

Arabic Speaking International Students' Attitudes In APA Classes Toward English Language Learning: An Australian Perspective

Nasser Munahi Q Alqahtani

English Language Department, College of Arts and Science, Shaqra University, Saudi Arabia
Corresponding Author: Nasser Munahi Q Alqahtani

Abstract: Language learning is a fundamental pillar of human existence as it makes it plausible for people to express their dreams, opinions, and views. The only problem is that there are various factors that affect the process of foreign language learning in the Australian learning institutions. This research focuses on the study of how attitude affects the learning processes in EAP classrooms, which fundamentally involved Arabic speaking learners. A questionnaire is the primary data collection technique and SPSS statistical tool was used to analyse the data. The SPSS mean and standard deviation results show that there is a positive attitude by the participants towards English language learning as most of the scores were above average. However, the results also indicate that attitudes by Arabic speakers affect the language learning processes. Mainly, the results show that a big number of Arab students in EAP classes have positive attitudes towards learning English. Only a few of them have negative attitudes towards English language. In conclusion, it is recommended that more research should be conducted to offer data on the overall performance in the other subjects.

Date of Submission: 03-03-2018

Date of acceptance: 17-03-2018

I. INTRODUCTION

1.1 Background

Language learning is a complex and wide topic that has triggered numerous research studies and debate across the educational systems. However, language learning is a fundamental pillar of human existence as it makes it plausible for people to express their dreams, opinions, and views (Tavil, 2009). In such cases, the students are required to undertake pre-course programs to be equipped with sufficient English proficiency which is mostly used as the instructional language in Australia. English for Academic Purposes (EAP) program has been developed to aid such international students to acquire competency in English before proceeding to study their selected courses. The only problem is that there are various factors that affect the process of foreign language learning in the Australian learning institutions. As Shams (2008) states, some of the factors that influence new language learning processes include age, intelligence, anxiety, motivation, and personalities, among others. This research focuses on the study of how attitude affects the learning processes in EAP classrooms, which fundamentally involves Arabic speaking learners.

1.2 Issue

The study of English as a foreign language by the international students entering the Australian colleges has been experiencing mixed reactions from different schools of thoughts. The students, curriculum developers, academic institutions, and the teachers have diverse perceptions of the English learning programs. Mainly, the students usually have the biggest preconceived perceptions, which have been uncovered in different studies previously carried out. The main problem that this study seeks to uncover entails the attitudes of Arabic speaking students toward the English language learning. They have mixed reactions, and the information can be adequately used to streamline the areas of weaknesses and enhance the areas of strengths by taking advantage of the available opportunities.

1.3 Research Aim(s)

- To investigate the key attitudes toward English language learning by Arab speaking students in Australia.
- To recommend the best solutions to solve the prevailing challenges faced by the students in English language learning programs
- To find out the most appropriate techniques that the educators can apply to ensure that EAP courses are successful and accommodate the attitudes of all international students studying in Australia

II. LITERATURE REVIEW

2.1 Definition

Various studies have been conducted and different researchers have defined 'attitude' in different forms based on the objectives of their studies. Montano and Kasprzyk (2008) defines the term as follows: "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude" (p. 71). The above definition is the best to be adopted as a background to any study because it covers the essence of the implications of the term. In this case, the definition covers the individual beliefs and behaviour, which affect the outcome of learning.

2.2 Implications of Attitude on Language Learning

Fakeye (2010) conducted an essential study that investigated the correlation between attitude and second language learning. According to the study, attitude is the greatest factor that affect the language learning process. This finding is supported by Kara (2009), which postulates that, attitude is a factor that cannot be ignored in any language learning process. According to this source, in addition to opinions, attitudes too have their own effects on the behaviour of students. Both studies are generally in agreement that attitude is a problem that should be dealt with to understand the dynamics of new language acquisition. It is adequate to state that attitude has an overall impact on the performance of the affected students. Any students that develops negative attitude towards learning is more likely to experience changed behaviour, which has an overall impact on the performance of the respective student. Therefore, only positive attitudes should be cultivated to make it easier for the students to have a positive environment in which they can acquire the concepts of the language being learnt. Based on the evidence, new methods must be developed in a timely manner to curb the problem from metamorphosing into uncontrollable stages. This can only be achieved through studying the attitudes of the students and then triggering positive behavioural and emotional changes.

2.3 Key Issues Posed by Attitude

Attitudes have various implications based on the psychological status of the students involved in language learning. Students that present positive beliefs regarding language learning are more likely to enhance the level of their language learning attitudes. The contrary applies to students who have negative beliefs about language learning since they end up developing low cognition of the process, and thus, affecting their overall performance in the language learning activities (Alhmali, 2007). Thus, students perform differently even though they study in the same environments. Some students perform better than others due to the notion that they have developed positive attitudes towards the language being learned. Some of the poor performers have negative attitudes towards the teaching methods (Ghazali, Setia, Muthusamy & Jusoff, 2009). The only difference is the behavioural change and the amount of cognition that accompanies the behavioural change. This means that behavioural change is correlated with cognition capacity, and any negative change negatively impacts the cognition. When the cognition is affected, especially negatively, then the performance of that specific individual in the classroom is also affected.

2.4 Attitudes of Arab Students towards Second Language Learning

The minority members of the society such as Arabs in Australia may perceive themselves as being isolated in the Australian context. Therefore, instead of establishing an environment that fosters assimilation, they may choose to consider multiculturalism. Resultantly, they are more likely to develop negative attitudes towards English language learning. Since they are the minorities, this study suggests that they may not see the relevance of studying English, and they are more likely to stick to their culture in a multiculturalism perspective (Abu-Rabia, 1996). This implies that Arab students lack the emotional pull necessary to attract them to learning English as a second language. Therefore, based on this finding and the findings of the previous studies such as Ghazali, Setia, Muthusamy and Jusoff (2009), it is intuitive to conclude that the Arab students feel like they are separated as a minority community; therefore, they adhere to their culture and develop negative attitudes towards the study of English as a second language.

