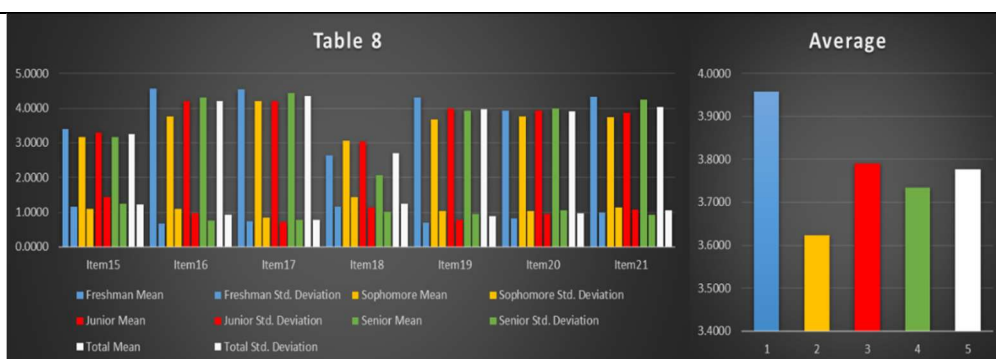


Figure 8. Emotional attitudes mean regarding year of study

According to the statistics, freshmen students have the highest scores concerning the emotional aspect of attitudes where the freshmen scored an average of (3.9571). The junior students scored directly lower than the freshmen did by an average of (3.7905). The senior students scored significantly lower than the junior students an average of (3.7333). Finally, the sophomore students scored the lowest by an average (3.6238).

Table 9. Emotional attitudes mean regarding age

Table 9: Emotional Attitudes Means Regarding Age								
Age	Item15	Item16	Item17	Item18	Item19	Item20	Item21	Average
18-21	Mean	3.3333	4.4000	4.4444	2.7333	4.2000	4.0000	3.9238
	N	45	45	45	45	45	45	
	Std.	1.16775	0.68755	0.75545	1.25045	0.66058	0.76871	0.90843
	Deviation							
22-25	Mean	3.4082	4.1837	4.3061	2.6939	3.7755	3.6939	3.6851
	N	49	49	49	49	49	49	
	Std.	1.28968	1.03428	0.82169	1.27809	1.08523	1.17622	1.23787
	Deviation							



	Mean	2.6000	3.9333	4.3333	2.6667	3.8000	4.3333	4.2000	3.6952
26-30	N	15	15	15	15	15	15	15	
	Std. Deviation	1.18322	0.96115	0.61721	1.17514	0.86189	0.61721	0.77460	
	Mean	2.8000	3.6000	4.2000	3.4000	4.2000	4.0000	3.8000	3.7143
31-35	N	5	5	5	5	5	5	5	
	Std. Deviation	1.30384	1.34164	0.44721	1.14018	0.44721	0.70711	0.83666	
	Mean	3.5000	4.1667	4.0000	2.0000	4.1667	3.8333	4.0000	3.6667
36+	N	6	6	6	6	6	6	6	
	Std. Deviation	0.83666	0.98319	1.09545	1.26491	0.75277	0.98319	0.63246	
	Mean	3.2583	4.2083	4.3417	2.7000	3.9750	3.9083	4.0417	3.7762
Total	N	120	120	120	120	120	120	120	
	Std. Deviation	1.22643	0.92487	0.77238	1.24752	0.89313	0.96141	1.05636	

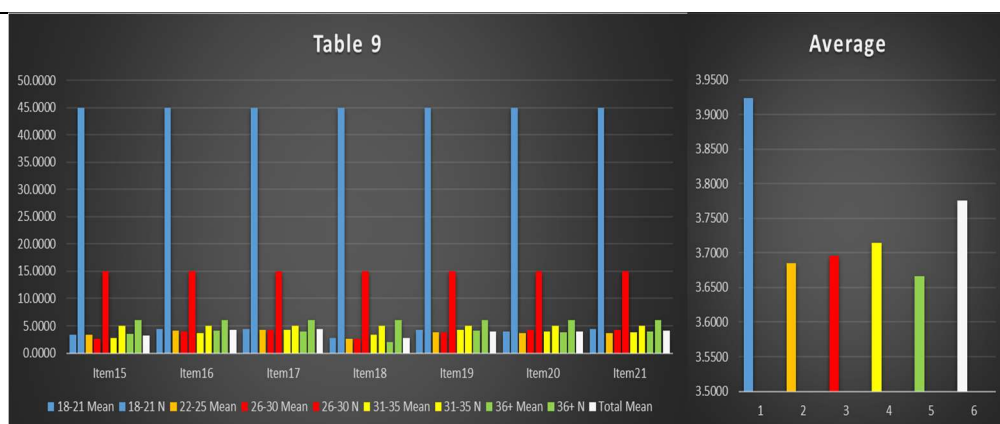


Figure 9. Emotional attitudes mean regarding age

The above findings show that younger participants significantly have the highest scores concerning the emotional aspect of attitudes. The participants of group 1 (18-21 yrs.) scored an average of (3.9238). The participants of group 4 (31-35 yrs.) scored an average of (3.7143). The participants of age group 3 (26-30 yrs.) scored below group 4 by an average of (3.6952). The participants



of group 2 (22-25 yrs.) scored an average of (3.6851). Last, the participants of age group 5 (36+ yrs.) scored significantly the lowest by an average (3.6667).