2.5 Theories of Learning Applicable in Second Language Learning

To a greater extent, the theories of learning explain the relationship between attitudes and language learning outcomes. Learning theories illustrate how information undergoes several processes including absorption, processing, and retention in the process of learning. The processes of acquiring and retaining such information is affected by environmental, emotional, and cognitive factors (Ormrod, 2012). Behaviourism is the

first theory that can be applied in this case. The theory mainly deals with behaviour prediction and conditioning. When applied in the case of how attitudes affect second language learning, this theory shows significant relevance as it directly portrays the significance of behaviour change. Therefore, all educators should concentrate on changing the behaviours of their students to curb them from developing negative attitudes that would change their classroom behaviours. The other important theory of learning that is applicable in this case is constructivism. This theory reinforces emphasis on the inevitability by all learners to ensure they are actively involved in personal construction of knowledge (Bodner, Klobuchar & Geelan, 2001). Learners should always show positive determination in the process of acquiring the new information. Therefore, for any learner to gain the required cognitive status in terms of gaining an understanding of the new language, he or she must be determined to develop and embrace personal information.

The studies reviewed in this section show adequate relevance to the area of study. The information presented in these previous studies shows the availability of convergent views that attitude is inevitable in any language learning perspective. It is stated in the studies that students usually develop various emotional and behavioural changes that affect their attitudes towards learning English as the new language. Therefore, this affects their learning approaches and even impact on their overall performance. For instance, students with positive attitudes towards the new language would always be motivated to learn the language; therefore, enhancing their performance in that specific language. Similarly, students who develop early negative attitudes against the new language learning tend to portray overall poor performance in the tests offered in that course. The highly identifiable knowledge gap in the previous studies on this topic is the failure of the authors to exhaustively illustrate the implications of negative language learning attitudes on studying the main course prior to which the student is undertaking the EAP lessons.

III. Methodology

3.1 Participants

The participants of this study were 40 students, 100% male, randomly selected from the same Australian university that offers EAP courses. The participants are Arabic speakers undertaking their EAP courses prior to starting their major courses in Australia. Since the EAP course is composed of different levels, relative percentage of the selected students were representatives of different levels. The selection of the students was neither dependent on age nor the type of course applied for in the university.

3.2 Design

A quantitative design was applied in this research with great focus on the participants of the study. The quantitative nature of the study is evidenced by the descriptive statistics that were developed from the measuring instrument – the questionnaire. The participants were subjected to questionnaire as the main primary data collection method. They were requested to respond honestly to every item in the questionnaire while providing their perceptions of the attitudes towards English language learning the EAP classes.

3.3 Instrument

The questionnaire approach was the primary data collection method of preference used in this study. A questionnaire is a data collection tool in research that encompass several questions to gather the required information from the selected participants (Gilham, 2008). The questionnaire design was based on the Likert-Scale whereby five levels were used to establish the qualitative significance of the attitudes of the participants. The five items in the scale include Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Any response among the five was to be selected by the participants to respond to different items on the topic of attitudes towards language learning.

3.4 Limitations

This study was limited to a few set of participants. Only 40 participants were involved in the study. Therefore, the lean size may not be the best representative of the real broader perceptions of the whole Arab world. Another limitation was that some participants failed to completely fill the questionnaire; therefore, creating more knowledge gaps instead of helping to find new evidence.

3.5 Data Analysis

Among the 40 questionnaires sent to the respondents, only 38 were returned. Each of the 38 questionnaire feedbacks were previewed and 4 eliminated for failing to answer each of the set items. This implies that only 34 questionnaires qualified to be included in the next stage of data analysis. The Statistical Package for the Social Science Program (SPSS) was used for quantitative analysis of the collected data. Descriptive analysis was done on all questions to determine the mean, standard deviation, variance, frequency, and ANOVA. The results of the study are in the next section.

IV. RESULTS AND DISCUSSION

4.1 Students' Attitudes towards Language Learning

The results of the study indicate the respective responses of the EAP students in regard to their attitude towards English language learning. Different questions have different responses in terms of whether the participants agree or not, or whether they are neutral. For instance, in the second question on the 'attitudes', the students were requested to respond to whether they think that the ease of studying other subjects would be enhanced by being good at English.

Results

Question	TD	D	N	A	TA
2. The ease of studying other subjects would be enhanced by being good at English	3%	12.1%	18.2%	30.3%	36.4%

Less than 4 % of the participants disagreed with the statement, and the mean score is 2.5236 (SD = 0.5876). Based on the response, a total of 66.7% of the participants are in agreement that the ease of studying English would be enhanced by being good at English. This shows that, based on this question, the students have a positive attitude towards the benefit of English in learning other courses.

Similar to the second question on attitudes, the other questions also present related opinions on the attitudes of the participants towards learning English.

Question	TD	D	N	A	TA
5. The relevance of studying English lies in the assertion that it will enhance my education standards	6.1%	18.2%	24.2%	30.3%	21.2%

In the fifth question, a total of 51.5% of the participants were 51.5% were in agreement that the relevance of studying English lies in the assertion that it will enhance their education standards (mean score = 2.6876; SD = 0.5765). This shows that most of the students believe that English is the basis of understanding other subjects.

Question	TD	D	N	A	TA
6. My relationship with others is boosted by studying English	9.1%	12.1%	27.3%	30.3%	27.3%

In the sixth question, only 21.2% of the respondents believe that the relationship with others is not boosted by studying English while 51.5% believe that it is boosted by studying English (mean score = 2.546; SD = 0.5716). A larger percentage (57.6%) is in agreement that the relationship with others is boosted by English. This implies that the official language of communication is English and that its study is important in enhancing effective communication.

Question	TD	D	N	A	TA
7. I usually feel highly motivated when studying English	2.9%	11.8%	41.2%	26.5%	17.6%
8. I will study more English in the future	6.1	15.2	15.2	42.4	21.2
9. I learn English well through inquisition	2.9	5.9	35.3	44.1	111.8
10. I find English very enjoyable	2.9	14.7	11.8	47.1	23.5
13. Good emotions are developed by studying English	8.8	20.6	23.5	35.3	11.8

In the seventh question, 13.8% of the participants felt that they feel highly motivated by studying English. In the eighth question, 63.6% of the participants confirmed that they would study more English in the future (mean score = 2.541; SD = 0.5876). This means that their experience of studying English is positive and they would like to pursue it in the future. In the 9th question, 55.9% of the participants believed that they learn English well through inquisition (mean score = 2.5765; SD = 0.5776). This shows that they have developed the cognition by engaging in proactive activities in the classroom. In the 10th question, 70.6% of the participants find English very enjoyable (mean score = 2.5056; SD = 0.5786). In the 13th question, 47.1% of the participants believe that good emotions are developed by studying English (mean score = 2.5309; SD = 0.5906). Question 13 also shows that emotions work well in the second language learning. Students that have positive emotions are more likely to study English well.

In question 19, 22, and 33 the participants offered the following responses

Question	TD	D	N	A	TA
19. I hate studying English	44.1%	35.3%	8.8%	5.9%	5.9%
22. Studying English is not applicable in my life	32.4	26.5	26.5	5.9	8.8

33. I always want to spend more time in English classes because the lessons are enjoyable	2.9	29.4	26.5	26.5	14.7
---	-----	------	------	------	------

The findings in question 19 show that 77.4% of the participants do not hate studying English. Similarly, in question 22, a total of 58.9% believe that English is applicable in their life. The two responses imply that they have positive attitudes towards studying English as they think is important in their life. The same applies to question 33 whereby a total of 41.2% of the participants always want to spend more in English classes because they enjoy the lessons.

From the above results, it is evident that the students have a positive attitude towards English language learning. The results are contrary to the findings in Al-Zahrani (2008) that most students developed negative attitudes towards English language learning as caused by the traditional teaching styles used by the educators. Students in this study might have developed positive attitudes based on the positive teaching styles adopted by the educators. Additionally, their learning environment is more likely to be conducive to enhance the language learning experience.

Table 1 presents the reliability value on language aspects. The SPSS results show consistency in the Cronbach's Alpha value in terms of the behavioural aspect, cognitive aspect, and emotional aspect of the attitudes towards English learning. Therefore, there is indication that there is a relatively higher reliability on language aspect that is statistically significant.

Table 1 - Reliability Value on Language Aspect

Aspects of Attitude	No. of items	Cronbach's Alpha Value
Behavioral aspect	14	0.698
Cognitive aspect	11	0.691
Emotional aspect	12	0.688
General attitude towards English language	37	0.732

The probability of the differences between attitudes of the participants towards English learning was investigated using one-way ANOVA analysis. In Table 2, the SPSS results indicate that there is some variance in the attitudes among the participants. The results show that the differences in the attitudes of the participants are statistically significant and should be considered as essential results to understand the perceptions of these participants. These results are consistent with the findings in Rad (2009) which also showed that there are various differences in attitudes among different students in regards to their perceptions of learning English. The current evidence show that the differences in attitude might be arising from the different teaching styles that the different students are exposed to. It is agreeable that they were taught by different educators, and that each educator had his or her own style of teaching. Therefore, the teaching styles impacted differently on the different students based on their cognitive and emotional aspects.

Table 2 - ANOVA Test

	Sum of squares	df	Mean Square	F	Sig
Between Groups	2.410	2	1.190	3.498	0.031
Within Groups	59.560	174	0.332		
Total	61.970	176			

V. CONCLUSION AND RECOMMENDATIONS

5.1 Implications of Findings

The findings of the study have positive implications to the teaching and learning of English language. For instance, the teachers would now understand the essence of integrating teaching techniques that would enhance the language teaching process. Based on this knowledge, they would start teaching in a manner that accommodates the desires of the learners. Additionally, curriculum developers would also adjust the English language learning curriculum to accommodate the requirements of the learners. The students would also know how to adjust to the learning environment in order to develop positive attitudes towards the learning of English. Generally, the findings would develop a positive perception of language learning among Arab students; therefore, improving the teaching and learning experience in English classrooms.

5.2 Recommendations

Educators should consider the learning needs of the students to create a positive language learning environment in which the students can enjoy the learning experience.

The curriculum developers should publish texts that are student-centred to avoid interfering with the emotions of the learners especially when some texts stereotype the Arab culture.

Educators should be encouraged to understand the learning attitudes of the students and ensure that the content of the language learning lesson is motivating to encourage the students to keep learning.

The future study should consider using a large number of students to enhance the validity and reliability of the results. It will also be important to conduct follow-up studies to determine the attitudes of the same students towards other subjects to be studied in their main college courses. This would make it plausible to understand whether the attitudes were only towards English language learning or they also affect the student's perception of other subjects being studied as part of the enrolled course.

5.3 Conclusion

The research was conducted to analyse the attitudes of Arab students in EAP English learning classes. The results show that most of the students would always love to spend more time studying English, perform better in English, wish to achieve English language fluency, love doing their English assignments, have improved confidence due to English studying, do not hate studying English, find passion in English, have improved personality by studying English, have developed good emotions by studying English, and find English very enjoyable. Generally, the results show that a larger percentage of Arab students in EAP classes have positive attitudes towards learning English. Only a few percentage of them have negative attitudes towards English as they do not find it relevant in their lives.