To sum up, the results in tables 1, 4, and 7 state the three aspects of attitude according to the gender of the students. The results confirm that males have more positive behavioural and cognitive attitudes than the females. On the other hand, the females have higher emotional attitudes towards language learning. This difference indicates that gender is a key factor in determining the attitudes of the learners.

The tables 2, 5, and 8 represent the attitudes according to the year of study. The results show that freshmen students have the highest behavioural and emotional attitudes. Seniors have the highest cognitive attitudes. Sophomore students, however, have the lowest scores. These results confirm that year of study can affect the attitudes of the students.

The tables 3, 6, and 9 illustrate the aspects of attitudes according to the age of the students. The results show that students from age group 1 (18-21 yrs.) have more positive emotional attitudes towards English language learning. Whereas, the students of age group 4 (31-35 yrs.) have more positive behavioural and cognitive attitudes. The students of age groups 2 (22-25 yrs.), 3 (26-30 yrs.), and 5 (36+ yrs.); however, they have scored a reasonably close. Age plays a great role in terms of behaviour, cognition, and emotion.

4. Conclusions, Recommendations and Suggestions for Further Research

4.1. Conclusion

According to the results and their analysis and discussion, this study concluded the following:

- The results confirm that there is a significant difference between the attitudes of the students. Moreover, the attitudes of the subjects can change depending on their gender, their year of study, and their age.
- There is a significant difference in the attitudes of the students according to their gender. The results have found that the male participants have higher behavioural and cognitive attitudes, whereas the females have a higher emotional attitude towards language learning.
- The results also show that year of study can determine the attitudes of the students.
- Additionally, this study finds that age makes an impact on the attitudes of the learners.





4.2. Recommendations

1. According to the results, it is recommended that college students should be given some lectures that make them familiar with the aspects of attitudes.
2. It is recommended that the faculty staff should pay attention to the emotional attitudes of females as they can be affected greatly more than males when teaching them.

4.3. Suggestions for Further Work

1. A study can be undertaken to investigate the motivational attitudes towards English language learning.
2. More research can be carried to include more learners from different colleges and from different universities to monitor the attitudes towards English language learning.
3. Further research can be conducted to examine the relationship between motivation & Attitudes.
4. Future work can be applied to investigate the effect of the field of study on the students' attitudes.

Acknowledgement

The authors hereby acknowledge both the Faculty of Arts and College of Education for Women in the University of Kufa for the significant and outstanding efforts and support in pursuing the completion of this paper.

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Appendix 1

Introduction

We are **Ihssan A. J. Al-Mulsimawi and Abdulla Kareem Al-Shamarti**, conducting this paper in Applied Linguistics. The questionnaire is designed for the purpose of studying "Attitudes of EFL Students' toward Learning English Language: The Case Study of the Students of the English Language Department – College of Arts – Kufa University " at the Department of English Language, College of Arts, University of Kufa, Najaf, Iraq. The information provided will be treated with confidentiality and is only for academic purposes.

Please fill this questionnaire as accurately as possible by putting a tick to indicate your choice.

Background Information

Name:

Gender

Male ☐ Female ☐

Age

What is your classification in College?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior





Table 10. Questionnaire items

N.	Items	1 SD	2 D	3 N	4 A	5 SA
1.	I enjoy speaking English as if I were a native speaker.					
2.	I enjoy communicating in English with my friends.					
3.	Whenever I speak English in public, I become a little nervous.					
4.	Speaking English in front of other classmates makes me feel self-conscious.					
5.	Whenever I have to speak English in class, I feel anxious.					
6.	More than often, I delay my English assignments.					
7.	My personality develops as a result of studying English.					
8.	Whenever I learn English, I gain more information and comprehension.					
9.	Individuals who speak different languages, in my opinion, are brilliant and intriguing.					
10.	Learning English has given me new perspectives.					
11.	Mostly in English, I am displeased with my progress.					
12.	English covers a broad array of disciplines.					
13.	I'm unable to use what I've learnt in English in my everyday life.					
14.	Studying English has improved my ability to speak effectively in English.					
15.	Whenever I have to respond to questions in my class, I am fairly confident.					



16.	It is exciting to learn another language including such English.				
17.	In my life, learning English is a priority.				
18.	Rather than learning a new language, I prefer to study in my native tongue.				
19.	When I learn English, I feel self-assured				
20.	It maintains me in excellent spirit to study English.				
21.	I'm looking forward to studying English again in the future.				