REFERENCES

- [1] Abu-Rabia, S. (1996). Attitudes of Arab Minority Students in Israel and Canada Toward Learning a Second Language. *Journal Of Social Psychology*, 136(4), 541-544.
- [2] Al-Zahrani, M. (2008). Saudi secondary school male students' attitudes towards English: An exploratory study. *J. King Saudi University, Language and translation*, 20, 25-39.
- [3] Bodner, G., Klobuchar, M., & Geelan, D. (2001). The many forms of constructivism. *Journal of Chemical Education*, 78: 1107-1134
- [4] Davis, K., Drey, N., & Gould, D. (2009). What are scoping studies? A review of the nursing literature. *International Journal of Nursing Studies*, 46 (2009): 1386-1400
- [5] Fakeye, D. (2010). Students' Personal Variables as Correlates of Academic Achievement in English as a Second Language in Nigeria. *Journal of Social Sciences*, 22(3): 205-211.
- [6] Ghazali, S., Setia, R., Muthusamy, C. & Jusoff, K. (2009). ESL Students' Attitude towards Texts and Teaching Methods Used in Literature Classes. *English language teaching*, 2(4): 51-56.
- [7] Gillham, B. (2008). *Developing a questionnaire (2nd ed.)*. London, UK: Continuum International Publishing Group Ltd.
- [8] Kara, A. (2009). The Effect of a 'Learning Theories' Unit on Students' Attitudes towards Learning. *Australian Journal of Teacher Education*, 34(3): 100-113.
- [9] 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
- [10] Ormrod, Jeanne (2012). *Human learning (6th ed.)*. Boston: Pearson.
- [11] Rad, N. (2009). Evaluation of English Students' Beliefs about Learning English as Foreign Language: A Case of Kerman Azad University. International Conference "ICT for Language Learning. 3rd edition. Retrieved May 28, 2016 from : http://pixel-online.org/ICT4LL2010/common/download/Proceedings_pdf/SLA25 Fatehi_Rad.pdf
- [12] Shams, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research*, 2(2): 121-144.
- [13] Tavil, Z. (2009). Parental Attitudes towards English Education for Kindergarten Students in Turkey. *Kastamonu Education Journal*. 17(1), 331-340

5/27/2016
IN EAP CLASSES

APPENDICES
ATTITUDES OF ARABIC SPEAKING STUDENTS

ATTITUDES OF ARABIC SPEAKING STUDENTS IN EAP CLASSES

This questionnaire is part of the research on the Arabic Speaking International students' attitudes in Australia towards English language learning, and it would be relevant in helping EFL teachers and curriculum developers to come up with effective approaches to mitigate the challenges faced. You are therefore requested to respond to the items as required. However, you would not be compelled to provide confidential information. Anonymity and confidentiality are highly regarded.

NOTE: PARTICIPATION IS VOLUNTARY AND YOU HAVE THE DISCRETION TO OPT OUT ANY TIME

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree.
Select only one option

Part 1: Demographic Profile

Kindly Complete this Part in Full

2 1. Kindly state your gender

Select one option

Mark only one oval.

- Male
 Female
 Other

2 2. What is your age range?

Mark only one oval.

- 18 - 20
 21 - 22
 23 - 25

Above 25

3. 3. EAP level

.....

4. 4. How long have you been in Australia?

.....

Part 2: Attitudes

/27/2016
IN EAP CLASSES

ATTITUDES OF ARABIC SPEAKING STUDENTS

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree. Select only one option

5. 1. My worry increases when I speak English

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

6. 2. The ease of studying other subjects would be enhanced by being good at English

Mark only one oval.

- 1
- 2
- 3
- 4

5

7. 3. I am usually opinionated during English classes

Mark only one oval.

1

2

3

4

5

8. 4. When I communicate in English, I feel highly motivated

Mark only one oval.

1

2

3

4

5

9. 5. The relevance of studying English lies in the assertion that it will enhance my education standards

Mark only one oval.

1

2

3

4

5

10. 6. My relationship with others is boosted by studying English

Mark only one oval.

1

2

3

4

5

11. 7. I usually feel highly motivated when studying English

Mark only one oval.

1

2

3

4

5

12. 8. I will study more English in the future

Mark only one oval.

1

2

3

4

5

9. I learn English well through inquisition

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

14. 10. I find English very enjoyable

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

15. 11. I usually find it a habit to talk to students that I hear speaking English very fluently

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

16. 12. I don't get overwhelmed by anxiety when I am asked to respond to a question in the classroom

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

17. 13. Good emotions are developed by studying English

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

18. 14. The confidence of self-expression has been boosted by my knowledge of English

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

19. 15. My personality has been improved by studying English

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

20. 16. Getting new information and linking it to my previous knowledge has been improved by studying English

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

21. 17. I find no passion in studying English

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

22. 18. I can say that I only study English for the sake of the degree

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

23. 19. I hate studying English

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

20. I wish I was capable of speaking English well

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

25. 21. I personally think that people who are multi-lingual are super talented and knowledgeable

Mark only one oval.

- 1

2

3

4

5

26. 22. Studying English is not applicable in my own life

Mark only one oval.

1

2

3

4

5

27. 23. My confidence has been enhanced by studying English

Mark only one oval.

1

2

3

4

5

28. 24. I copy native speakers in my practice of English

Mark only one oval.

1

- 2
- 3
- 4
- 5

29. 25. I like doing my English assignments

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

30. 26. The creation of new thoughts is enhanced by my knowledge of English

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

31. 27. I think I have few English speaking friends

Mark only one oval.

- 1
- 2

- 3
- 4
- 5

5/27/2016
IN EAP CLASSES

ATTITUDES OF ARABIC SPEAKING STUDENTS

32. 28. I wish to achieve the fluency of the native speakers to feel satisfied with my study of English

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

33. 29. I always ask for homework from students and teachers whenever I miss English classes

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

34. 30. My performance in English subject is not satisfactory

Mark only one oval.

- 1
- 2

3 4 5

35. 31. English is very complicated and difficult for learners

Mark only one oval.

 1 2 3 4 5

5/27/2016
IN EAP CLASSES

ATTITUDES OF ARABIC SPEAKING STUDENTS

36. 32. I develop negative feelings when I have to come for English lessons

Mark only one oval.

 1 2 3 4 5

37. 33. I always want to spend more time in English classes because the lessons are enjoyable

Mark only one oval.

 1 2

3

4

5

38. 34. I pay attention in English classes

Mark only one oval.

1

2

3

4

5

39. 35. Learning English has really changed me

Mark only one oval.

1

2

3

4

5

5/27/2016 ATTITUDES OF ARABIC SPEAKING STUDENTS
IN EAP CLASSES

40. 36. When I go back home, I will make it known that English is the best foreign language to learn

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

41. 37. When I go back home, I will be willing to offer to others some English lessons

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

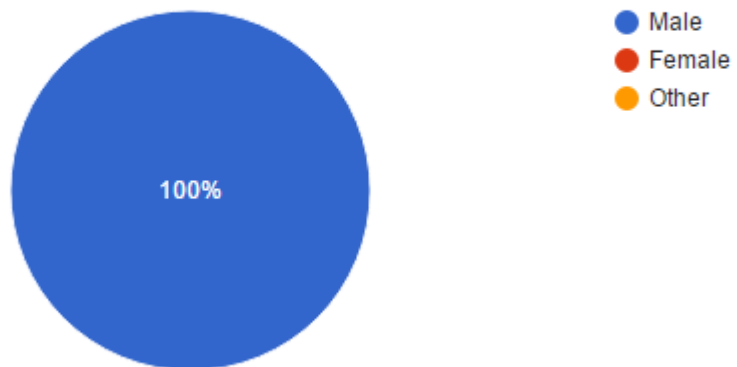
THE END

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

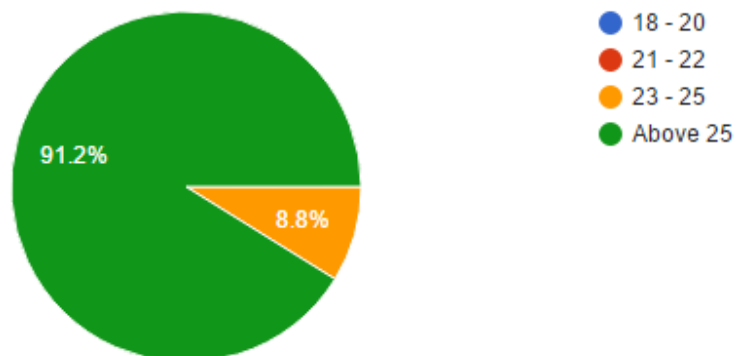
Powered by
 Google Forms

Appendix B – Summary Responses

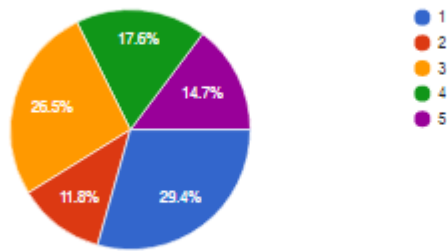
1. Kindly state your gender (34 responses)



2. What is your age range? (34 responses)

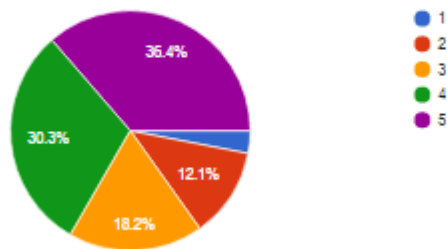


1. My worry increases when I speak English (34 responses)

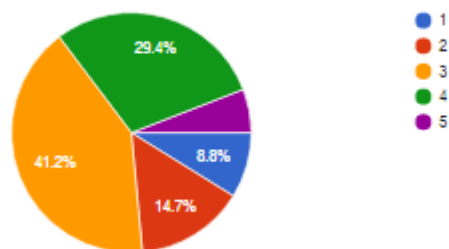


2. The ease of studying other subjects would be enhanced by being good at English

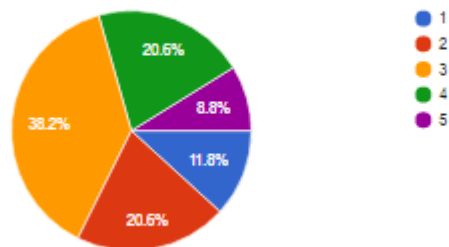
(33 responses)



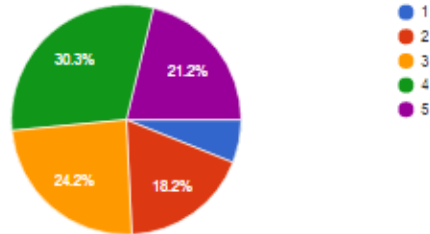
3. I am usually opinionated during English classes (34 responses)



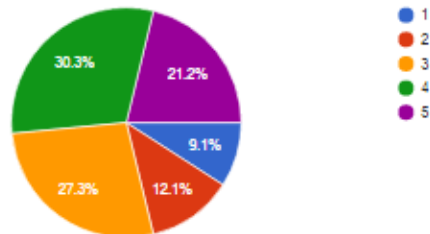
4. When I communicate in English, I feel highly motivated (34 responses)



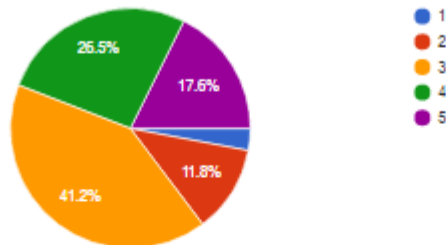
5. The relevance of studying English lies in the assertion that it will enhance my education standards (33 responses)



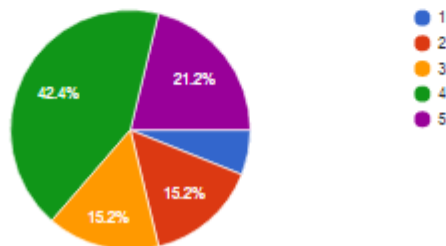
6. My relationship with others is boosted by studying English (33 responses)



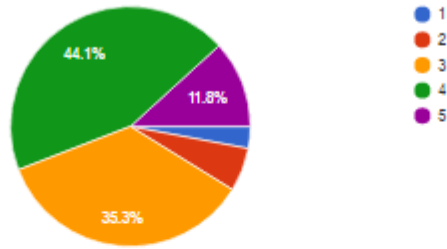
7. I usually feel highly motivated when studying English (34 responses)



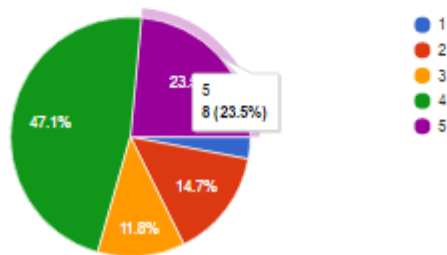
8. I will study more English in the future (33 responses)



9. I learn English well through inquisition (34 responses)

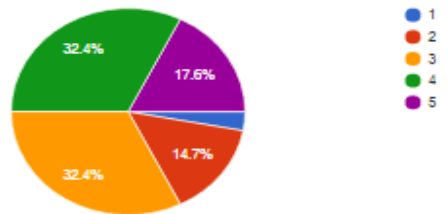


10. I find English very enjoyable (34 responses)



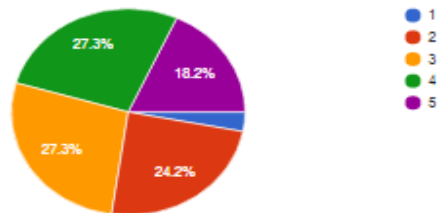
11. I usually find it a habit to talk to students that I hear speaking English very fluently

(34 responses)

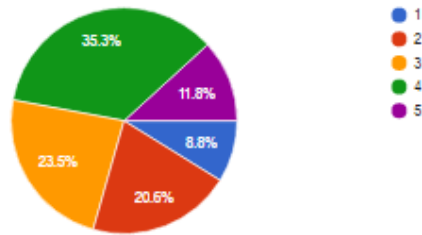


12. I don't get overwhelmed by anxiety when I am asked to respond to a question in the classroom

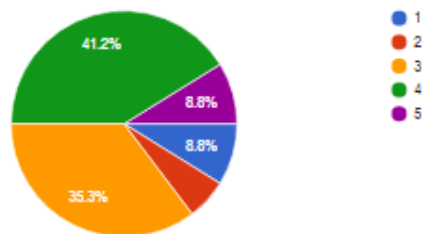
(33 responses)



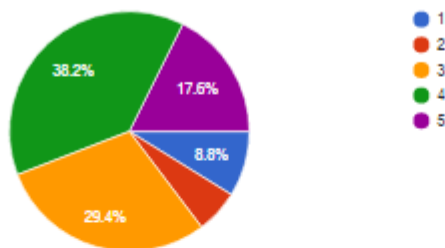
13. Good emotions are developed by studying English (34 responses)



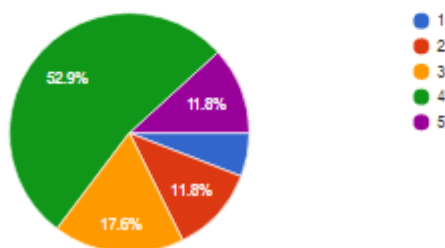
14. The confidence of self-expression has been boosted by my knowledge of English (34 responses)



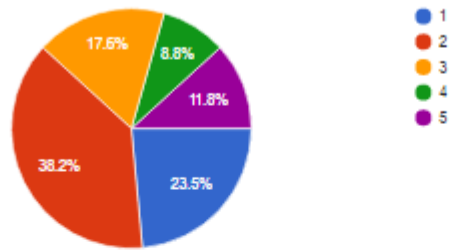
15. My personality has been improved by studying English (34 responses)



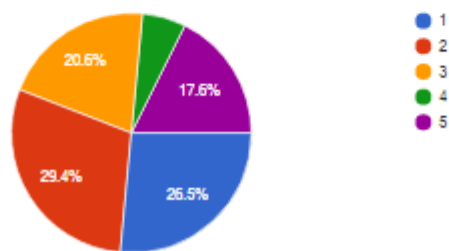
16. Getting new information and linking it to my previous knowledge has been improved by studying English (34 responses)



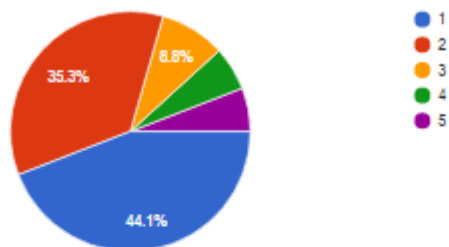
17. I find no passion in studying English (34 responses)



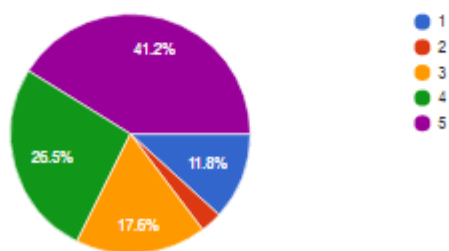
18. I can say that I only study English for the sake of the degree (34 responses)



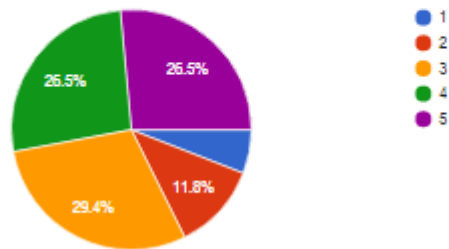
19. I hate studying English (34 responses)



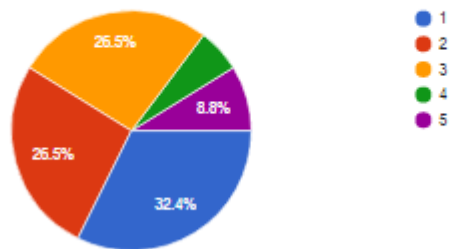
20. I wish I was capable of speaking English well (34 responses)



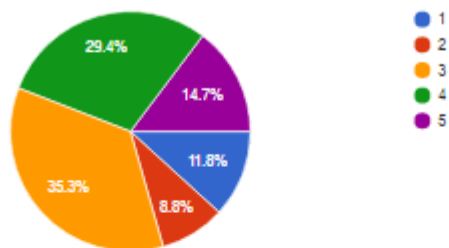
21. I personally think that people who are multi-lingual are super talented and knowledgeable
(34 responses)



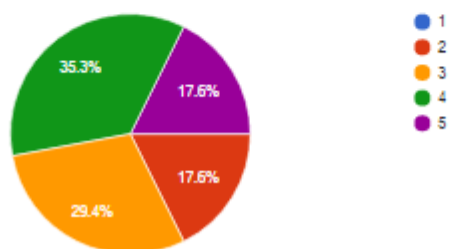
22. Studying English is not applicable in my own life (34 responses)



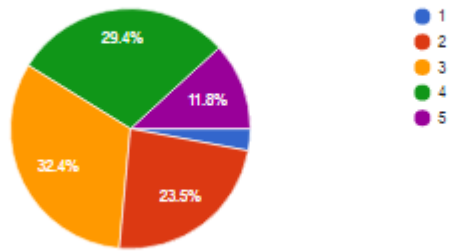
23. My confidence has been enhanced by studying English (34 responses)



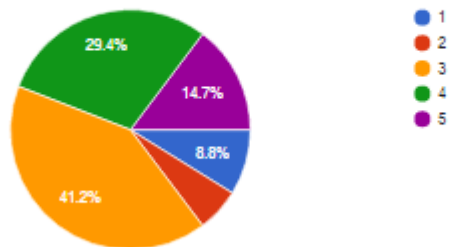
24. I copy native speakers in my practice of English (34 responses)



25. I like doing my English assignments (34 responses)

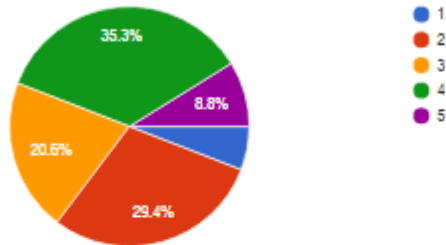


26. The creation of new thoughts is enhanced by my knowledge of English (34 responses)

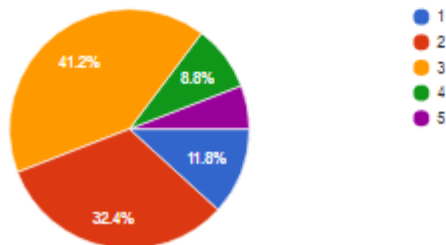


29. I always ask for homework from students and teachers whenever I miss English classes

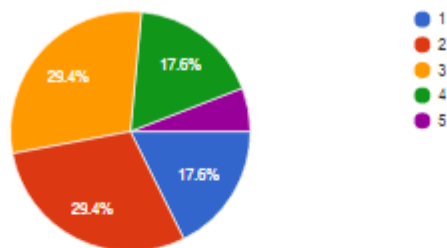
(34 responses)



30. My performance in English subject is not satisfactory (34 responses)

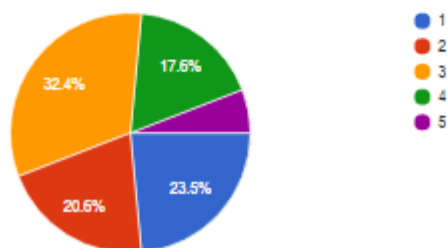


31. English is very complicated and difficult for learners (34 responses)



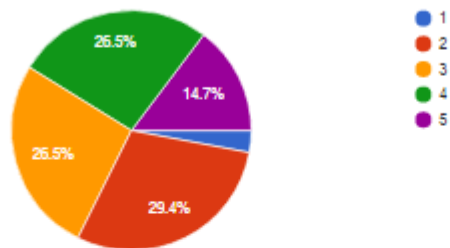
32. I develop negative feelings when I have to come for English lessons

(34 responses)

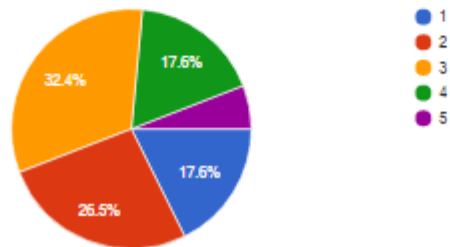


33. I always want to spend more time in English classes because the lessons are enjoyable

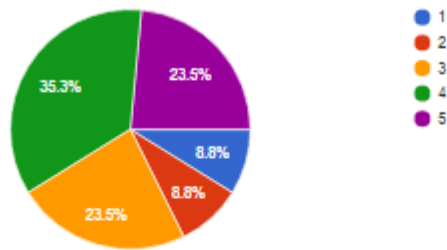
(34 responses)



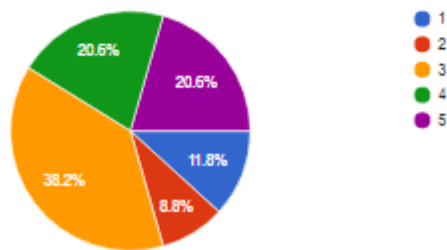
34. I pay very minimum attention in English classes (34 responses)



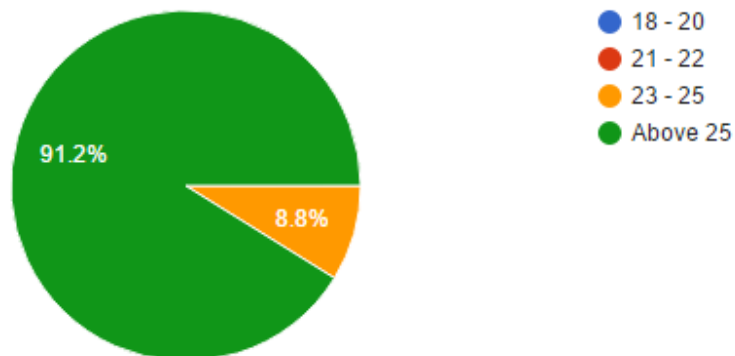
35. Learning English has really changed me (34 responses)



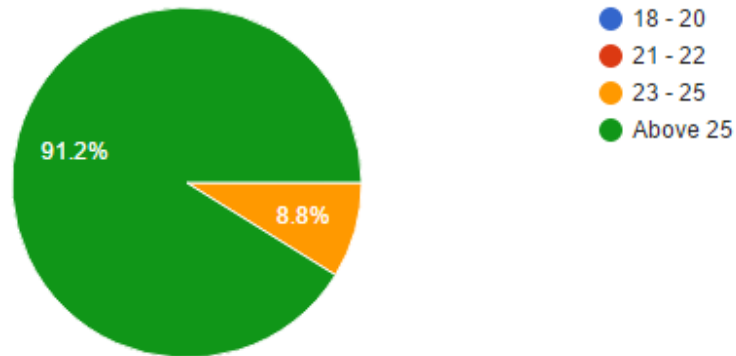
36. When I go back home, I will make it known that English is the best foreign language to learn (34 responses)



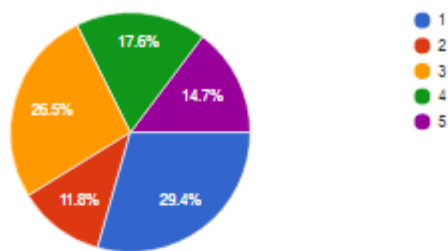
2. What is your age range? (34 responses)



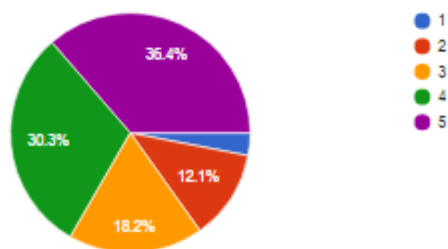
2. What is your age range? (34 responses)



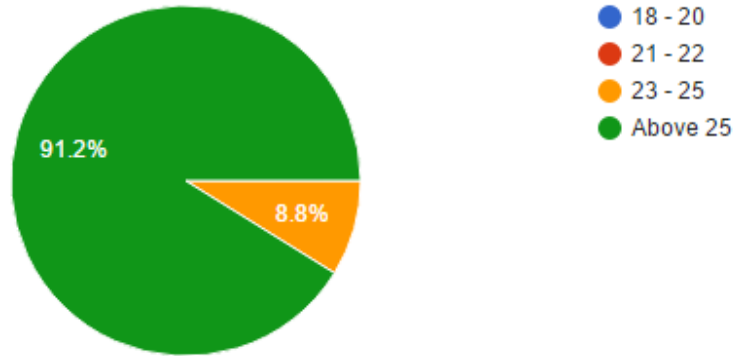
1. My worry increases when I speak English (34 responses)



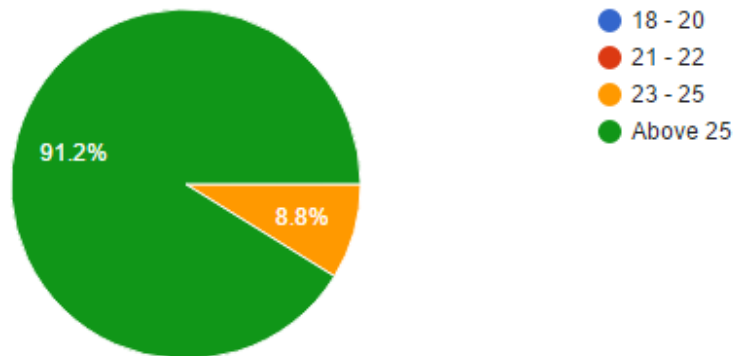
2. The ease of studying other subjects would be enhanced by being good at English (33 responses)



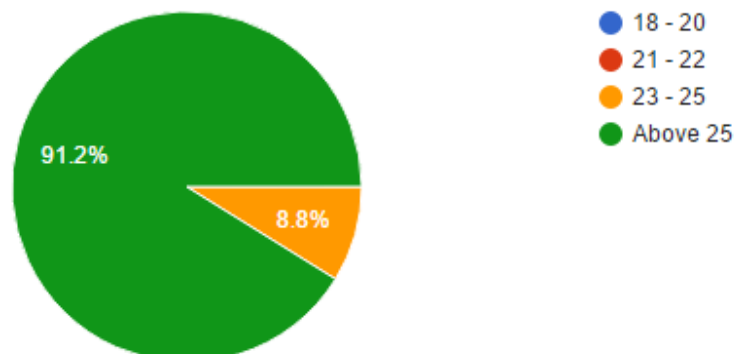
2. What is your age range? (34 responses)



2. What is your age range? (34 responses)



2. What is your age range? (34 responses)



IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Nasser Munahi Q Alqahtani "Arabic Speaking International Students' Attitudes In APA Classes Toward English Language Learning: An Australian Perspective" IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 3, 2018, pp. 12-45.